

Longcroft School Curriculum Overview
ENGLISH



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ Adapted from National Curriculum, DfE, 2014.

Aims

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading. The Longcroft School and Sixth Form curriculum for English aims to ensure that all pupils:

- **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

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- **write clearly, accurately and coherently**, adapting their language and style in and 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
- are **competent in the arts of speaking and listening**, making formal presentations, demonstrating to others and participating in debate.
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Subject Curriculum Vision

Our curriculum is designed to enable all learners to develop a keen ability to deduce and infer essential messages in the written word, in all genres, across many time periods and to thoroughly enjoy doing so. This, in turn, will encourage our students to become outstanding citizens, capable of making purposeful and lasting contributions in the complex, modern societies in which we all live.

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

Our curriculum and teaching endorse inclusive communities founded on mutual respect and tolerance for others, exploring moral, political, spiritual and social growth through language and literature, instilling a humanitarian kindness.

Great Thought

To develop an evaluative and critical understanding of a wide variety of genres in Literature, including prose, poetry, drama and prose non-fiction across time. To develop the ability to compare and contrast form, structure and language choices across a number of texts from different genres. This will facilitate the enhancement of skills learnt from Key Stage 2, developing social and cultural capital, nurturing a mature, wider world perspective.

To nurture a love of independent research and exploration through undertaking bespoke assessment and independent learning tasks, designed with each individual student's strengths and areas for development in mind.

Great Vision

To acquire, over time, a mature understanding of texts from the canons of heritage and contemporary Literature; enabling all pupils to understand how the curriculum reflects the evolution and expansion of British society and values: To encourage good citizenship thus promoting social mobility and aspirational life choices.

To encourage a lifelong love of literature and reading for pleasure, building upon the foundations laid at Key Stage 2 and becoming confident, articulate speakers.

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Key subject skills:

AO1	AO2	AO3	AO4	AO5	AO6
<ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts 	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>Evaluate texts critically and support this with appropriate textual references</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>

Spoken Language

AO7	AO8	AO9
<p>Demonstrate presentation skills in a formal setting</p>	<p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>	<p>Use spoken Standard English effectively in speeches and presentations.</p>

Building on prior learning: - What can students do by the end of KS2?

Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

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- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing - transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing - composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Baseline expectations:

Working towards	Working at	Greater depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list • write legibly. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

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	<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. 	
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What are the skills gaps?

For some pupils a lack of breadth and depth in reading material is a gap, also meeting age appropriate reading expectations. In the absence KS2 SAT tests, some grammar conventions have been less well embedded than in previous years.

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Year 7	Year 8	Year 9	KS4 - Language	KS4 - Literature
<p>Students can:</p> <ul style="list-style-type: none"> • read books independently for challenge, interest and enjoyment. Our 'Gothic Fiction schemes will ensure that this challenge happens • Develop these skills through our Accelerated Reader Programme; designed to match each child's reading ability • write accurately, fluently, effectively and at length for pleasure and information using taught methods such as similes and metaphors • write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing including writing to specific narrative archetypes such as 'Overcoming the Monster' - making detailed notes and polished scripts for talks and presentations in order to gain confidence in delivering speeches amongst peer and a range of audiences. This is linked to our 'Growing Up' scheme of learning • summarise and organise material, and supporting ideas and arguments with any necessary factual detail 	<p>Students can:</p> <ul style="list-style-type: none"> • read increasingly challenging material independently through the Accelerated Reader Programme • Read 'Of Mice and Men' as part of our seminal world literature programme - a former GCSE text which challenges our yr 8 to learn about life in the midst of the American Depression • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognise a range of poetic conventions and understand how these have been used through our scheme on 'Poetry from Other Cultures' • Comparing across poems supports our students in making critical comparisons across texts • Progress in spelling, sentence structure and grammar is supported through Literacy programmes such as Bedrock. • consider how their writing reflects the audiences and purposes for which it was intended through the teaching of specific writing archetypes such as 'Rags to Riches' 	<p>Students can:</p> <ul style="list-style-type: none"> • read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. <p>The range will include high-quality works from:</p> <ul style="list-style-type: none"> - English literature including the powerful political novel 'Animal Farm' by George Orwell - World War One Poets - Shakespeare with choices of 'Midsummer Night's Dream' and 'The Tempest' and 'Romeo and Juliet' - Seminal world literature such as American novel 'Heroes' • draw on knowledge of literary and rhetorical devices from their reading and • know and understand the differences between spoken and written language, including differences associated with formal and informal registers • learn a range of subject terminology to apply across language and Literature at KS3 • improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning. 	<p>Students can:</p> <ul style="list-style-type: none"> • read a wide range of texts, fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language, and use spoken Standard English effectively. <p>Students will read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied will represent a substantial piece of writing, with significant demand in terms of content, structure and the quality of language.</p>	<p>Students can:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. <p>Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail. These will include: at least one play by Shakespeare; at least one 19th century novel; a selection of poetry since 1789, including representative Romantic poetry, and fiction or drama from the British Isles from 1914 onwards.</p>



