



## Curriculum Guide for English 2022-23

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# 1. Curriculum Rationale

## 2. What students will learn in English



### 1. INTENT

The English Faculty aims to provide students with a worthwhile and broad experience, based around a range of Literature and non-fiction texts, across a wide variety of topics. Our aim is to build upon the skills and knowledge acquired during the Primary phase of education, whilst developing the skills and practices required to prepare our students for GCSE success. It is our intention to promote high standards of language and literacy by equipping students with a strong command of spoken and written language, and to develop a love of literature by exposing students to texts from a widespread range of genres, cultures and ages. Furthermore, the English curriculum has been designed to promote social, moral, spiritual and cultural awareness in our students, providing a platform from which we can discuss and understand the diversity in our society, in a sensitive and thoughtful way.

Overall we seek to:

- provide a language rich environment that promotes a culture of reading and writing
- develop in students an interest and a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives
- teach students the craft of writing in order to develop the confidence and skills to write effectively for a range of purposes and audiences
- teach the basics – grammar, spelling, handwriting and punctuation - to liberate creativity
- develop students' confidence, desire and ability to express their views and opinions both orally and in writing
- value and celebrate diversity in culture and language

Students should be able to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Become competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Become confident citizens who can apply their knowledge in a wide range of situations
- Be suitably prepared to undertake further study of the subject

## **SEND Intent Statement**

Our curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies, such as the Magnificent 7, where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments where needed to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of Individual Learning Plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Specifically, within English adaptations would include:

- Structured pairing and group work to promote inclusivity and increase participation (including buzz talk)
- Increased think time to allow for processing and encourage responses
- Chunking of instructions and deliberate recall to ensure understanding
- Name the Steps – numbered step-by-step processes
- Deliberate modelling of a skill replicated by the student – through the I do/We do/You do model
- Sentence starts/frameworks/scaffold sheets to help students plan and structure written work (these may be graded, with multiple versions available)
- Adapted texts – e.g. same challenge level but shorter or abridged, or more accessible format
- Personalised Next Steps for improvement
- Use of the iPad to type for extended writing (where appropriate)
- Resources produced on different coloured paper or in larger font styles (as required)

## **2. IMPLEMENTATION**

Across all key stages students are taught to develop their reading, writing and speaking skills. They learn to adapt their writing and speaking for a range of different purposes and audiences. These skills are delivered through termly or half termly thematic units.

In each year, students will study a number of texts across a wide range of time periods. This includes a Shakespeare text, a modern novel, poetry collections, fiction and non-fiction extracts and a play.

The curriculum has been mapped in order to ensure that students are exposed to a wide range of authors and contexts, allowing them to build on knowledge and skills throughout Key Stage 3 and 4. A focus on the techniques used to craft texts and convey meanings will be taught throughout. Lessons will address misconceptions to close any gaps in knowledge and allow for continual development. Lessons will incorporate scaffolding and modelling of both written texts and analytical responses, using the I do, we do, you do model. By using higher order questioning to develop the depth of students' interpretations, we aim to ensure our students reach their potential. Knowledge organisers and low stakes testing, along with recall activities and response to marking will be used throughout both key stages in order to secure knowledge and skills and to improve outcomes.

Key Stage 3 creates a foundation on which students can build, as it gradually increases the level of challenge and depth, increasing students' knowledge and application of literary terms, forms and analytical thinking. By the end of Key Stage 3 students will be equipped with a bank of specialist vocabulary, a knowledge of key contextual background and the skill set to effectively deconstruct a text. They will also be able to write for multiple audiences, in multiple forms, using a range of literary devices for effect and purpose. Students will have studied contemporary texts alongside those from the literary heritage (including texts by Shakespeare, Shelley and Dickens to prepare them for the work of these authors studied at GCSE).

#### **Year 7:**

Year 7 is underpinned by the theme of PEOPLE and PERSONAL JOURNEYS. Students begin with the 'HEROES and VILLAINS Through the Ages' unit, as this addresses a range of characters, conventions and text types. There is a primary focus on extracts from a variety of Shakespeare texts (introducing students to the craft of the author), as well as the opportunity to draw on heroes and villains depicted in contemporary literature and poetry and to consider the life and work of 'real' people through non-fiction study. This extract-based unit, seeks to consider character conventions and stereotypes and how authors may subvert or adhere to these concepts.

