

## Curriculum Intent Statement Department: English

The application of reading and writing underpins the success of pupils in all curriculum areas. Consequently, the English department has an integral role to play. We provide an inspirational and challenging learning journey which enables pupils to explore a wide range of texts and develop their enjoyment of reading for pleasure, turning their potential into performance. We draw connections between the curriculum and wider world so that pupils grow into empathetic and understanding members of society.

Our English curriculum nurtures inquisitive readers who can synthesise, analyse, track and evaluate concepts, characters and themes in whole texts, using context and authorial intentions to inform interpretations. We aim to create imaginative writers who can plan, structure and write coherently with ambitious vocabulary and methods that are appropriate for purpose, audience and format.

Our English curriculum is ambitious in its content, as well as the way in which it is delivered. Students have regular opportunities for further and deeper questioning and thinking. In order to support our SEND students, our supporting resources are printed on vanilla paper and scaffolded, to ensure we have inclusive teaching at all abilities. They may be times where our students will follow a different text or an abridged version, in order to support with this.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs" – Nelson Mandela

### English Curriculum Intent:

- Foster **wisdom** by shaping students' ability to communicate effectively and to appreciate the beauty and power of Literature.
- Instil **hope** by providing opportunities to be creative and curious.
- Emphasise **service** through empathy, demonstrating compassion and understanding to others.
- Encourage **resilience** through challenging lessons that develop perseverance, inquisitiveness, and a sense of achievement.

### Adaptive Teaching:

- **EAL pupils:** Knowledge Organisers contain helpful information for pre & post teaching: key words & definitions, sentence stems, and writing frames. Often, large sections of text have been pre-written, or tasks contain cloze exercises/multiple choice quizzes to enable access. MAC books for translation. Some EAL withdrawal for least competent speakers.
- **SEND pupils:** Each unit has its own Knowledge Organiser & Resource Booklet. Typically, our Knowledge Organisers contain key words and definitions (Tier 2 & 3); sentence stems/frames/starters; model essays; model vs excellent essays; contextual information; key quotations; a list of AO2 methods & definitions. Cloze exercises are sometimes offered in lieu of larger writing tasks where appropriate. PPTs are written with a pastel background around words to ease reading from a screen with dyslexia-friendly fonts employed, and where available, booklets are printed on buff/non white paper to support pupils with dyslexia.
- **Pupil Premium:** PP students are identified on seating plans and known by their teachers. Key scenes, revision content and academic reading is provided in our KO booklets for each unit in each year to alleviate the need for families to purchase additional study guides. PP pupils are targeted first when identified for intervention.
- **Higher Ability Challenge:** We Teach to the Top, in mixed ability classes. Academic reading is increasingly embedded into SOW, especially in Year 9, in preparation for year 10. GCSE links are emphasised to add gravitas to tasks & purpose. Content is deliberately chosen to stimulate curious minds & to create real world links. Excellent vs Standard models are used to inspire excellence, and sophisticated vocabulary is provided to enhance pupils' vocabulary in each KO. Opportunities for high level thinking and evaluative critical judgements are provided in the SOW.

### Teaching & Learning Strategies:

- All SOW follow **Deanery CLEAR** (Challenge, Learning Intentions, Extended Written Responses, Asking Targeted Questions, Retrieval.)
- **TLAC** strategies are embedded throughout SOW e.g. Show Call, DNA, Retrieval, Silent Solo, Think Pair Share, use of mini whiteboards
- Our **Centralised curriculum** seeks to ensure consistency within the department in terms of teacher delivery, although teachers are encouraged to differentiate as required.
- Resource **Booklet**/Knowledge Organiser is provided for each pupil for each unit. This ensures parity between pupils and teaching resources, and aids the smooth set up of lessons.
- Check Point tasks & Main Assessments are marked with **WWW & HTI** & detailed purple pen **MAC** (Make A Change) feedback lessons.
- **Literacy:** Where texts are to be read in class, teachers or other quality readers read aloud to all to model fluency, intonation and support meaning. Tier 2&3 vocabulary is identified in KO booklets for all units of study. Oracy icons are embedded into schemes to promote clear communication in speaking and listening, but to also enhance writing. KS3 homework is Sparx Reader. All KS3 classes have an hour library lesson once a fortnight, with access to Accelerated Reader.

