

English Curriculum: an overview



What is our intent as an English team?

Language: *“Language shapes the way we think and determines what we can think about”*

Literature: *“One that loves reading has everything within their grasp”*

- Literature: To empower and inspire our students by exposing them to a wide and ambitious range of fiction, non-fiction, poetry and drama from various time periods.
- Language: To develop aspirational, inquisitive learners who appreciate the linguistic craft of the writer and can apply these skills in their own writing.


What is the impact of our curriculum so far?

GCSE (best of)	2017	2018	2019
4+	55%	62%	70%
5+	32%	42%	47%
7+	5%	6%	9%
GCSE Resits Progress	+0.60	+0.31	+0.64

What is the impact of our curriculum so far?

GCSE Lit	2017	2018	2019
4+	45%	58%	67%
5+	27%	36%	39%

GCSE Lang	2017	2018	2019
4+	48%	53%	54%
5+	28%	34%	36%



Area for improvement

The Learning Journey




- Our curriculum now contains threads of skills from Y7 to Y13 that are made explicit in our curriculum plans
- Even if you do not teach KS3/KS5, you can now see those links and communicate these to students (For KS3/4 these are in the curriculum plans; for KS5 they are found here: [KS5 English Language and English Lit](#))
- Skills are built up gradually over time

Long Term Plan 2022/23 Y11 English Language and Literature

NB: Literature is highlighted in cream; Language is highlighted in blue

Term 1 - Autumn 1 (7 wks)	Term 1 - Autumn 2 (7 wks)	Term 2 - Spring 1 (6 wks)	Term 2 - Spring 2 (6 weeks)	Term 3 - Summer 1 (7 wks)
<p>Literature Focus: Poetry Power and Conflict poetry (seen and unseen)</p> <p>Areas of study:</p> <p>Key Skills Literature:</p> <ul style="list-style-type: none"> Close reading of poems and approaches to unseen/seen poetry Content/theme Structure and form Writer's craft Setting and atmosphere Attitudes expressed through language use Linking poems through theme (please see MTP for more information) <p>(Poems left to cover for seen: <u>Checkin'</u> Out Me History; Poppies; Kamikaze; War Photographer; Bayonet Charge)</p>	<p>Literature Focus: Blood Brothers (Modern Drama)</p> <p>Areas of study:</p> <p>Key Skills Literature:</p> <ul style="list-style-type: none"> Key extracts re/visited for close reading skills 1980s Context Writer's Craft Key themes Structure and form Characterisation Theatricality <p>(please see mid term plan for more details)</p>	<p>Literature Focus: Christmas Carol (19th Century novel)</p> <p>Areas of study:</p> <p>Key Skills Literature:</p> <ul style="list-style-type: none"> Key extracts re/visited to develop close reading skills Characterisation Structure and narrative form Key attitudes and issues expressed within the language Narrative style and viewpoint Victorian context and setting Key themes The writer's craft <p>(please see mid term plan for more details)</p>	<p>Literature Focus: Macbeth (Shakespearean drama)</p> <p>Areas of study:</p> <p>Key Skills Literature:</p> <ul style="list-style-type: none"> Key extracts re/visited to develop close reading skills Jacobean language and context Writer's craft (with a focus on word play, figurative language, idiom use) Structure and form (e.g. iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) Theatricality and dramatic techniques, including use of setting Tragedy as a genre (context) (please see mid term plan for more details) 	<p>Intensive Revision of Skills: Lit</p> <p>Areas of study</p> <p>Reading skills:</p> <ul style="list-style-type: none"> Skills workshops to revise key skills in each paper - lit and lang Writer's craft: focus on <u>analysing</u> effect Language used for specific effects: connotations, semantic fields, symbolism etc. Reading for the extract question (lit): annotation, planning skills, close analysis <u>Analysing</u> a wide range of extracts (for lit and lang) both fiction and <u>non-fiction</u>: drama and prose Comparing different techniques within two texts (poetry for lit; non-fiction for lang) <p>(please see mid term plan for more details)</p>
<p>Language Focus: Language Paper 1, Q5 (Creative writing)</p> <p>Can use poetry as a stimulus but work must be in language books</p> <p>Key skills Language:</p> <ul style="list-style-type: none"> Writing to describe and story writing skills Addressing misconceptions in creative writing e.g. length vs linguistic richness Considering crafting and use of key features/methods and their effects; language use/structural techniques etc. Using the mark scheme as a basis for adding value to creative pieces 	<p>Language Focus: Language Paper 2, Section A (Reading non-fiction)</p> <p>Key Skills Language:</p> <ul style="list-style-type: none"> Overview/review of Paper 2 Reading approaches and skills Cover all questions and skills assessed; Looking at writer's viewpoints and perspectives Understanding implicit and explicit information; <u>analysing</u> hidden meanings <u>Analysing</u> how writers use structure to achieve a range of effects and influence readers Understanding what is meant by 'critical evaluation' and to apply this skill to two texts 	<p>Language Focus: Language Paper 1, Section A (Reading fiction)</p> <p>Key Skills Language:</p> <ul style="list-style-type: none"> Choosing judicious quotations Writer's methods/writer's craft To develop the following reading skills: Identification and interpretation of explicit and implicit information and ideas; <u>synthesising</u> evidence from different text; understanding and <u>analysing</u> structural features; commenting on how writers use language; critical evaluation 	<p>Language Focus: Language Paper 2, Question 5 (non-fiction writing)</p> <p>Key Skills Language:</p> <ul style="list-style-type: none"> Looking at a range of persuasive writing types: letters, speeches, articles To write creatively and clearly, using a range of ambitious vocabulary and rhetorical devices To explore methods used in persuasive/opinion writing, such as rhetorical questions and direct address Using the quotation as a springboard Engaging the audience to persuade 	<p>Paper 1 and 2 intensive revision</p> <p>Key Skills Language:</p> <ul style="list-style-type: none"> How writers use structure to achieve a range of effects and influence readers <u>Analysing</u> how writers use structure Evaluating a text critically and supporting with appropriate textual detail Developing understanding of the difference between descriptive and narrative writing