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Year	Autumn				Spring				Summer					
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links		
7	Autumn 1 Telling stories: introduction to narrative writing and the origins of literature Pupils will be introduced to: - narrative archetypes - texts across a range of time periods	Writing: narrative - innovating 'overcoming the monster'.	A05	Links to prior learning This unit recognises that most students are able to securely demonstrate the writing skills outlined at the end of this document ¹ . The unit aims to build on these skills.	Gothic stories Pupils will explore: - Gothic literature over time - The context of Gothic writing - Non-fiction texts that explore themes relate to the Gothic They will also be required to compare two texts. NOTE: AO3 refers to Language (compare writers' ideas and perspectives, and how they are conveyed).	Reading 1: practice analysis of one text, exploring the writers' ideas and perspectives Reading 2: comparative response, using two Gothic literary extracts Writing: write a Gothic story (students will revisit the planning skills they were introduced to in Autumn 1).	A01	Links to prior learning Pupils will explore the texts as both readers and writers. They will link the texts studied to their work on narrative archetypes. Students will be encouraged to draw upon the metalanguage they acquired at primary school How does this prepare students for future learning? Student will practise the comparison skills required for: GCSE English Language Paper 2 Question 2 GCSE English Language Paper 2 Question 4 English Literature (poetry anthology)	Poetry through time and genre - Range of poetry texts - Non-fiction texts linked to the theme of key poems	Reading: Comparison of two poems. No AO3 assessment as this is introduced in Y8. Writing: writing with a viewpoint.	A01	Links to prior learning Pupils will revisit AO1 and AO2, two skills that were first introduced in Autumn 2. The comparative task builds on the comparative skills that students focussed on in the Spring term. How does this prepare students for future learning? Students will develop their comparison skills in Y9 Autumn, and will then revisit throughout years 10 and 11. Students will develop their poetry analysis skills in Y8 Autumn, and Y9 Autumn and Spring. AO1 and AO2 are tested in all future KS3 units.		
	Autumn 2 Growing up - Short stories - Non-fiction extracts		Reading: <i>Boy</i> , AQA KS3 material, Q1-3 only	A06			How does this prepare students for future learning? Students will be required to make links to the narrative archetypes when planning any narrative writing. This prepares them for English Language Paper 1.				Links to prior learning Students will also begin to apply the grammatical metalanguage to a range of fiction texts, with a focus on analysis rather than identification. How does this prepare students for future learning? Each time students study a literary text, they will explore the narrative archetype. This links directly to English Language Paper One.		A02	A03