### KS4 Intervention & Enrichment:

- Year 11 Literature revision each week after school & Year 11 Language Past Paper Club term 3 & 4 leading up to exam season
- Tutor Time Intervention (targeting pupils to achieve grade 4-5)
- Easter Holiday Aiming High Literature Revision (critical literary theory focus)
- Fortnightly Year 11 pink homework book essay modelling, preparation & essay writing
- Theatre trips to see set texts
- Year 10 & 11 Grade 8&9 Masterclasses – across the Trust

**KS3 Enrichment**

- 'Youth Speaks' Debate Club

- Theatre trips to see set texts
- Reading lists available on the school website

**Year 7**

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE Links	Personal Development
1	Fiction Writing: Description	Creative writing skills are revisited and refined in this unit. It begins with approachable, fun tasks centred around employing descriptive techniques as a transition from KS2 to KS3. Grammar tasks (prepositional phrases, verb choices, sentences and patterns) are then built upon. Skills such as creative imitation, upgrading sentences, showing not telling, and precise vocabulary choices are	Check Point: Write a large paragraph describing an image, with a focus on improving vocabulary choices (including sensory & descriptive language)	Lang P1 Q5 -creative writing (A05 & AO6)	

		taught. A focus on the genre of twisted fairy tales then culminates with a creative writing assessment. This unit is a transition unit but has plenty of challenge. SEN tasks and scaffolding is deliberately included to ensure access for all. Editing and proof-reading skills are explicitly taught as part of the assessment procedure.	Assessment: write a dark fairy tale/write a description as suggested by this picture		
2	Literature: Once  Hope Resilience	During this Holocaust Literature unit, pupils explore narrative openings, close language choices and how a writer crafts tension. The concept of an unreliable narrator and how an author crafts characterization is explored. The analytical structure of WHAT-WHERE- HOW-WHY paragraphs are introduced. We explore how noun phrases create mood, and students are taught to reflect upon the novel's structure and to evaluate its ending. Cultural capital is provided with Holocaust information. Tier 2 vocab is provided at the start of each PPT.	Check Point: WHAT-HOW-WHY scaffolded table based on this question: 'How does Gleitzman present the character of Felix in Chapter 6 &7?'  Assessment: How does the writer, Morris Gleitzman, create suspense in the extract?	Lit GCSE- narrative, craft, characterisation.  P1Q3 Structure  Cultural context (Holocaust)	Holocaust Literature  Swindon Literature Festival event
3	Poetry: War  Service Wisdom	After recapping some key poetic techniques from KS2, and introducing some new terms at KS3, students will analyse how mood and atmosphere is conveyed through the language of key War poems, as well as analysing the effect war had on people. A range of poems will be studied but only 1 will be used for the final assessment piece.	Checkpoint: Lesson 3 – Who's for the Game. How does Pope use language to propagandise in her poem?  Assessment: 10 mini questions on Dulce and 1 extended writing essay	Consideration of language in Poetry	War Poetry