The theme of PEOPLE and PERSONAL JOURNEYS is developed further in the study of a Novel – *A Monster Calls* - with a focus on CHARACTER and FAMILY. A novel study aids the transition process for our students, as Primary education tends to centre around a novel, with all subjects stemming from the themes covered. The novel study allows us to quickly gauge students' ability and prior learning in both Reading and Writing, whilst being an enjoyable learning experience for our students. Non-fiction and related prose/poetry will be studied alongside the novel linking to key themes and ideas to enhance students' understanding and SMSC awareness. The unit also builds upon the previous unit's consideration of social and moral issues.

Finally, students study a range of texts from THE WORLD AROUND US: poetry from other cultures, travel writing and media in order to broaden students' knowledge and understanding of the world around us. This unit particularly looks at CULTURAL DIFFERENCES, promoting tolerance, acceptance and compassion, through increased social awareness. Poetry analysis skills, particularly identifying and understanding the effect of poetic techniques forms the core knowledge of the unit.

#### **Year 8:**

In Year 8 the theme of the year is PERSONAL DECISIONS and RELATIONSHIPS, which develops the core principle of characterisation from Year 7. The first unit in Year 8 – 'MONSTERS, MURDERERS and the MACABRE' – continues to develop the themes of Heroes and Villains from Year 7, but with an emphasis on Gothic literature. Students will apply understanding of the conventions of heroes and villains, whilst appreciating gothic traditions and how they have developed from the works of Old English, myths and legends and Shakespeare. This again is a larger thematic unit, allowing for a range of prose, poetry, drama and non-fiction to be explored and compared.

Following this unit, students will return to a NOVEL study, which ties together all the themes covered throughout Year 7 and 8 – acceptance, social conventions, morality, character traits and flaws, justice and culture. Students will study *Smart*, an evocative and compelling contemporary detective fiction text. Written by local author, Kim Slater, the events are told from a child's perspective making this a relatable, as well providing a platform for students to consider the impact of narrative voice. Language analysis skills, use of specialist vocabulary and effective creative writing skills will be consolidated through this unit. This novel also lends itself as a stimulus to consider wider reading, considering the texts, context and characters who have inspired the novel. Consequently, the novel is used as a springboard to explore other ideas.

Year 8 is completed with SHAKESPEARE, but are now considering a whole text rather than a range of extracts, as was the case in Year 7. The film version of *Much Ado About Nothing* will support students'

understanding of the play, with students reading and studying a range of key scenes in detail. The conventions of Shakespeare's theatre, dramatic devices and specific historical context will be explicitly taught, as well as further developing students' appreciation of an author's use of plot, character and language (which was the focus of Year 7).

### **Year 9:**

The Year 9 curriculum aims prepare students for future GCSE study through the style of delivery and the level of challenge. However, the Year 9 curriculum still creates links between previous Key Stage 3 study, revising and building on subject terminology, skills and themes, while beginning to bridge this to Key Stage 4 curriculum.

We begin with a shorter introductory module 'DYSTOPIA' where the extremes of politics, discrimination and social segregation are explored. This unit challenges students to take all that has been learnt about the world around us in previous schemes of work, along with their appreciation of modern society and the flaws of man, to perceptively analyse the genre and apply this to their understanding of the world around us. This unit therefore establishes the theme of Year 9: AN IMPERFECT WORLD.

This is followed by the study of the play *Blood Brothers*, which revisits the themes of PERSONAL JOURNEYS (Year 7), FAMILY (*A Monster Calls*, *Much Ado About Nothing*, *Smart*), CULTURE (The World Around Us), SOCIETY (*Smart*, *Dystopia*) and PERSONAL DECISIONS and RELATIONSHIPS (*A Monster Calls*, *Much Ado About Nothing*, *Smart*). Students will consider the play in its entirety and the concept of dramatic structure and performance will be taught in more detail at this point.