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8	<p>Additional Unit on archetypes and creative writing</p> <p>Texts in context Exploring societal issues in Literature, through:</p> <ul style="list-style-type: none"> ▪ <i>Of Mice and Men</i> ▪ Poetry ▪ Non-fiction ▪ Slave narratives ▪ Merchant of Venice ▪ Rhetoric ▪ Suffragism 	<p>Reading: Literary essay based on either <i>OMAM</i> or an extract</p>	AO1	<p>Links to prior learning</p> <p>Students have explored the social, historical and literary context of texts in primary, and in year 7.</p> <p>This will be formally introduced to them as a skill, and will be assessed for the first time in this unit.</p> <p>How does this prepare students for future learning?</p> <p>The unit prepares students for all future literary units as it teaches students to explicitly explore texts within the context of production and reception. These skills are tested:</p> <ul style="list-style-type: none"> - Y8 - Spring - Y8 - Summer - Y9 - Autumn - Y9 - Summer - GCSE 	<p>Dystopia</p> <ul style="list-style-type: none"> ▪ <i>DNA</i> ▪ Dystopian literature, such as: <ul style="list-style-type: none"> - Brave New World - Fahrenheit 451 - Lord of the Flies - V for Vendetta - The Children of Men (1992) - The Hunger Games series ▪ Non-fiction articles 	<p>Reading: Task linked to Language P1</p>	AO1	<p>Links to prior learning? Students first explored texts linked by genre in Y7 Spring. The skills developed in this unit - exploring genre conventions etc. - will be developed in this unit.</p> <p>How does this prepare students for future learning?</p> <p>The extract-based approach to this unit functions as an introduction to skills required for GCSE English Language Paper 1.</p> <p>These skills are built on in Y9 Autumn and Y9 Spring.</p>	<p>Love through the ages</p> <ul style="list-style-type: none"> ▪ <i>A Midsummer Night's Dream</i>, including an exploration of archetypal characters ▪ Love stories from other cultures ▪ Non-fiction articles linked by theme 	<p>Reading Shakespeare question using an extract.</p> <p>Writing Write a narrative that takes place in a forest.</p>	AO1	<p>Links to prior learning</p> <p>Students have studied Shakespeare at KS2. Students will be introduced to Shakespeare's work in a more analytical way, focussing on exploring language, structure and context.</p> <p>How does this prepare students for future learning?</p> <p>The skills covered in this unit can be applied to all future literary study, but are particularly relevant to Y9 Summer and the study of <i>Macbeth</i> at GCSE. Students will be encouraged to look back at this unit, making links to genre and context, when studying Shakespeare texts.</p>
		AO2	AO2									
		AO3	AO3									
		AO4	AO4									
		AO5	AO5									
		AO6	AO6									
9	<p>Additional Unit on archetypes and creative writing</p> <p>The Victorian poor</p> <ul style="list-style-type: none"> - <i>Magwitch</i> - Non-fiction texts, linked to poverty - Extracts from ACC - Poetry 	<p>Reading: English Language Paper 2, Section A</p>	AO1	<p>Links to prior learning</p> <p>Students were introduced to AO1, AO2 and AO3 (Language) in Y7 Spring. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.</p>	<p>Conflict</p> <ul style="list-style-type: none"> - <i>Heroes</i> by Robert Cormier - War poetry - Non-fiction letters and diaries - Unsung heroes in war 	<p>Reading: English Language Paper 1, Section A</p>	AO1	<p>Links to prior learning</p> <p>Students were introduced to AO1, AO2 and AO4 in Y8 Spring. AO1 and AO2 have been tested throughout KS3; this unit requires students to apply the same skills to increasingly challenging texts.</p> <p>Students were formally assessed on their descriptive writing skills in Y8 Spring.</p>	<p>Romeo and Juliet</p> <p>Students will study the full play, exploring:</p> <ul style="list-style-type: none"> ▪ Key themes ▪ Authorial methods ▪ Social, historical and literary context 	<p>Reading: Literary essay: refer to extract and wider play.</p>	AO1	<p>Links to prior learning</p> <p>Students studied <i>AMND</i> in the Spring term of Y8, focussing on the theme of love. They will draw on this knowledge for the unit. Students will recap the AOs from Y8 Autumn and Y8 Summer.</p> <p>How does this prepare students for future learning?</p> <p>Students will study <i>Macbeth</i> at GCSE.</p>
		AO2	AO2									
		AO3	AO3									



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		A03	How does this prepare students for future learning?			A03	How does this prepare students for future learning?			A04	
		A04	Students will study a C19 text at GCSE and will be required to complete English Language Paper 2; this unit prepares them for both.			A04	This unit prepares students for English Language Paper 1. The general skills and analysis and evaluation will be explored in all future units.	Short stories	Writing: Create a timed narrative, using a short story as a model.	A05	Links to prior learning Students were introduced to narrative archetypes in Y7; this unit builds on the archetypes. Students were assessed for narrative writing in Y8 and Y9. In this unit, they will plan and write without the scaffolding provided in previous units.
	A05				A05						
	A06				A06						
10	<u>Language</u> Using Literature texts practise the skills required for English language paper 1 <ul style="list-style-type: none"> Language analysis Structure analysis Evaluation Descriptive writing English Language paper 2 preparation integrated as part of Literature unit <u>Literature</u>	A01	Links to prior learning	<u>Language</u> English Language paper 2 preparation Reading section Complete Spoken Language Endorsement Blog/Article/Letter/T ext for a leaflet Paper 1 Descriptive/ narrative Paper 2 viewpoint speech, article integrated as part of Lit unit	Ongoing Assessment Q1/2/3/4	A01	Links to prior learning	<u>Language</u> English Language Paper 1 - Questions and practise leading to the mock Complete Spoken Language Endorsement <u>Literature</u> English Literature Paper 2 - Revision Modern text Power and Conflict Poems Unseen poetry	Full mock examination - Language paper 1 (fiction) Paper 2 (non-fiction) Literature paper 2 2 prepared poems 2 unseen poems Choice of question on character or theme (1 extract based)	A01	Links to prior learning Students were introduced to A01, A02 and A03 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly. How does this prepare students for future learning? This unit prepares students for English Language Paper 1 and paper 2.
	A02	Students were introduced to A01, A02 and A03 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.				A02	Students were introduced to A01, A02 and A03 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.			A02	
	A03					A03					
	A04					A04					