4	Exploring Non-Fiction Writing: Persuasion  Service Resilience	The concept of fact vs. opinion is explored through the form of advertisements, journalism, 'Fake News', and social media. Cultural Capital is promoted by evaluating the presentation of the Hillsborough Disaster, the mystery of missing flight MH370, and President Donald Trump's claims. Such engaging topics enable GCSE Lang P2 skills to be introduced in a relevant, enjoyable way. Writing to Argue and Opinion Writing, and the concept of writing for a specific purpose and audience is introduced. Linked Tier 2 & 3 vocabulary is taught through DNAs. While the topic is fairly challenging, the assessment is creative and is written in an easier format, to enable pupils to best showcase their understanding.	Check Point: Summarise the differences in the way two 'The Sun' articles from 'The Sun' have reported the Hillsborough Disaster story  Assessment: Persuasive leaflet, arguing for the need to question the credibility of a text	Lang P2 Summarise, Evaluate, Writing to Argue, Writing to Persuade, Opinion writing, Purpose, Audience, Tone	
5	Media & Opinion Writing (Speaking & Listening)	Media terminology is used to present the concept of denotation and connotation when analysing texts for a specific target audience. This creative unit establishes the importance of group work and using an appropriate register in discussions & presentations. Evaluative tasks and opinion writing is woven into the unit through letters of complaint, film reviews, and travel writing. Tier 2 and 3 vocabulary is explicitly taught, mostly relating to media and text analysis and paragraph construction.	Check Point: written analysis of a movie promotional poster.  Assessment: Group Presentations pitching a film idea & providing a Press Pack	Spoken Language Opinion writing – letters of complaint, travel writing & reviews. Language analysis. PAF.	
6	Shakespeare: A Midsummer Night's Dream  Hope	This unit uses active, engaging approaches to introduce students to Shakespeare's world. Cultural context is provided by exploring Shakespeare's globe, world & language. The dramatic nature of the play is brought to life via set and costume design, dramatic performances, musical retellings of the story, and by exploring Shakespeare's various play types (comedies, tragedies and histories). Pupils experiment by playing with Shakespeare's language choices (e.g. insults). Characterisation is analysed, again using the WWHW approach, with a focus on interpreting differing audiences' attitudes. Freytag's Pyramid structure is employed when analysing the structure of this play. Evaluation skills are developed when we consider cultural attitudes to the notion that this play is considered a Comedy. Tier 2 and Tier 3 language is taught via the Glossary, and at the start of each lesson. The unit culminates in a descriptive writing piece centred on a fairy grotto, which bring together ideas of structure and of ambitious vocabulary.	Check Point: Explain how an Elizabethan audience might react to the dialogue between Demetrius & Helena in Act 2, Scene 1  Assessment: Starting with this speech, explain how far you think Shakespeare presents Egeus as a loving father.	Macbeth in Yr10	
<b>Homework</b>		Students will complete Sparx Reader weekly to promote literacy and comprehension through careful reading.			