A NOVEL study follows this unit. Students will study *Of Mice and Men* which once again builds on the themes of discrimination and segregation in society, alongside moral and personal issues. Students at this point will be applying all of their analytical skills and understanding of how to approach a text, with an expectation to be as independent and thorough as possible. The importance of historical and social context in understanding the writer's intentions and critique of society will be explicitly taught in this unit.

Previously, Shakespeare has been taught through a variety of extracts in Year 7, followed by an in depth study from a single play in Year 8 (*Much Ado About Nothing*). This provides the scaffolding required for SHAKESPEARE study in Year 9 where the full play will be read and analysed. As Year 9 centres on the flaws of man, these ideas continue through the study of the tragedy *Romeo and Juliet*, which allows students to explore both the context alongside the writer's intentions, considering how writing can be a social criticism. This acts as a stepping stone for when students consider the purpose and authorial intent for Literature texts, especially *Macbeth*, at KS4.

### **KS4:**

At Key Stage 4 students follow the AQA GCSE curriculum in both English Language and Literature. Initially, students concentrate on Language texts, allowing them to build on the techniques and approaches developing across Key Stage 3. There is a greater volume of Literature knowledge to acquire and retain in Key Stage 4 but it is important that adequate time is provided for students to study for the Language GCSE alongside. The aim of the Key Stage 4 plan is to ensure all content is covered by half-term 2 in Year 11, securing plenty of time for students to revisit and revise all the GCSE texts before the final exams. Interleaving starters and recall tests are used throughout Key Stage 4 to continually revisit and recap students' Literature knowledge. Furthermore, whilst studying Literature texts, Language style tasks based on extracts from the set texts, are used to embed GCSE English Language skills throughout the year.

We begin with a five week unit focusing on Language Paper 1 skills, which allows students to make progress in both Language and Literature GCSEs across the first half-term. Language Paper 1 is centred on a fiction extract and requires students to write creatively, therefore the skills required at KS3 when students study a range of Literature support this. It also allows students to explicitly understand how to handle different components of a text, such as language and structure which develops the literature knowledge they have so far acquired. Students use a shadow paper to reinforce learning.

Students then study the first of the Literature texts, *A Christmas Carol*. This is an engaging text to hook our Year 10 students into GCSE Literature and is familiar to students as they study the story in KS3 Drama lessons (as well as any general knowledge they may have of the novel). Studying and reading this novel as students experience the lead up to Christmas enables students to appreciate Dickens' purpose and intent, as their thoughts are naturally centred on the values and traditions of the season. The historical context of *A Christmas Carol* is very closely aligned to the context of *An Inspector Calls* and so consecutively studying these two texts enhances students' understanding of the morals and social critique contained within the texts. Students are also expected to draw on their prior learning concerning Dickens, his craft and the Victorian era, which was covered briefly as part of the Year 8 Monsters, Murderers and the Macabre unit.

Following history chronologically leads us to study *An Inspector Calls* next. As the more accessible and shorter text, this helps to build students' resilience and confidence in handling demanding content, and suits the shorter time frame of the Spring term. The themes and context link back to their Year 9 study of *Of Mice and Men* and *Blood Brothers*, but also draws on the lessons learnt about character, social diversity, morality and justice during Year 7 and 8.

Next on the curriculum is Language Paper 2, where the perspectives in non-fiction texts are compared. Comparison skills are required when studying GCSE poetry, therefore it helps to provide students with the opportunity to develop these skills through their exposure to a number of non-fiction extracts. This also means, that by the end of Year 10 students have studied the whole of the GCSE Language course, meaning the skills can be revised, practised and refined during Year 11.

Students then study a selection of poems (war) from the Power and Conflict Poetry anthology. This draws on prior knowledge taught through the modules where poetry has been explored across Key Stage 3 along with consideration of conflict from units such as *Of Mice and Men*, *Blood Brothers*, Dystopia and *Lord of the Flies*, will enable students to fully explore the themes and issues prevalent in the GCSE anthology.

