

## **English department 5 year Delivery Grid**

### **INTENT:**

The English curriculum is intended to teach pupils about the value of reading, writing, speaking and listening skills all revolving around the theme of identity. This golden thread approach is reflected in the wide-ranging topics that deepen skills and knowledge across KS3 and KS4, ultimately allowing students to express their identity in English. Not only does proficiency in these areas enhance their understanding of the diverse texts explored in lessons, it also forges links to other curriculum areas that underpin successful study at all levels, for example Humanities. The Key Stage 3 curriculum encourages learners to be inspired, moved and challenged by a range of voices following a broad and balanced course of study. The heart of teaching at Key Stage 3 is to allow the pupil to learn through creativity and critical thinking. At Key Stage 4, pupils build upon these skills and so a greater emphasis is placed on Assessment Objectives and examination technique. Throughout their time at Studley pupils have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues as well as the opportunity to develop individual citizenship that compliments their personal identity.

### **IMPLEMENTATION:**

In English, teachers incorporate a range of resources and learning opportunities to both bring a text to life and to foster a lifelong love of learning. The discursive nature of our subject lends itself to whole class activities and group work, but we also devote curriculum time to independent tasks such as research and extended writing sessions. In order to enhance their experiences in the classroom, pupils have access to a range of technology such as laptops and desktop computers for research, interactive whiteboards and visualisers for live modelling. These activities, whilst also allowing pupils to meet the criteria for academic success at both Key Stage 3 and Key Stage 4, create opportunities to develop transferable skills such as creativity, synthesis, analysis and evaluation. To enhance their experiences outside of the classroom, pupils have the opportunity to engage in a wealth of trips and other extracurricular events. In recent years, these opportunities have included The National Poetry Competition, University 'masterclass' sessions, theatre trips (including to the RSC in Stratford-upon-Avon and the Birmingham Hippodrome), The Harry Potter Studios Tour, RSC live schools broadcasts, SHINE reading clubs and an inter-house Spelling Bee. This offer continues to develop and improve, based on pupil need and feedback on previous events. Student progress is enabled through a structured and engaging curriculum, with regular assessments to measure progress. As well as these formalised settings, the progress of pupils is also tracked through teacher questioning and regular lessons observations. The school's policy of being 'open door' is a key component of our environment within English. Visitors to the department, both internally and externally, are always welcome.

### **IMPACT:**

English continues to be a successful department at Studley High School. We place great value on fostering an environment that allows all pupils to make excellent progress, regardless of their starting points when they join us. Our department's progress 8 scores for both English Language and English Literature are consistently high and key measures such as 4+, 5+ and 7+ percentages place us well above national averages. In addition to the benefits that pupils gain from achieving excellent GCSE outcomes, we also recognise the importance of developing a multitude of transferable skills that allow our pupils to participate effectively in society and employment. Our goal is to create learners who are able to: demonstrate the skills of critical thinking; understand and appreciate opposing viewpoints and articulate views in a reasoned and mature manner.

## Key information in this document

- Key question to be covered for each topic (or **area of content**)
- Assessment Points
- KS4 Skill focus (including Assessment Objectives and **Language/Literature** focus)

## **KS3 Knowledge & Skills**

### **Reading**

- Understanding and Response (Ideas, Evidence, Evaluation)
- Analysis of Language and Structure (Techniques, Terms, Comments)
- Connections (context, Comparisons)

### **Writing**

- Content and Organisation (style and impact / organisation)
- Technical Accuracy (sentences and punctuation / vocabulary / spelling)

### **Oracy**

- *Talking to Others*
- *Talking with Others*
- *Talking Creatively*
- *Talking About Talk*

GCSE Assessment Objectives key:

### **AQA English Language**

AO1 - Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts

AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4 - Evaluate texts critically and support this with appropriate textual references

AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation


**AQA English Literature**

AO1 - Read, understand and respond to texts to maintain a critical style; develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations

AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate







AO3 - Show understanding of the relationships between texts and the contexts in which they were written

AO4 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  *links to prior learning*