## Year 8

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE Links	Personal Development
1	Utopia & Dystopia	Building upon the Writing skills covered during Year 7's Term 1 Creative Writing unit, pupils will study extracts from a range of Utopia/Dystopian texts (e.g. The Secret Garden, 1984, Charlie & the Chocolate	Check Point: write the opening to a story that includes an utopia	Language P1	

	Creative Writing  Resilience	Factory, The Bees, The Hunger Games etc) to examine the features, themes, narrative voice, setting and effective opening sentences of Utopian/Dystopian stories before applying these features to a creative writing piece of their own. A series of 'slow writing' lessons thoroughly prepares pupils for their final writing assessment, which incorporates writing skills covered in year 7 & year 8, plus themes covered in the unit. Editing and proof-reading skills are explicitly taught as part of the assessment procedure.	Assessment: Guided writing of a Dystopian/Utopian story		
2	'The Giver' novel  Hope	Linking to Term 1's Utopia/Dystopia unit, this term pupils will analyse the Dystopian novel, 'The Giver'. Themes such as control, political correctness, democracy, sinister authorities, totalitarianism, and awakening are explored. Close language analysis is practised, and What-Where-How-Why paragraphs are developed. Authorial intention is explored.	Check Point: How does Lowry present Jonas' thoughts and feelings after the ceremony in Chapter 9?  Assessment: How does Lowry present the Giver's favourite memory?	Dystopian texts & characters: My Last Duchess, Ozymandias. Epiphanies: Scrooge (ACC), Sheila (AIC). GCSE Lit texts: authorial intention	Swindon Literature Festival event
3	Drama: Noughts & Crosses Playscript  Resilience Wisdom	Students will explore the concept of Identity and Diversity (including racism and terrorism), and will evaluate moral choices within this sometimes-controversial topic. Tier 2 Vocabulary is taught through the theme of prejudice which runs throughout the playscript, while Tier 3 vocabulary is taught through the structure & dramatic devices of the play. Discussions centre around evaluating moral choices, and Aristotle's Rhetoric is introduced as a means of persuasion. What-Where-How-Why analytical skills are practised further.	Check-point: Practising an Assessment Style Answer, by describing Callum's Character Arc  Assessment: How far does Blackman present Callum as a victim in the play? (lesson 20)	Social class (An Inspector Calls key theme)  Playscript form & dramatic devices- Macbeth & An Inspector Calls	
4	Non-Fiction: Reading & Writing Rhetoric  Service Resilience	Use of Aristotle's rhetoric of Ethos, Logos, & Pathos is built upon through famous speeches, covering a range of Diversity, Equality & Inclusion issues (Feminism, LGBT+, racism) and contemporary global issues, such as Climate Change. Further persuasive language techniques are experimented with. Language analysis and evaluation are developed, and pupils experiment with their own persuasive writing skills. Tier 2 and 3 vocabulary linked to lesson content is introduced via DNAs.	Check-point: Evaluate the writer's view of the Stonewall Riots  Assessment: Write a persuasive speech on the need to tackle plastic pollution	Spoken Language speeches  Lang P2: Writers' Perspectives, and Opinion/Persuasive Writing  Lang P1: Language Analysis & Evaluation	
5	Identity Poetry  Hope Resilience Wisdom	Touching upon a diverse range of writers, the theme of identity is further explored through poetry. Tier 2 & 3 vocabulary is interwoven through the exploration of texts, based on themes of global & personal identity, and poetic terminology, and is provided in the Knowledge Organiser. Skills of analysis, and especially of the poet's intention/message are developed, culminating in a WHAT-WHERE-HOW-WHY analytical essay.	Check-Point: How does Sujata Bhatt explore ideas about cultural identity and language in 'Search for my Tongue'?  Assessment: How is the theme of identity explored in the poem 'To a Daughter leaving Home'?	Power & Conflict Poetry  Unseen Poetry  Literature analysis	
6	Shakespeare's 'Much Ado About Nothing' Oracy unit	This drama-based unit aims to bring Shakespeare to life for pupils. They explore Elizabethan relational values and gender expectations, and apply these to an Elizabethan reading of the play. Tier 3 vocabulary (Shakespearean language and dramatic devices) and Elizabethan contextual vocabulary is explicitly taught throughout the unit's PPTs. The unit develops pupil' Oracy through group work tasks, and sees pupils perform key scenes to the class. Pupils also have opportunities to present their creative work to the class. These tasks are designed to develop pupils' confidence, and their ability to see Shakespeare as a theatrical performance, rather than as a stale text.	Check Point: How does Shakespeare present the character of Don John in A1, S3?  Assessment: Devising and performing a 'Reduced' performance of 'Much Ado About nothing' in groups	Shakespeare's Macbeth  Year 10 Speaking & Listening Spoken Language unit	
<b>Homework</b>		Students will complete Sparx Reader weekly to promote literacy and comprehension through careful reading.			

## Year 9

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	GCSE Links	Swindon Literature Festival event
1	Gothic Writing	This unit explores pre 1900s literary gothic texts (Poe, Shelley, Stoker, Robert Louis Stevenson & Robert Browning) and tropes associated with the gothic genre. Themes such as monsters, Victorian scientific advances, Bedlam and insanity	Check Point Task: Using inspiration from Poe's 'The Raven', write the	Pre 1900s Lit texts: A Christmas Carol	