Students have a small break from studying the anthology poems towards the end of half-term 5 to be taught how to handle unseen poetry. This independent approach is encouraged whilst examining poems from the Power and Conflict cluster, but this opportunity allows students to apply this to a range of poetry from a range of genres.

In the final half-term, students resume studying the remainder of the anthology poems and make connections between poems through common themes. The final two weeks of half-term 6 are used to provide students with an overview and support planning and scripting their spoken language endorsement. Students are expected to continue with this over the summer break in preparation to deliver these in Year 11.

The final text, *Macbeth*, is covered at the start of Year 11. This is a challenging text and so by leaving it until Year 11, students have developed the skills, confidence and resilience to deal with the text successfully. Shakespeare study throughout Key Stage 3 has been designed to gradually build to this

point, reinforcing Shakespeare's style, form and craft at each stage. Students should be secure in their knowledge of Shakespeare's historical context and be able to appreciate the influence this has on his work in order to fully explore his themes and ideas.

### **Curriculum Maps below:**



### 3. Curriculum Maps



## The Granville Curriculum Plan 2022/23

YEAR 7 <i>People and Personal Journeys</i>	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	<b>Heroes &amp; Villains Through the Ages</b> Shakespeare extracts Contemporary fiction extracts Poetry Real Heroes – Non-Fiction articles		<b>Novel: <i>A Monster Calls</i></b>		<b>The World Around Us</b> Travel <b>non-fiction</b> + writing <b>Poetry</b> from Other Cultures Media	
Formal Assessment	GL Reading (baseline)	Part A & B – Writing (Narrative)		GL Reading (baseline)	Part A & B – Writing (Narrative)	
	12 <sup>th</sup> – 30 <sup>th</sup> Sept	w/c 14 <sup>th</sup> Nov w/c 12 <sup>th</sup> Dec DD		12 <sup>th</sup> – 30 <sup>th</sup> Sept	w/c 14 <sup>th</sup> Nov w/c 12 <sup>th</sup> Dec DD	
Whole Class Marking Tasks	<b>WCW</b> - ‘There’s nothing we can learn from Shakespeare.’ Write for or against (newspaper) - Writing a story opening  <b>WCR</b> - Lang P1 Q2 & 4 style, language analysis		<b>WCW</b> – Description of picture – Additional chapter/sequel  <b>WCR</b> – How is Character X presented? – Language analysis - atmosphere		<b>WCW</b> - Advantages of living in a multi-cultural society – magazine article - Argument, benefits of travel  <b>WCR</b> - Language analysis using a poem - Compare theme of identity in 2 poems.	
YEAR 8 <i>Personal Decisions and Relationships</i>	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	<b>Monsters, Murderers &amp; the Macabre</b> Gothic fiction Poetry Myths and Legends/ Non-Fiction articles		<b>Novel: <i>Smart</i></b> including <b>non-fiction</b>		<b>Shakespeare</b> <i>Much Ado About Nothing</i>	
Formal Assessment	Part A & B - Writing (Descriptive)	Part C – Reading (Fiction)		Part A & B - Writing (Descriptive)	Part C – Reading (Fiction)	
	w/c 17 <sup>th</sup> Oct	w/c 21 <sup>st</sup> Nov w/c 12 <sup>th</sup> Dec DD		w/c 17 <sup>th</sup> Oct	w/c 21 <sup>st</sup> Nov w/c 12 <sup>th</sup> Dec DD	