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
<p>Literature Paper 2, Section A Modern Drama (Blood Brothers)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> • Reading of whole text and close examination of scenes • Theatricality • Writer's craft • Structure and narrative form • Characterisation • Key themes and context • Context of 1980s Liverpool & Thatcherism 	<p>Literature Paper 1, Section B - 19th Century Novel (Christmas Carol)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> • Analysis of key extracts to develop close reading skills • Characterisation • Structure and narrative form • Key attitudes and issues expressed within the language • Narrative style and viewpoint • Victorian context and setting • Key themes • The writer's craft 	<p>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> • Analysis of key extracts to develop close reading skills • Jacobean language and context • Writer's craft (with a focus on word play, figurative language, idiom use) • Structure and form (e.g. iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) • Theatricality and dramatic techniques, including use of setting • Tragedy as a genre (context) 	<p>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> • Analysis of key extracts to develop close reading skills • Jacobean language and context • Writer's craft (with a focus on word play, figurative language, idiom use) • Structure and form (e.g. iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) • Theatricality and dramatic techniques, including use of setting • Tragedy as a genre (context) 	<p>English Literature Paper 2: Seen and Unseen Poetry</p> <p>Introduction to Power and Conflict poems as well as work on unseen poetry. Work Through P+C in an unseen manner then explore using context after the initial taught session.</p> <p>Literature Reading skills:</p> <ul style="list-style-type: none"> • Content/theme • Structure/form • Writer's craft and use of language Context • Poetic techniques • Perspective/voice • Developing approaches to unseen poetry • Comparative links between poems <p>Seen poems:</p> <ol style="list-style-type: none"> 1. Ozymandias 2. London 3. Extract from the Prelude 4. My Last Duchess 5. The Charge of the Light Brigade 6. Exposure 7. Storm on the Island 	<p>English Literature – Revision of Paper 2</p> <p>English Literature Reading skills: Paper 2: Blood Brothers & Poetry</p> <ul style="list-style-type: none"> • Revision of seen poems • Annotation, planning and analysis skills of seen poetry • Analysis of a range of unseen poems • Revise comparative skills • Address any misconceptions work on timings of each question/the paper as a whole
<p>Language Writing Skills Paper 2, Question 5:</p> <p>Writing in the form of a: leaflet, speech, essay, letter, article — Use the context of Blood Brothers as a springboard for writing eg. A speech written by a character at a key point in the play</p> <ul style="list-style-type: none"> • Practise using different sentence types/openers • Work on SPAG skills and use of ambitious vocabulary 	<p>Language Reading skills: Paper 2 Q1-4</p> <p>Introduction to Paper 2</p> <ul style="list-style-type: none"> • Identify attitudes of a writer in a variety of texts • Explore the methods writers use to convey their attitudes • Comparing ideas/perspectives 	<p>Language Writing Skills: Paper 1 Question 5:</p> <p>Use 'Macbeth' as a springboard for creative writing e.g. A monologue from the perspective of Lady Macbeth</p> <p>Examine writer's craft and experiment with own writing</p> <ul style="list-style-type: none"> • Practise using different sentence types/openers • Work on SPAG skills and use of ambitious vocabulary 	<p>Language Reading skills: Paper 1 Q1-4</p> <p>introduction to Paper 1</p> <ul style="list-style-type: none"> • Use departmental strategies for teaching of each question e.g. structure question as a journey • Exploring a wide range of extracts • Analysing language features • Understanding and exploring the structure of a text • Practise evaluation skills 	<p>Language Reading skills: Paper 1 Q5</p> <ul style="list-style-type: none"> • Use 'Poetry' as a springboard for creative writing • Examine writer's craft and experiment with own writing • Practise using different sentence types/openers • Work on SPAG skills and use of ambitious vocabulary 	<p>English Language - Revision of Paper 1</p> <ul style="list-style-type: none"> • Skills workshop of Paper 1 • Address any misconceptions - work on timings of each question/the paper as whole • Annotation, planning skills, close analysis • Analysing a wide range of extracts <p>Language Writing skills</p> <ul style="list-style-type: none"> • Writing to describe/narrate • Writing to convey a viewpoint