	Wisdom	are explored. Gender is re-visited from Year 8 through non-fiction (e.g. A Vindication of the Rights of Women) and when analysing gothic poetry (Porphyria's Lover). The unit then helps pupils to structure their own piece of gothic writing, which leads to a creative writing assessment. SPAG choices are crafted in lead up to the assessment. Editing and proof-reading skills are explicitly taught as part of the assessment procedure.	opening to a story where the narrator is mad Assessment: Write a Gothic Story	(gothic), Power & Conflict Poetry.	
2	Novel: Of Mice & Men Hope Resilience	This unit studies how a novella is constructed by looking at novel openings, the role of mood & tone, how characters & character arcs are developed. Pupils will examine how tension is gradually built, particularly as their understanding of contextual issues (American Dream, racism, loneliness, gender, 1930s Depression era) grows. What-Where-How-Why analytical paragraphs are developed further. Tier 2 & 3 vocabulary are used throughout the unit.	Check Point Task: How does Steinbeck use language to describe Slim? Assessment: Starting with this extract, how does Steinbeck present vulnerability in this extract?		Swindon Literature Festival event
3	Poetry: A divided society Resilience Wisdom Hope	Building upon previously learnt poetic features, students will analyse how specific themes and feelings are presented through language and structure choices, across a number of different poems, as well as analysing the effect cultural events have had on people in real life situations. A range of poems will be studied and the focus is on comparing two together. The unit is themed around topics in society that cause division: such as racism, sexism, class and war to promote the links to the real world and enhance students' cultural capital. TIER 2 & 3 ____ SPAG ____	Checkpoint: Lesson 4 – Compare No Problem to either If we must Die or Still I Rise Assessment: Compare negative emotions in Stealing and one other poem	Literature Power & Conflict cluster Social class - AIC	
4	Exploring Non-Fiction Wisdom Service	The first half of this unit explores the features of writing to argue, the features of persuasive letter writing, and helps pupils to evaluate writers' opinions on controversial topics. This builds upon Year 7's opinion writing, but is more academic in its written Check Point Task. The second half of this unit further develops pupils' ability to discern writers' perspectives, by comparing texts. Cultural capital is provided as pupils evaluate differing opinions on real-life controversies such as CCTV intrusion/anonymity, the ethics of freak shows, scientific advances such as Cloning, and of space exploration. In readiness for GCSE Language Paper 2, pupils develop their use of WHAT-WHERE-HOW-WHY analytical paragraphs, craft language analysis responses, and summarise 2x texts. Tier 2 & 3 vocabulary is developed through DNAs linked to the lesson's topic.	Checkpoint: Writing to Argue for or against Organ Donation Assessment: Compare the perspectives of the writers in Text A and Text B on the topic of Space Disasters.	Language Paper 2 Reading & Writing prep- all P2 skills/Qs covered Lang P1 Language analysis	
5	Blood Brothers Drama S&L Resilience Wisdom	Culminating in an individual evaluative speech, this unit explores the themes of social class & the nature vs. nurture debate, while analysing dramatic devices. Oracy skills are developed through group and class discussions, and by reading the playscript. Tier 2 & 3 vocabulary is explored through the play's form, genre & content. Social & historic context is delved into, reflecting upon the playwright's intention in writing this play in 1980s Britain about Liverpool in the 1960s.	Checkpoint: How does Willy Russell engage the audience in the scene between Mrs J and Mrs L (p21-23)? Assessment: write and present a speech evaluating the following: 'To what extent do you believe that Mrs Johnstone is responsible for the deaths of the twins.'	GCSE Spoken Language individual presentation Plays & dramatic devices- AIC, Macbeth Evaluation	
6	Shakespeare: Romeo & Juliet Hope	This unit helps prepare pupils for the GCSE Shakespeare (Macbeth) unit, as it focuses heavily on character, theme and language analysis. Academic reading is frequently incorporated and Tier 2 & 3 vocabulary is explicitly pre-taught before reading extracts. Contextual issues are evaluated. TEEP activities are used to help ease KS3 pupils into the demanding academic rigours of GCSE content, analysis & evaluation in a stimulating, accessible way. Oracy skills are developed through scaffolded activities. The genre of a Shakespearian tragedy is taught as an explicit link to Year 10's Macbeth unit.	Checkpoint: Scaffolded analysis of Romeo's depression in Act 1, Scene 1 Assessment: How is Romeo's love for Juliet presented within the soliloquy? (Scaffolded as a slow writing task before writing analysis independently)	Shakespeare's Macbeth	
<b>Homework</b>		Students will complete Sparx Reader weekly to promote literacy and comprehension through careful reading.			