<b>Whole Class Marking Tasks</b>	<b>WCW</b> - Descriptive or narrative writing - 'Ghosts don't exist. Anyone who believes in them is being fooled.' (writing to argue) - All people have potential for evil... (speech) <b>WCR</b> - Non-Fiction language analysis/comparison - How is the theme/character presented in a poem/extract?		<b>WCW</b> - Description of a picture - Article on theme in novel - Homeless charity speech <b>WCR</b> - How is setting presented? (extract) - Language analysis – presentation of character		<b>WCW</b> - Write a diary entry in role after a significant moment in the play. - Script of additional scene <b>WCR</b> - Act 1 Sc1 extract: Explain how Shakespeare presents the relationship between Benedick and Beatrice in this scene. – Language analysis of key extract	
	<b>Half term 1</b> <i>Dystopia</i> (Non-Fiction & Fiction)		<b>Half term 2</b> <i>Modern Play</i> <i>Blood Brothers</i>		<b>Half term 3</b> <b>Half term 4</b> Novel <i>Of Mice and Men</i>	
<b>Formal Assessment</b>	<b>Part C – Reading (Non-Fiction)</b> w/c 26 <sup>th</sup> Sept		<b>Part A &amp; B - Writing (Descriptive/Narrative)</b> w/c 7 <sup>th</sup> Nov w/c 5 <sup>th</sup> Dec DD		<b>Part C – Lit. question</b> w/c 20 <sup>th</sup> March	
	<b>Part C – Reading (Non-Fiction)</b> w/c 26 <sup>th</sup> Sept		<b>Part A &amp; B - Writing (Descriptive/Narrative)</b> w/c 7 <sup>th</sup> Nov w/c 5 <sup>th</sup> Dec DD		<b>Part C – Reading (Non-Fiction)</b> w/c 26 <sup>th</sup> Sept	
<b>Whole Class Marking Tasks</b>	<b>WCW</b> - Describe your nightmare world. <b>WCR</b> – Language analysis of text <b>WCR</b> - How are the two mothers used to present ideas about responsible parenting? - Presentation of Character/theme (Lit. style) <b>WCW</b> - Argument – equality and rights - Letter in role		<b>WCW</b> – Using a line from the novel write the opening of a story. <b>WCR</b> - How is the setting presented in this extract? - How is language used to create tension? - Lang P1 Q2 or Q4 style		<b>WCW</b> - Love is necessary for a relationship to be successful. Write an article expressing your views - Write a letter in role after a significant moment in the play. <b>WCR</b> - How is the theme of ... presented in this extract? - Compare 2 poems/poem with extract from the play	
	<b>Half term 5</b> Shakespeare: <i>Romeo &amp; Juliet</i> + <i>Love &amp; Relationships poetry</i> (e.g. sonnets)		<b>Half term 6</b>			

Yr 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	GCSE English Language: Paper 1 section A and B	GCSE English Literature: A Christmas Carol	GCSE English Literature: An Inspector Calls	GCSE English Language: Paper 2 section A	GCSE English Literature: Power and Conflict poetry (7 war poems) Unseen Poetry	GCSE English Literature: Power and Conflict poetry (8 poems) GCSE English Language- Spoken Language
Whole class marking tasks	<i>Lang: Live/WC marking of individual reading / writing tasks</i>	<i>Lit: How does Dickens use language to present the Ghost of Marley in Stave 1?</i>	<i>Lit: Priestley presents Mrs Birling as an unlikeable character. To what extent do you agree?</i>	<i>Lang: Live/WC marking of individual reading / writing tasks</i>	<i>Lit: Compare how poets present the effects of war in 'Bayonet Charge' and in one other poem from 'Power and conflict'.</i>  <i>Lit: Unseen Poetry Part 1/Part 2</i>	
Assessment tasks	<i>Lang: Paper 1 Section A &amp; B (Nov 2019)</i> <ul style="list-style-type: none"> <li>Section A: w/c 3<sup>rd</sup> October</li> <li>Section B: w/c 17<sup>th</sup> October</li> </ul>	<i>Lit: ACC (June 2019)</i> w/c 12 <sup>th</sup> December	<i>Lit: AIC (June 2019)</i> w/c 27 <sup>th</sup> February	<i>Lang: Paper 2 Shadow Paper (Nov 2019) - WCF</i>	<i>PPE Window – 17<sup>th</sup>- 28<sup>th</sup> April</i> <ul style="list-style-type: none"> <li><i>Literature Paper 2 (Nov 2020)</i></li> <li><i>Language Paper 2 (Nov 2020)</i></li> </ul>	<i>Lit: Power &amp; Conflict Poetry (Nov 2020)</i> w/c 3 <sup>rd</sup> July  <i>Lang: Spoken Language Endorsement</i>
Yr 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	GCSE English Literature: Macbeth	GCSE English Literature: Macbeth Language and Literature mock preparation: <ul style="list-style-type: none"> <li>GCSE English Language: Paper 1</li> </ul> GCSE English Literature: A Christmas Carol	Literature: Power & Conflict Poetry – complete and revision  Revision: GCSE English Language: Paper 2 GCSE English Literature: An Inspector Calls GCSE English Literature: Unseen Poetry	Continued English Language and Literature revision	Revision: GCSE English Language: Paper 1 revision GCSE English Literature: A Christmas Carol GCSE English Literature: Macbeth	