	Autumn Term		Spring Term		Summer Term	
	7 ½ weeks	7 weeks	5 weeks	5 weeks	7 weeks	7 weeks
<p><b>Year 7</b></p> <p><b>4 hours per week (including one Wider Study lesson linked)</b></p>	<p><b>ORIGINS OF ENGLISH</b></p> <p><b>INTRODUCTION:</b> Transition - Recap KS2</p> <p><b>TOPIC 1:</b> Myths &amp; Legends</p> <p><b>TOPIC 2:</b> Introduction to Shakespeare</p>		<p><b>OUR BRITISH HERITAGE</b></p> <p><b>TOPIC 1:</b> Literary Change </p> <p><b>TOPIC 2:</b> Non-Fiction Creative Writing</p>		<p><b>MY VOICE</b></p> <p><b>TOPIC 1:</b> <u>End of Year Exam Preparation &amp; Novel Study</u> (<i>The London Eye Mystery</i>)</p> <p><b>TOPIC 2:</b> Fiction Creative Writing</p>	
<p><b>KS3 Skill &amp; Knowledge coverage</b></p>	<p><b>Transition</b> KS2 Skills Recap</p> <p><b>Myths &amp; Legends</b></p> <ul style="list-style-type: none"> <li>* Origins</li> <li>* Influences &amp; impact</li> <li>* Writing in the style of</li> </ul>	<p><b>Shakespeare</b></p> <ul style="list-style-type: none"> <li>* Context &amp; Genre</li> <li>* Understanding &amp; appreciating</li> </ul> <p><b>Writing Competition</b></p>	<p><b>Literary Change</b></p> <ul style="list-style-type: none"> <li>* Romanticism</li> <li>* Gothic Literature</li> <li>* Victorian</li> <li>* Comparison skills</li> </ul>	<p><b>Non-Fiction Creative Writing</b></p> <ul style="list-style-type: none"> <li>* Structure/conventions of text types</li> <li>* Persuasive Writing</li> </ul>	<p><b>2 weeks End of Year Exam Preparation</b></p> <p>&amp;</p> <p><b>Modern Novel Study</b></p> <ul style="list-style-type: none"> <li>* Structure</li> <li>* Narrative Voice</li> <li>* Characterisation</li> <li>* Writer's intentions</li> </ul>	<p><b>Conclude Modern Novel Study</b></p> <ul style="list-style-type: none"> <li>* Structure</li> <li>* Narrative Voice</li> <li>* Characterisation</li> <li>* Writer's intentions</li> </ul> <p><b>Fiction Creative Writing</b></p> <ul style="list-style-type: none"> <li>* Narrative</li> </ul>

						Structure * Creating character/ narrative voice * SPAG skills
<p><b>Assessment Points</b></p> <p>(Key Spellings and definition tests are a part of the diagnostic assessment)</p>	<p><b>First Assessment</b> <i>Descriptive writing paragraph as part of Transition</i></p> <p><i>Reading Test</i></p> <p><b>Baseline Testing</b></p> <p><i>Writing:</i> Content &amp; organization/ Technical accuracy</p> <p>Used to inform first evaluation of KS3 Pathway</p> <p><b>Myths &amp; Legends Formative Knowledge</b> <i>Test: Recall</i> <b>Skills:</b> Reading analysis</p> <p><b>Diagnostic Knowledge</b> <i>Test: Vocabulary</i> <b>Skills:</b> Write a Myth</p> <p><i>Writing</i> Content &amp; organization/ Technical</p>	<p><b>Shakespeare Formative</b> Knowledge test: 1 Vocabulary 2 Context 3 Understanding</p> <p><b>Diagnostic Knowledge test:</b> Vocabulary <b>Skills</b> - Write and present a monologue</p> <p><i>Oracy: Talking to others and Talking Creatively</i></p> <p><b>Enrichment Writing Competition</b> Pupils to enter poem in competition linked to changing annual theme</p>	<p><b>Literary Change Formative Knowledge</b> <b>Test:</b> <i>Recall</i> <b>Skills:</b> <i>Comparing two poems</i></p> <p><b>Diagnostic Knowledge</b> <b>Test:</b> <i>Key vocabulary</i> <b>Skills:</b> <i>Comparing two prose texts</i></p> <p><i>Reading: Connections (Context and comparisons)</i></p>	<p><b>Non-Fiction Creative Writing Formative</b> <i>Knowledge Test</i> <i>Skills: Understanding</i></p> <p><b>Diagnostic</b> <i>Knowledge Test</i> <i>Skills: Design a persuasive leaflet</i></p> <p><i>Writing</i> Content &amp; organization/ Technical accuracy</p>	<p><b>End of Year exams scheduled w/c 29 April &amp; 10 May</b></p> <p><b>Exam</b> <i>Knowledge Test:</i> <i>1 Vocabulary</i> <i>2 Recall Test</i> <b>Skills Test:</b> <i>Analysis of the presentation of a character throughout a novel</i></p> <p><i>Reading:</i> * <i>Analysis of Language and Structure</i></p> <p><b>Modern Novel Formative</b> <i>Knowledge Test:</i> <i>1 Vocabulary</i> <i>2 Recall Test</i> <i>3 Character analysis</i></p> <p><b>End of Unit Test</b></p>	<p><b>Formative</b> <i>Knowledge Test</i> <i>Skills: Figurative Language</i></p> <p><b>Diagnostic</b> <i>Knowledge Test</i> <i>Key vocabulary</i> <i>Skills: Write a 100 word short story</i></p> <p><i>Writing</i> Content &amp; organization/ Technical accuracy</p> <p><b>Enrichment</b> Create whole class Prose anthology</p>