**Year 10**

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	Personal Development
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1	Macbeth Service	After reviewing the difference between prose and play, this unit will focus on students mastering an understanding of Shakespeare's use of character, theme and social historical contextual influences. Students will be introduced to thesis introductions and key quotes for analysis.	Checkpoint task: Act 1 Scene 7: Lady M as powerful? Main assessment: Act 5 Scene 3: Macbeth as a hero?	
2	A Christmas Carol Hope Service	After reviewing the features of a play and recalling Victorian context from KS3, this unit will focus on students mastering an understanding of Dickens' use of character, theme and social historical contextual influences. Students will apply their skills for AO1, AO2 and AO3 introduced in Term 1 via Macbeth, and cross them into this unit.	Checkpoint task: Analysis of Scrooge in Stave 1 Main assessment: Analysis of Scrooge's changed character	
3	Language Paper 1 Section B	After reviewing previously learnt literary methods to describe and narrate, this unit will focus on students mastering language and structure for effect in their own writing to create particular tones and atmospheres. Students will practice and refine the skill of writing fiction to entertain and engage the reader.	Checkpoint task: none Main assessment: Lesson 9 – Writing to describe and Lesson 12 – Writing a narrative	
4	Language Paper 1 Section A	This unit focuses on students learning the skills required for the Reading section of Language Paper 1 – to identify key information from a text; to analyse writer's language and structural features; and to explain how far they agree with a statement on the text. Skills such as language analysis are transferred from both KS3 and previous Literature units in Yr10.	Checkpoint task: WTM on The Woman in Black Main assessment: Reading Section on Jamaica Inn	
5	An Inspector Calls Hope Service Wisdom	Building upon previously learnt features of plays and recalling knowledge of social class from Year 9, students are introduced to An Inspector Calls. Similar to Term 1 and Term 2's units, this will focus on students mastering an understanding of Priestley's use of character, theme and social historical contextual influences.	Checkpoint task: Mr Birling as unlikeable Main assessment: How Sheila changes? Or How is responsibility presented?	
6	Spoken Word Resilience	During this term students will complete their Yr10 mock exams on Literature P1 and Language P1. They will also be introduced to the Spoken Word endorsement of their GCSE Language requirement, where they will focus on improving their oracy skills by learning how to write and perform a speech on a topic of their choosing. They will need to be resilient here in order to deliver their speech to their peers.	Yr10 Mock Exams Formal Spoken Language Presentation	
<b>Homework</b>		Students will complete Tassomai weekly to embed knowledge into long term memory.		

## Year 11

Term	Unit of Work	Knowledge and Skills	Key Assessed Work	Personal Development
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1	Poetry BC/R/WP/ COTLB/E/K/P  Service Wisdom	Building upon previously learnt poetry units at KS3, students will recap poetry features and be introduced to new concepts, such as voltas, ballads and semantic fields as they study 7 of the 15 poems in the Power & Conflict cluster.	Checkpoint task: Compare how the effects of battle are presented in Bayonet Charge and Remains.  Main assessment: Compare how ... in Exposure and one other poem studied.
2	Language Paper 2 Section B	Building upon previously learnt non-fiction writing features, students will practise and refine the skill of writing a non-fiction response, whether to argue, persuade or explain their perspective on a chosen topic. This unit focusses on building upon already taught rhetorical devices, and introducing the notion of a persona, in order to develop students' maturity in their writing: to write as sophisticated, impassioned individuals with confident opinions expressed clearly.	Checkpoint task: Lesson 8 'Students should be able to participate in overseas expeditions as part of their curriculum.' Essay. Argue.  Main assessment: Lesson 10 'Festivals should be banned.' Letter. Argue.
3	Language Paper 2 Section A	Building upon previously learnt fiction comprehension skills from earlier, students will practise and refine the skill of comparison across two texts, one contemporary and one pre-19 <sup>th</sup> century. This unit focusses on teaching methods that demonstrate writers' perspectives.	Checkpoint task: Q2, Q3 and Q4 from the booklets  Main assessment: Reading Section A on Festivals
4	Poetry TE/COMH/L/T MLD/Oz/SOTI/TP  Resilience Hope	To master comparing poetry, this unit will recall the knowledge from ks3, as well as Term 1 of year 11, whilst studying the remaining 8 poems of the anthology. Students will recap poetry features and be introduced to new concepts, such as Petrarchan sonnets and extended metaphors, whilst securing their skill of comparison.	Checkpoint task: Compare how nature is presented in SOTI one other poem.  Main assessment: Compare how power is presented in MLD and one other poem.
5	Revision	During this term, individual teachers will map out a personalised revision schedule for their class, based upon the mock data from Term 4. Standardised material will be available to support decisions.	<b>Final Exams</b>
6	<b>Exams</b>		
<b>Homework</b>		Students will complete essays fortnightly as part of their exam preparation. Material will be pre-released to support with revising and planning of the essays and essays will be written in exam conditions in class. Teacher marking and feedback as well as make a change tasks fortnightly.	