Term 1-Autumn 1	Term 1-Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
Date-	Date-	Date-	Date-	Date-	Date-
 <p>Writer's craft-Fiction</p> <p>The Curious Incident of the Dog in the Night-time</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -Characterisation (Christopher's perspective and how it differs/has evolved) -Structure and narrative form -Writer's craft (foreshadowing, symbolism, metaphor etc) -Setting, narrative and impact -How to approach an extract based question -Interrogative reading, learning how to pick a text apart. Discussion of writer's methods and their impact. -Narrative viewpoint (neurodivergent) -Perspective viewpoint (the outsider) <p>Writing Skills</p> <p>Written forms: Leaflet, speech, essay, letter, article.</p> <ul style="list-style-type: none"> -Newspaper article on the crime (Formal and informal) -Information leaflet on neurodivergent individuals -Writing to argue/persuade -Rewriting the opening to the book - 	<p>Poetry study.</p> <p>Close analysis of unseen poems taken from:</p> <p>Protest Poetry Anthology</p> <p>Key Poems:</p> <p>Race and Diversity</p> <p>Ballad of Birmingham-Dudley Randall (Wk1)</p> <p>Caged Bird-Maya Angelou (Wk2)</p> <p>War</p> <p>Aftermath-Siegfried Sassoon (Wk3)</p> <p>Pope-Who's for the Game (Wk4)</p> <p>Eco</p> <p>Blake- The Chimney Sweeper (innocence) (Wk5)</p> <p>Larkin-Going Going (Wk5))</p> <p>A minor Bird- Robert Frost (Wk6)</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -Context and themes -Structure and form -Language -Poetic techniques -Rhythm, Rhyme Scheme and form. (Sequenced with year 10+11) <p>Suggested titles for extension:</p> <ul style="list-style-type: none"> -The Chimney Sweeper (innocence)-William Blake -Still I rise-Maya Angelou -Developed analysis of song lyrics 	<p>Exploring Dystopian Literature</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> -Reading, and analysing a range of fictional extracts -Annotating a source (reader impact comments) - Writer's craft -Evidence retrieval and application -Analysing language -single word, phrase and structure <p>Writing skills</p> <ul style="list-style-type: none"> -Narrative perspective -Describing setting and characters -Linguistic Devices -Using a range of ambitious vocabulary -Using different sentence forms for differing purposes -Using a range of punctuation <p>Writing creatively from a stimulus</p> <p>Key extracts</p> <p>1984- The opening</p> <p>The Girl with all the Gifts</p> <p>Children of Men</p> <p>The Maze Runner</p> <p>The Road</p> <p>Suggested Titles</p> <ul style="list-style-type: none"> -Divergent series -Fahrenheit 451 (please avoid opening 2 pages) 	<p>Shakespeare's Romeo and Juliet</p> <p>Reading Skills</p> <p>-Comparison of characters</p> <p>-Symbolism:</p> <p>Light and dark, potion and poison.</p> <p>-Life and death</p> <p>-Appearance Vs Reality</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> -Writing of perspective pieces - Analysis of themes and methods -Writing about the concept of fate (LP2 Q5 link) -Analysis of key speeches such as Mercutio's Queen Mab Speech and its implications. - The purpose of soliloquy in Romeo and Juliet. <p>Please do not shy away from watching R+J and discussing different representations.</p>	<p>Shakespeare's Romeo and Juliet</p> <p>Reading skills</p> <ul style="list-style-type: none"> -Shakespeare's world (key Context- the role of the female, inequality, superstition, family affairs, arranged marriage etc -Biblical references, the language of love and hate and its impact on character and audience (Tybalt's language vs that of Romeo) -Family feud-Capulet vs Montague -Use of iambic pentameter, Blank verse, rhyming couplets. -Analysis of key Scenes <p>Writing skills-</p> <ul style="list-style-type: none"> -Analysing use of characterisation and key themes -creation of love poetry -first person monologue in the guise of a key character-use of emotive language and sophisticated vocab -Creative writing-Romeo's banishment and what occurs during this <p>Extension- Short stories (2 week optional)</p> <ul style="list-style-type: none"> -The analysis of writer's craft -The exploration of characterization -The writing of narrative predictions -The use of writing stimulus-Springboard from a part of a short story 	<p>Speaking, listening and non-fiction</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> -Understanding what makes effective speech/the criteria of Pass/Merit/Distinction -Speech Writing (Use of rhetorical techniques) -Engaging your audience (use of verbal/non-verbal techniques) -The writer's perspective -Differing viewpoints <p>Non fiction Writing (to be written alongside and after Shakespeare)</p> <ul style="list-style-type: none"> -Article Writing and Analysis -Speech writing and analysis -Letter writing and analysis (formal and informal) -Email composition, formal and informalities -Essay writing and analysis -
<p>Long Term Plan 2021/22 Y9 English Language and Literature:</p>					