Whole class marking tasks	<p><i>Lit: Explore how far Shakespeare presents Macbeth as a violent character in the opening scenes of the play</i></p> <p><i>Lit: "Macbeth is presented as ambitious." To what extent do you agree?</i></p>	Dec: Walking talking mock Lang P1	Jan/Feb – Literature: Poetry comparison	<p>March: Walking talking mock Lang P2</p> <p>March/April – Literature: Unseen Poetry</p>	<p>April – Lang P1</p> <p>May: ACC</p> <p>May: Macbeth</p>	
Assessment tasks	<p><b>Lit: Macbeth (June 2019)</b> w/c 10<sup>th</sup> October</p>	<p><b>Language Paper 1 Q5 (Nov 2020)</b></p> <p><b>ACC extract question in prep for PPE next half term (May 2018-</b> Starting with this extract, explore how Dicken's presents Scrooge's fears in ACC) - <b>WCF</b></p>	<p><b>PPE Window – 9<sup>th</sup>- 20<sup>th</sup> January</b></p> <ul style="list-style-type: none"> <li><b>Literature Paper 1 (June 2022)</b></li> <li><b>Language Paper 1 (June 2022)</b></li> </ul>		<p><b>May/June 2023</b></p> <ul style="list-style-type: none"> <li><b>GCSE Literature Exams</b></li> <li><b>GCSE Language Exams</b></li> </ul>	



## 4. Assessment Plan



### KS3

Key Stage 3 students will be assessed formally each half term using a cross-Trust standardised assessment. They will complete either a **Part A & B** or **Part C** assessment – so that each term all sections have been completed. These assessments are timetabled across the Trust, with the relevant dates referenced on the Curriculum Map. The assessments will then be moderated either internally or cross-Trust, and directly influence students' progress rank.

- **PART A:** 10 Knowledge-based questions  
Questions will assess students' knowledge of key terminology, techniques, vocabulary, or key content.

This section will be marked by the class teacher. Answers are either ticked correct or marked incorrect.

- **PART B:** Extended written Reading response  
Tasks will contain either a fiction or non-fiction extract with a question(s) focusing on the analysis of language, structure, perspective, theme or character.

This section will be marked by class teachers using the specific Trust mark scheme. A Next Step target will be set for each student based on their individual performance and areas for improvement.

- **PART C:** Writing task  
Tasks will be different each time, covering a range of writing types – both fiction and non-fiction - including description, narrative and perspective writing. Writing will also cover several forms such as newspaper articles, speeches, diary entries or blogs.

This section will be marked through Comparative Judgement software. All members of the department will take part in this Whole Cohort marking, judging which of the two pieces presented on screen is better. Every piece of work will be viewed approximately 4 times, in order for the software to establish the rank order and therefore the mark to be assigned to each student. Common trends regarding the cohorts strengths and weaknesses will be identified and consequently influence future planning and teaching input.

Alongside the formal assessments, Whole Class Marking tasks will be completed to embed the necessary skills and knowledge covered in the formal assessments. The key WC marking task for each half term is specified on the Curriculum Map, along with the week in which it must be completed. Students will reflect on these tasks responding to Next Step targets in designated RICE time sessions. The Curriculum Map outlines the minimum requirement for

each class. Further WC tasks or Live Marking tasks are expected to take place when necessary, to ensure students are acquiring and developing the skills required.

## **KS4**

KS4 students will complete one formal cross-Trust key assessment task per unit of their GCSE course. These tasks are drawn from previous examination papers and therefore will be marked according to the GCSE mark schemes. Formal assessments will be moderated both internally and cross-Trust, with students' results directly influencing their current attainment grades.