	accuracy					
<b>Wider Study (one lesson per week)</b>	Context linked to each myth /legend <b>Non-Fiction</b>	Shakespeare's England & Context <b>Non-Fiction</b>	Context for each Era study <b>Non-Fiction</b>	Context linked to non-fiction writing <b>Non-Fiction</b>	Analysis of 21 <sup>st</sup> century Fiction extracts linked to characterisation <b>Fiction</b>	Analysis of Autobiographical Writing <b>Non-Fiction</b>
<b>Year 8</b>  <b>4 hours per week (including one Wider Study lesson linked)</b>	<b>VOICES OF THE PAST AND PRESENT</b>  <b>TOPIC:</b> Art of Rhetoric  <b>TOPIC:</b> Novel Study ( <i>A Monster Calls</i> )  <i>Alternative option (The Survival Game)</i>		<b>MISTAKEN IDENTITY</b>  <b>TOPIC:</b> Shakespeare Study ( <i>Much Ado About Nothing</i> )  <b>TOPIC:</b> Media Study and Exam preparation		<b>REPRESENTATION MATTERS</b>  <b>TOPIC:</b> Summer Exam Improving Writing Style  <b>TOPIC:</b> Diverse Poetry	
<b>KS3 Skill &amp; Knowledge coverage</b>	<b>Orators &amp; Famous speeches</b> *Origins of speechwriting *Ethos/pathos/logos *Speeches which changed the world 15th - 21st centuries	<b>Whole novel study</b> *Context *Plot *Characters *Theme *Writer's Intentions	<b>Shakespeare</b> Much Ado about Nothing * Whole play study *Plot * Character * Themes *Social, historical Context	<b>Understanding Media</b> *Definition of Media *Representation *Newspapers *Social Media *Film Media	<b>Improving Non-fiction writing style</b> <ul style="list-style-type: none"> <li>• Writing to persuade</li> <li>• Writing to argue</li> <li>• Writing to inform</li> <li>• Writing to review</li> <li>• Writing to advise</li> <li>• Improving dictionary and thesaurus skills</li> </ul>	<b>Poetry from Around the world</b> *Analysis of Poetry from different cultures *SLAM poetry
<b>Assessment Points</b>	<b>Formative</b> Knowledge Test Skills: Create an	<b>Formative</b> Knowledge Test Skills - Language	<b>Formative</b> Knowledge Test Skills:	<b>End of Unit test</b> Vocabulary Test Knowledge Test	<b>End of Year exams scheduled w/c 17 &amp; 25 April</b>	<b>Formative</b> Knowledge Test Skills: Evaluation of extract from

<p>(Key Spellings and definition tests are a part of the diagnostic assessment)</p>	<p>opening for a speech</p> <p><b>Diagnostic</b></p> <p><i>Knowledge Test Skills:</i> Write a whole speech</p> <p><i>S&amp;L opportunity</i></p> <p>Pupils to learn and present speeches</p> <p><i>Writing Content &amp; organization/ Technical accuracy</i></p> <p><u>Oracy opportunity:</u></p> <p>Talking to others &amp; talking about talk</p>	<p>analysis – Characterisation extract</p> <p><b>Diagnostic</b></p> <p><i>Knowledge Test Skills –</i> Language analysis – Characterisation whole novel</p> <p><i>Reading Skills Analysis of Language and Structure (Techniques, Terms, Comments)</i></p>	<p><i>Evalutaion of short scene – How far do you agree?</i></p> <p><b>Diagnostic</b></p> <p><i>Knowledge Test Skills:</i> <i>Evalutaion of character – How far do you agree?</i></p> <p><i>Reading Skills Understanding and Response (Ideas, Evidence, Evaluation)</i></p>		<p><b>Exam</b></p> <p><i>Knowledge Test to date</i> <i>Skills Test: Analysis</i></p> <p><i>Reading Skills Analysis of Language and Structure (Techniques, Terms, Comments)</i></p> <p><b>End of Unit Test</b></p> <p><i>Vocabulary Test</i> <i>Knowledge Test</i></p>	<p>Unseen poem</p> <p><b>Diagnostic</b></p> <p><i>Knowledge Test Skills: Pupils to write and present their own SLAM poem</i></p> <p><i>Oracy: Talking to others &amp; talking about talk</i></p>
<p><b>Wider Study (one lesson per week)</b></p>	<p>Grammar Focus</p>	<p>Context to the novel</p>	<p>Context to Elizabethan England</p>	<p>Fiction comprehension</p>	<p>Grammar Revision</p>	<p>Non-fiction Comprehension</p>
<p><b>Year 9</b></p> <p><b>4 hours per week (including one Wider Study)</b></p>	<p><b>ALTERED PERSPECTIVES</b></p> <p><b>TOPIC:</b> Noughts &amp; Crosses (modern play) </p> <p><b>TOPIC:</b> Windows on the World </p>		<p><b>GREAT LIVES</b></p> <p><b>TOPIC:</b> Real Life Writing </p> <p><b>TOPIC:</b> Novel Study (<i>The Hate You Give</i> by Angie Thomas) </p>		<p><b>GCSE ENGLISH LITERATURE</b></p> <p><b>TOPIC:</b> A Christmas Carol </p> <p><b>TOPIC:</b> An Inspector Calls </p>	