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
Introduction to Gothic Literature Areas of study: <ul style="list-style-type: none"> Gothic genre origins Explore theme of the genre Ingredients of genre Exploration of classic gothic stories Comparison between stories Creation of own gothic story Key Skills Language: <ul style="list-style-type: none"> Writing to a specific prompt Focus on establishing character archetypes Show, don't tel Paragraph construction Expanded noun phrases Accuracy with punctuation Writing to describe and story writing skills Addressing misconceptions in creative writing e.g. length vs linguistic richness 	Shakespeare's Comedy: Twelfth Night Areas of study: <ul style="list-style-type: none"> To investigate what life was like in the Elizabethan/Jacobean era. Exploring significance of patriarchy and sexual politics How rhythm and rhyme affect meaning - understanding the impact of iambic pentameter and blank verse Exploring the contrasts between blank verse and prose Explore how the staging of a scene can impact meaning Key Skills Literature: <ul style="list-style-type: none"> MEE paragraphs Critical evaluation Key extracts re/visited to develop close reading skills Characterisation Key attitudes and issues expressed within the language Narrative style and viewpoint Middle ages context and setting 	KS3 play study: Our Day Out Areas of study: <ul style="list-style-type: none"> Context of 1970's mining communities and school at this time What is social class? Explore theme of individuality vs. society Investigate what accent and dialect mean Writer's purpose and intention Key Skills Literature: <ul style="list-style-type: none"> MEE Paragraphs Understand what is meant by 'critical evaluation' and apply this skill in analysis Choosing judicious quotations Key extracts re/visited to develop close reading skills Characterisation Key attitudes and issues expressed within the language 	Exploring poetry from diverse cultures Areas of study: <ul style="list-style-type: none"> Explore what culture means to an individual and to a group Investigate how conflict and culture are conveyed in poems Explore how meaning is conveyed through figurative language. Analyse how the structure of a poem can impact its meaning Review how poetry has made them feel about their own cultures (possibility to link to city of culture poetry) Key Skills Literature: <ul style="list-style-type: none"> Close reading of poems and ideas Content/theme Structure and form Writer's craft Setting and atmosphere Attitudes expressed through language use Comparison of ideas and how they are conveyed across texts 	Non-Fiction study - how attitudes have changed across time Areas of study <ul style="list-style-type: none"> Investigating the different audiences and language used for impact in key non-fiction texts Exploring how broadsheets and tabloids are formatted and organised. Analysing and evaluating writing skills - how to write non-fiction texts effectively Express opinions articulately in written format (using FLAP (Format/Language /Audience/Purpose)) Key skills <ul style="list-style-type: none"> MEE Paragraphs Selecting and synthesising evidence Understanding implicit and explicit information; analysing hidden meanings Understanding what is meant by 'critical evaluation' and to apply this skill to two texts To write creatively and clearly, using a range of ambitious vocabulary 	Stone Coldnovel study Area of study <ul style="list-style-type: none"> Exploring the social, historical and political context which shaped text. To explore the terms connotation and denotation Exploring aspects of Narrative writing Analysing the effect of syntax. Understanding how writers introduce developed characters Reliable vs. Unreliable narrators - this is subjective to the novel chosen Investigating the importance of settings Examine and evaluate different narrative methods Key Skills Language: <ul style="list-style-type: none"> Focus on establishing character archetypes Paragraph construction Expanded noun phrases Accuracy with punctuation Writing to describe and story writing skills