Formative Whole Class/Live marking assessments will take place alongside key assessments in order to embed, develop and consolidate the skills and knowledge required for GCSE success. During the teaching of Literature units, the WC tasks may also be used to develop language analysis skills – for example a Language Paper 1 Question 2 style assessment based on an extract from the GCSE Literature text – this will help to prepare students for the demands of both GCSE courses through focussing on the crossover between skills. Students will respond to feedback and Next Steps targets based on these assessments in specific RICE time sessions, or as part of established lesson routines. The key WC marking task for each half term is specified on the Curriculum Map, along with the week in which it must be completed.

The English department will utilise Live Marking where possible within lessons across both key stages to ensure students are given regular feedback, to which they can respond and make progress. Students will be expected to action any Live Next Step targets in green in their books, acting upon the advice given. Live Marking may be in the form of verbal feedback, ticking success criteria grids, teacher marking within lessons, class marking of answers, etc.

## 5. Specialist Vocabulary

Each unit outline contains a list of key vocabulary to be taught as part of the scheme of work. This list of vocabulary is also defined on the Knowledge Organiser and forms a part of the knowledge students are expected to learn and memorise as part of their homework tasks. Students' understanding of this vocabulary will be assessed via Knowledge Organiser/Recall starters and will also form a part of the KS3 Part A formal assessments.

The lists below are the minimum requirement every student in each year group must know and be able to define, identify and explore as part of their English studies.

N.B. These lists are intended to be cumulative in order that by the end of Year 11 all students will know all 60 words.

	<b>Yr 7</b>	<b>Yr 8</b>	<b>Yr 9</b>	<b>Yr 10 / Yr 11</b>
<b>1</b>	Adjective	Dramatic irony	Allegory	Antithesis
<b>2</b>	Adverb	Empathy	Caesura	Denouement
<b>3</b>	Atmosphere	Foreshadowing	Catharsis	Didactic
<b>4</b>	Climax	Hyperbole	Chorus	Eponymous
<b>5</b>	Metaphor	Oxymoron	Colloquialism	Hamartia
<b>6</b>	Monologue	Pathetic fallacy	Ethos	Morality
<b>7</b>	Personification	Perspective	Foil	Omniscient
<b>10</b>	Protagonist	Sibilance	Foreboding	Parable
<b>11</b>	Rhetorical question	Soliloquy	Juxtaposition	Parallelism
<b>12</b>	Simile	Stereotype	Motif	Proxy
<b>13</b>	Stanza	Superlative	Pathos	Social critique
<b>14</b>	Theme	Tension	Semantic field	Symbolism
<b>15</b>	Verb	Tragic hero	Volta	Vernacular

## 6. Cultural Capital

	Experiences within English that students may have the opportunity to participate in to enrich their learning	
Year 7	Reading Stars, SORA, visits linked to thematic units e.g. Stratford upon Avon, Warner Bros studios	KS3 Reading Group with Miss Brimsted (after school) – open to all KS3.
Year 8	Peer-to-peer reading group, theatre visit, author workshops	
Year 9	Possible author workshops, theatre visits, wider reading linked to textual context, Scholars Programme - The Brilliant Club (graduation/launch visit)	
Year 10	GCSE set text theatre trips, introduction to relevant critical theory, wider reading linked to textual context, theatre visit	
Year 11	Katch 22 performances - Macbeth/An Inspector Calls	

## 7. Homework and Independent Learning

### KS3

Students are expected to complete the following each week:

- **15 minutes of independent reading each day** - students must complete their Reading Log to show when and what they are reading. The Reading Log also contains some tasks to develop their reading skills.

Electronic Reading Logs should be signed by a parent each week and parents are encouraged to question their child regarding the book they are reading. Reading Logs will be checked by the class teacher every fortnight.

- **Learn Spellings / Vocabulary / Knowledge Organiser information** (every other week)– the information students must memorise will link to the current scheme of work and is designed to consolidate what is learnt in lessons. Memory and recall are key examination skills and therefore, practise at KS3 will develop good memorisation habits for future GCSE study.