<b>lesson linked)</b>						
<b>KS3 Skill &amp; Knowledge coverage</b>	Modern Play	Non-fiction Reading	Non-fiction writing	Modern Novel	Exam Link A01, A02 & A03	Exam Link A01, A02 & A03
<b>Assessment Points</b>  (Key Spellings and definition tests are a part of the diagnostic assessment)	<p><b>Formative</b> Extract analysis of Sephy</p> <p><b>Diagnostic</b> character development across the play (Callum)</p> <p><b>Reading</b> <i>Understanding and Response (Ideas, Evidence, Evaluation)</i></p>	<p><b>Formative Knowledge</b> of non-fiction texts <b>Skills</b> Language analysis</p> <p><b>Diagnostic Knowledge</b> Vocabulary <b>Skills:</b> Comprehension &amp; evaluation</p> <p><b>Reading Skills</b> <i>Understanding and Response (Ideas, Evidence, Evaluation)</i></p>	<p><b>Year group exams exams scheduled w/c 2 &amp; 9 Jan</b></p> <p><b>Formative</b> Short piece of descriptive writing</p> <p><b>Diagnostic</b></p> <p><b>Oracy:</b> Talking to others &amp; talking about talk</p>	<p><b>Formative</b> THUG - Character Analysis - Starr</p> <p><b>Diagnostic</b> THUG - Evaluation of key theme</p> <p><b>Reading</b> Analysis of Language and Structure (Techniques, Terms, Comments) <b>Writing</b> Content &amp; organization/ Technical accuracy</p>	<p><b>Formative</b> How does Dickens present the character of Scrooge at the beginning of the novella?</p> <p><b>Diagnostic</b>  How does Dickens use the character of Scrooge to show attitudes to poverty?</p>	<p><b>Formative</b> Knowledge recall low stakes testing about character and plot</p> <p><b>Diagnostic</b> How successfully is the idea of collective responsibility explored in this play using the Inspector?</p>