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	An Inspector Calls (Autumn 1) A Christmas Carol (Autumn 2)	End of half term tests Paper 1 - character questions and theme questions Completed in classes in formal conditions	A05 A06	This unit prepares students for English Language Paper 1.	<u>Literature</u> Paper 2 - Section B Power and Conflict Poetry anthology Ozymandias - Power Unseen poetry assessment	Unseen Poetry Unseen poetry assessment Completed in classes in formal conditions	A05 A06			A05 A06		
	11	<u>Language</u> <u>Literature</u>		Links to prior learning How does this prepare students for future learning?	<u>Language</u> <u>Literature</u>		Links to prior learning How does this prepare students for future learning?	<u>Language</u> <u>Literature</u>	English Language Paper 1: Explorations in Creative Reading and Writing Paper 2: Writers' Viewpoints and Perspectives English Literature Paper 1: Shakespeare and the 19th-century novel Paper 2: Modern texts and poetry	A01 A02 A03 A04 A05 A06	Links to prior learning How does this prepare students for future learning?	
11 *	<u>Language</u> English Language paper 2 preparation Using Literature texts practise the skills required for English language paper 1 <ul style="list-style-type: none"> Language analysis Structure analysis Evaluation Descriptive writing 	Ongoing assessment 3 assessments to be completed in class over first half term - reading fiction questions and narrative and descriptive writing English Language Autumn term - Paper 1 and paper 2	A01 A02 A03	Links to prior learning Students were introduced to A01, A02 and A03 (Language) in Y9 Spring. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.	<u>Language</u> English Language Paper 1 Section A REVISION OF SKILLS AND APPROACHES TO EACH QUESTION Q1/2/3/4 Section B Descriptive or Narrative - Q5 <u>Literature</u>	Q1/2/3/4 Ongoing assessment - Mock Exam English Language Paper 1	A01 A02 A03	Links to prior learning The English Literature unit revises material previously covered in Y10 How does this prepare students for future learning? This unit prepares students for English Language and literature Papers 1 and 2.	<u>Language</u> Revision Schedule <u>Literature</u> Revision Schedule Macbeth Unseen Poetry	English Language Paper 1: Explorations in Creative Reading and Writing Paper 2: Writers' Viewpoints and Perspectives English Literature Paper 1: Shakespeare and the 19th-century novel Paper 2: Modern texts and poetry	A01 A02 A03	Links to prior learning How does this prepare students for future learning?

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<p><u>Literature</u> (second half term only)</p> <p>Section B - Unseen Poetry</p> <p>Revise An Inspector Calls A Christmas Carol</p>	<p>Mock English Lit Paper 1 and paper 2 - character and theme questions</p>	A04	<p>The English Literature unit revises material previously covered in Y10</p>	<p>Section A Macbeth</p>	<p>Mock English Lit Paper 1 A Christmas Carol Macbeth Paper 2 An Inspector Calls</p>	A04					A04		
		A05	<p>How does this prepare students for future learning?</p>			A05						A05	
		A06	<p>This unit prepares students for English Language Paper 1.</p>			A06						A06	

Enrichment Opportunities

Key stage	
KS3	<ul style="list-style-type: none"> - BookBuzz for Year 7 pupils (Autumn Term) Free book for each Year 7 pupil to encourage reading for pleasure and generate a 'Buzz' around books. - Reading intervention with selected students, targeted from the Y7,8 and 9 STAR testing; delivered by trained Sixth Form students. - Reading aloud with Y7 and 8 in Form Period once a week with explorative questioning to promote critical thinking. - 'Summer Readathon' to promote reading for pleasure and raise funds for Hull Royal Hospital. - Writer in Residence, through First Story - to restart in September. - Creative writing club on Monday after school in the Library with SCA and HSM. - Possible BBC School Report (links to Careers through ...?) - Possible entry to 'Shakespeare School's Festival'. - Possible 'Off by Heart Shakespeare' participation. - In house writing competitions. - National entries for writing competitions.

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KS4	<ul style="list-style-type: none"> - Macbeth National Theatre Live performance shown to all Year 11 pupils in the theatre in preparation for GCSE examinations. - Participation in The Beverley Literature Festival. - Possible entry to ‘Shakespeare School’s Festival’. - Lesson 6 revision sessions running four times a week. - Form Period Language and Literature intervention for targeted students. - Possible ‘Off by Heart Shakespeare’ participation. - Writer in Residence, through First Story - to restart in September. - GCSE Poetry Live annual event in Bridlington (possibly online). - In house writing competitions. - National entries for writing competitions.
KS5	<ul style="list-style-type: none"> - Sixth Form students undertaking a Reading and Mentoring scheme with KS3 pupils, in weekly meetings. - KS5 students are cross-curricular mentoring “buddies” to Y11 examination candidates. - KS5 students collaboratively teaching within subject specialisms. - Possible New York Trip with integral theatre trip to enhance cultural capital. - Organised visiting speakers and authors to work alongside KS5 Literature students. - Participation in The Beverley Literature Festival. - Pre-recorded lectures from the University of Sheffield. - KS5 students work alongside teachers for both Year 7 and Year 11 intake evenings. - In house, school magazine production. - Writer in Residence, through First Story - to restart in September. - In house writing competitions. - National entries for writing competitions.