Students will be tested on the knowledge they have memorised, including prior learning as the term progresses, as a regular Recall Do Now task in lessons. Students are expected to recall their Knowledge Organiser homework in their blue Knowledge Organiser book.

- Development of oracy skills across KS3 to build confidence and fluency when presenting to the class.

## **Year 7 (closing the gap – Literacy & sustained Writing)**

Students are expected to complete the following every other week:

- **Accelerated Reader** - regular reading in form time (weekly), in English lessons and set for homework (fortnightly). Students then have the opportunity to take a quiz on the accelerated reading site to increase their word reading count.
- **Literacy Booklet** – Literacy and Reading Comprehension Homework booklet: fortnightly grammar-based task addressing key literacy basics in a sequenced order; range of short extracts (different genres, forms, time periods) with information retrieval and language analysis tasks.

## **Year 8 (closing the gap - Reading Age & sustained Writing)**

Students are expected to complete one of the following every other week (alternating):

- **Accelerated Reader** - regular reading in form time (weekly), in English lessons and set for homework (fortnightly). Students then have the opportunity to take a quiz on the accelerated reading site to increase their word reading count.
- **Improving Reading booklet** – students will be given an extract from a range of novels (a different one each booklet), generally nineteenth-century texts to challenge students and develop reading stamina of more sophisticated vocabulary. Alongside the reading of the extract students complete a variety of comprehension, vocabulary or extended Reading response (PEEZR) tasks, which build on the skills taught in lessons.
- **200 Word Challenge** – students will be set a written task from the '200 Word Challenge Booklet' (this will be available to students via Showbie on their iPads). The tasks cover a range of writing forms and purposes, outline specific language techniques to be used and a particular higher piece of vocabulary to be included.  
Tasks should take no more than 30 minutes – 5 minutes planning + 25 minutes writing – and may be completed on paper or on iPad.

A regular lesson starter each week will involve students peer-assessing each other's work, with the class teacher checking-in or Live marking a sample of students each week.

## **Year 9 (closing the gap- (Challenging content in preparation for KS4)**

- **Year 9 = Reading focus – Short Story Anthology:** using the GCSE short story anthology and AQA nineteenth-century texts anthology to increase reading stamina. One week per story or extract: read, comprehension questions, optional writing task inspired by the story.
- **Unit specific tasks** – students may be set extra tasks linked to the current scheme of work via Seneca Learning, Showbie or other apps based on their iPad. These tasks might include wider reading, research or practice questions to help consolidate and deepen students' learning.

## **Year 10 & 11**

Students are expected to complete the following each week:

- **Self-quizzing using the relevant Knowledge Organiser** Specified pieces of information from the unit Knowledge Organiser / 5-10 quotes from the text to be memorised each week and assessed via a weekly starter activity. Students will self-mark the test in class and will be expected to bring their practice book with them to each lesson. Students are expected to spend a minimum of 30 minutes per week self-quizzing and staff will expect to see a minimum of an A4 page of self-quizzing per week. Students will complete their initial round of self-quizzing in black/blue pen and will go back over their corrections in purple.
- **Extended Reading** – students will be given an anthology of non-fiction texts relating to their KS4 texts which will invite them to consider wider contexts/ alternative viewpoints and allow them to develop their own interpretations. Students will be expected to be able to comment on the extended reading for the week during discussion/ MCQ quizzes and through detailed reflection in their analysis and written work. Students may be set re-reading of passages of the set texts. Students are expected to spend a minimum of 30 minutes reading a week.
- **Text specific tasks** – students will be set extra tasks linked to the current scheme of work via Seneca Learning, Showbie or other apps based on their iPad (Y10) These can also be accessed via mobile phones/computers in school and will be monitored by individual staff members. These tasks can include wider reading, contextual research or knowledge/textual consolidation questions.
- **Alternatively**, students in KS4 could be set a combination of the following tasks at the discretion of the HOD/KS4 lead/Class teacher:
  - **Practice exam questions/ revision maps/ consolidation exercises** – extract or whole text-based exam-style question. Language and Literature skills should be covered. These tasks could include planning responses, writing responses in timed conditions, producing mind-maps or Cornell revision style notes.