<p><b>WIDER STUDY (one lesson per fortnight with additional homework opportunities)</b></p> <p><i>These are further fiction or non-fiction extracts linked by wider theme to the topic studied in the half term.</i></p>	<p><b><u>Aut :1 Noughts &amp; Crosses</u></b>          To Kill a Mockingbird          Jim Crow Laws          Born a Crime          Terrorist or Freedom Fighter?          Capital Punishment</p> <p><b><u>Aut 2: Windows on the World</u></b>          Heroes, Robert Cormier          The Chrysalids, John Wyndham          Turtles All the Way Down, John Green          Winter's Bone, Daniel Woodrell          The Night Circus, Erin Morgenstern          All Summer in a Day, Ray Bradbury</p>		<p><b><u>Spr 1: Real Life Writing</u></b>  <i>Letters of Note - Cressida Cowell</i>  <i>Experience: I swallowed one of my AirPods - Bradford Gauthier</i>          What makes a good life – TED Talk          Hollow – Vanessa Kissule          What do great speeches sound like?</p> <p><b><u>Spr 2 : THUG</u></b></p> <p>Postcode Lottery          Marcus Rashford          Harper's Law          Abuse on Social Media          Youth Activisim          THUG Film Review</p>			
<p><b>NoYear 10</b></p> <p><b>4 hours per week</b></p>	<p><b>TOPIC: Power &amp; Conflict</b>           Anthology Poetry</p> <p><b>TOPIC: Language Paper 1</b>           Reading (Section A) and Writing (Section B) Sections</p>		<p><b>TOPIC: Romeo and Juliet</b> </p> <p><b>TOPIC: Language Paper 2:</b>           Reading (Section A) and Writing (Section B) Sections</p>		<p><b>TOPIC: A Christmas Carol &amp; Unseen Poetry</b> </p> <p><b>TOPIC: Mocks Spoken Language Endorsement</b></p>	
<p><b>KS4 Assessment Objective Link</b></p>	<p>Literature Paper 2 - A01, A02, A03</p> <p>Language Paper 1- A01, A02, A03, A05 &amp; A06</p>		<p>Literature Paper 1 - A01, A02, A03</p> <p>Language Paper 2 – A01, A02, A04, A05 &amp; A06</p>		<p>Literature Paper 1 - A01, A02, A03 &amp; A04</p> <p>Literature Paper 2- A01, A02, A03 &amp; A04</p> <p>Spoken Language – A07, A08 &amp; A09</p>	
<p><b>Assessment Points</b></p> <p>(Key Spellings)</p>	<p><b><u>Aut 1 Formative</u></b>          Anthology poem</p>	<p><b><u>Aut 2 Formative</u></b>          Language P2 Section A</p>	<p><b><u>Spr 1 Formative</u></b>          R&amp;J extract analysis on a</p>	<p><b><u>Spr 2 Formative</u></b>          Language Section A</p>	<p><b><u>Sum 1 Formative</u></b>          ACC question on theme/character relationships/plot</p>	<p><b><u>Sum 2 Formative</u></b>          N/A</p>



<p>and definition tests are a part of the diagnostic assessment)</p>	<p>question annotations</p> <p><b><u>Aut 1 Diagnostic</u></b> Poetry essay</p>	<p><b><u>Aut 2 Diagnostic</u></b> Language P1</p>	<p>studied character</p> <p><b><u>Spr 1 Diagnostic</u></b> R&amp;J whole play question on a studied theme</p>	<p><b><u>Spr 2 Diagnostic</u></b> Language Section B</p>	<p><b><u>Sum 1 Diagnostic</u></b> ACC question on theme/character</p>	<p><b><u>Sum 2 Diagnostic</u></b> Mocks - Lang</p>
<p><b>Year 11</b></p> <p><b>4 hours per week</b></p>	<p><b>TOPIC: An Inspector Calls or Blood Brothers/ RJ revision/ ACC</b> </p> <p><b>TOPIC: Language Paper 2 Revision &amp; Mock Feedback</b> </p>		<p><b>TOPIC: Unseen Revision/ Conflict poetry revision</b> </p> <p><b>TOPIC: Language Paper 1 - Section A &amp; B &amp; Mock exams feedback</b> </p>		<p><b>TOPIC: Final Exam Revision</b> <i>Bespoke lessons to meet the needs of the cohort or groups.</i></p> <p><i>Potential to target either more challenging questions or higher tariff areas ('Romeo and Juliet, Poetry Anthology for Literature; Language Paper 2)</i></p>	
<p><b>KS4 Assessment Objective Link</b></p>	<p>Literature Paper 2 - A01, A02, A03</p> <p>Language Paper 2 - A01, A02, A03, A05 &amp; A06</p>		<p>Literature Paper 2- A01, A02, A03</p> <p>Language Paper 2 - A01, A02, A04, A05 &amp; A06</p>		<p>Literature - A01, A02, A03</p> <p>Language - A01, A02, A04, A05 &amp; A06</p>	
<p><b>Assessment Points</b></p> <p>(Key Spellings and definition tests are a part of the diagnostic assessment)</p>	<p><b><u>Formative</u></b> An Inspector Calls retrieval /BB</p> <p><b><u>Diagnostic</u></b> An Inspector Calls Essay/ BB</p>	<p><b><u>Formative</u></b> Language P2 (Sec B)</p> <p><b><u>Diagnostic</u></b> Mock Exams - TBC</p>	<p><b><u>Formative</u></b> Comparative anthology poetry question</p> <p><b><u>Diagnostic</u></b> Mock exams</p>	<p><b><u>Formative</u></b> Language Paper 2 - Section B</p> <p><b><u>Diagnostic</u></b> Extract analysis</p>	<p><b><u>Formative</u></b> Literature quizzes on key knowledge</p> <p><b><u>Final GCSE Exams</u></b> Students sit final exams in English Literature and Language - dates TBC</p>	