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
Introduction to Myths and Legends Areas of study: <ul style="list-style-type: none"> Difference between Myths and Legends Explore the origins of storytelling and the importance of oracy Ingredients of myths Exploration of Greek Myths (Achilles, Icarus, Perseus and Theseus) Exploration of Nordic Myths (Beowulf & The Nordic Gods) Comparison between myths Creation of own myth/legend Key Skills Language: <ul style="list-style-type: none"> Focus on establishing character archetypes Show, don't tel Paragraph construction Expanded noun phrases Accuracy with punctuation Writing to describe and story writing skills Addressing misconceptions in creative writing e.g. length vs linguistic richness 	Chaucer's Journey Areas of study: <ul style="list-style-type: none"> Exploring the origins of the English language. Understanding the evolution of language. Examination Chaucer's significant impact on the written word Exploring what life in mediaeval England was like? Exploration of some of the key characters in 'The Canterbury Tales' Examination of how the character are presented and their impact on our culture Key Skills <u>Language/Literature:</u> <ul style="list-style-type: none"> MEE paragraphs Critical evaluation Key extracts re/visited to develop close reading skills Characterisation Key attitudes and issues expressed within the language Narrative style and viewpoint Middle ages context and setting 	What is Non-fiction? Areas of study: <ul style="list-style-type: none"> Exploring the difference between Fact and Opinion Identifying newspaper components and their roles Examining Bias and Objectivity Exploring different viewpoints and the methods writers employ Students should be encouraged to use the MEE acronym when analysing text Exploring how to write to a specific format, audience and purpose. Key Skills Language: <ul style="list-style-type: none"> MEE Paragraphs Selecting and synthesising evidence Understanding implicit and explicit information; analysing hidden meanings Understanding what is meant by 'critical evaluation' and to apply this skill to two texts To write creatively and clearly, using a range of ambitious vocabulary 	Introduction to Poetry Areas of study: <ul style="list-style-type: none"> Examination of why poetry is different to prose Exploration of different forms of poetry Rhyme and rhythm and their impact Poetic terminology and its significance Examination of poems of poems from across time Explore messages in poem and how writers convey them <u>Key Skills Literature:</u> <ul style="list-style-type: none"> Close reading of poems and ideas Content/theme Structure and form Writer's craft Setting and atmosphere Attitudes expressed through language use 	Exploring Reading for Meaning Areas of study <ul style="list-style-type: none"> Comprehension activities Exploring different language features and their impact Examination of structure and how it can impact meaning? Investigating significance of viewpoints. To analyse language with scrutiny and be able to justify textual selections in an argument To review creative writing skills Exploring different structures for writing Using vocabulary effectively <u>Key skills</u> <ul style="list-style-type: none"> MEE Paragraphs Understand what is meant by 'critical evaluation' and apply this skill in analysis Choosing judicious quotations To revise creative writing approaches To work on SPaG skills, including using ambitious vocabulary 	Novel Study: Treasure Island Area of study <ul style="list-style-type: none"> To explore the difference between connotation and denotation To examine the impact between explicit and implicit meaning Understanding character archetypes and be able to articulate why they are used Examining the structures used in novels (foreshadowing/flashbacks) Investigating empathy and understanding character's feelings Exploring the development of characters Allusions to myths/legends Key Skills Language: <ul style="list-style-type: none"> Focus on establishing character archetypes Show, don't tel Paragraph construction Expanded noun phrases Accuracy with punctuation Writing to describe and story writing skills Addressing misconceptions in creative writing e.g. length vs linguistic richness