



## Curriculum Plan – (English)

*Called as God's family,  
we strive to achieve our personal best,  
by living and learning in Christ.*

**Department Mission Statement:** The English department endeavour to challenge, inspire and empower students from year 7 to 13. The learning journey begins with us at KS3, where we aim to expose students to a range of fiction and non-fiction texts, covering topics which are specifically chosen to develop cultural capital. Writing is about exploration and developing a personal voice. At KS4, students continue on their path toward readiness for life (and GCSE) through studying a range of texts which promote the skills of empathy, curiosity and compassion, all explored through reading, writing and spoken language. Students will move forward with confidence, independence and resilience. KS5 will further develop these life skills through rigorous analytical study that challenges their perceptions and broadens their horizons. Pupils at all stages and abilities are valued equally; respected equally and will experience success.



# Curriculum Plan – (English)

## Key Stage 2

Knowledge Gained	Skills Developed
<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p>Reading:</p> <ul style="list-style-type: none"><li>• technical terms needed for discussing what they read</li><li>• conventions of different types of writing,</li><li>• Know what information they need to look for before they begin</li><li>• how to compare characters, settings, themes and other aspects of what they read.</li><li>• reading an increasingly wide range of written genres, showing understanding through intonation, tone and volume</li><li>• making comparisons within and across texts and discuss viewpoints</li></ul> <p>WRITING</p> <ul style="list-style-type: none"><li>• Spelling (see KS2 NC) Pupils should be taught to:<ul style="list-style-type: none"><li>- use prefixes and suffixes and understand the guidance for adding them</li><li>- spell some words with 'silent' letters [for example, knight]</li><li>- distinguish between homophones</li><li>use knowledge of morphology and etymology in spelling</li><li>- use dictionaries to check the spelling and meaning of words</li><li>- use a thesaurus to develop vocabulary range</li></ul></li><li>• recognising vocabulary and structures appropriate for formal writing</li><li>• using passive verbs to affect the presentation of information</li><li>• using the perfect form of verbs to mark relationships</li><li>• using expanded noun phrases to convey information concisely</li></ul>	<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p>Reading:</p> <ul style="list-style-type: none"><li>• discussing their understanding and exploring the meaning of words</li><li>• drawing inferences such as characters' feelings, thoughts and motives from their actions, 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</li><li>• identifying how language, structure and presentation contribute to meaning/impact the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about texts, building on their own and others' ideas, explain and discuss their understanding of what they have read, provide reasoned justifications for their views.</li></ul> <p>WRITING</p> <ul style="list-style-type: none"><li>• Apply their knowledge of root words, prefixes and suffixes as listed in KS2 NC English Appendix 1</li><li>• identifying the Genre, Audience and Purpose for writing and adapting their style accordingly</li><li>• selecting appropriate grammar and vocabulary; understanding how such choices can change and enhance meaning</li><li>• describing settings, characters and atmosphere and integrating dialogue</li><li>• using a wide range of devices to build cohesion</li><li>• using organisational devices to structure text and guide the reader</li></ul>



## Curriculum Plan – (English)

- 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 KS2 English NC Appendix 2

### Spelling

- Word endings, adding suffixes beginning with vowel letters to words ending in –fer,
- Hyphen, ie and ei spelling rule and exceptions, ough words, words with silent letters, homophones and other words that are easily confused,
- See Spelling list in KS2 English NC

- assessing the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense and correct subject and verb agreement
- choosing the appropriate register and proof-reading for errors

indicate grammatical and other features by:

- using commas / hyphens to clarify meaning or 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 KS2 English NC Appendix 2 accurately and appropriately.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and use subject specific vocabulary.

They should demonstrate their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar.

They can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary.



# Curriculum Plan – (English)

## Key Stage 3 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>Shakespeare – (range of extracts; texts to include Richard II, Julius Caesar, Romeo and Juliet, Hamlet) character; plot; theme and style.</p> <p>Conventions of comedy and tragedy</p> <p>Poetry – (war and culture) to include viewpoints and comparisons</p> <p>Exploration of prose texts – novel study</p> <p>Creative and descriptive writing</p> <p>Transactional writing</p> <p>Victorian contexts</p> <p>Myths and Legends – to include exploration of conventions</p> <p>Writing in different forms (essay, journal, article, speech, letter)</p> <p>Attitudes and viewpoints in relation to heroes (fiction and non-fiction); villains; Mental Health and well-being</p> <p>Analysing fiction</p> <p>Analysing non-fiction</p> <p>Effective annotations</p>	<p>How to read for meaning</p> <p>Sound spelling</p> <p>Vocabulary – through reading a variety of texts and writing in a variety of forms.</p> <p>How to infer and deduce</p> <p>How to identify explicit and implicit information</p> <p>How to use grammar to shape meaning in writing and be able to identify and comment on this in the work of others.</p> <p>Identifying a personal yet objective response.</p> <p>How to write fully developed answers (focus on extending ideas)</p> <p>How to integrate and embed textual evidence into responses.</p> <p>How to identify the ways in which texts can be structured</p> <p>How to write in various forms – letter, journal, speech, essay and article.</p> <p>How to write about unseen texts confidently.</p> <p>How to plan for maximum impact.</p> <p>How to annotate meaningfully.</p>



# Curriculum Plan – (English)

## Key Stage 4 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>Social cultural history of the 19<sup>th</sup> Century.</p> <p>Social cultural history of Macbeth</p> <p>Social cultural history of war and conflict.</p> <p>Writer’s craft including methods and techniques for prose, poetry and drama.</p> <p>Analysis of language, form and structure</p>	<p>How to write about a play effectively</p> <p>How to develop an informed, personal response.</p> <p>How to write a short story and how to sustain a successful piece of description.</p> <p>How to write a journal, article, essay, letter and speech and be able to successfully write for a purpose and audience.</p> <p>Identifying and writing about structure</p> <p>How to compare poems and texts</p> <p>How to analyse fiction texts – character; plot; themes; style and structure a response.</p> <p>How to analyse non-fiction texts.</p> <p>Examination skills – reading, timing, writing under pressure, question requirements.</p> <p>How to analyse and link poems</p> <p>How to write an extended examination answer.</p> <p>How to integrate historical and social contexts into an exam answer.</p> <p>How to be perceptive and insightful through analysis (MA pupils)</p>



# Curriculum Plan – (English)

## Key Stage 5 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p><b>Literature</b> Prose, play, poetry Diachronic and synchronic approaches to Literature Social, cultural and historical contexts of set texts Study of Shakespeare Dramatic form Poetic forms – to include ballad, elegy, Petrarchan sonnet, lyric, ode etc. Metre and rhyme</p> <p><b>Language</b> Grammatical knowledge (word classes, sentence types, syntax, graphology, pragmatics, semantics, mode and genre) Accent and dialect case studies and theories Language and age case studies and theories Language and occupation case studies and theories Language and gender case studies and theories Language change theories and case studies Child language acquisition theories and case studies A historical overview of the English language from 100BC to the present day. Contextual attitudes to identified groups. Journalistic form and style</p>	<p><b>Literature</b> Analysis Developing a perceptive argument Following a line of argument with cohesion and clarity Comparison and evaluation Engaging with different viewpoints including critical comments Developing a personal voice in regards to exploring interpretations</p> <p><b>Language</b> Analysis of grammatical features Analysis of linguistic and textual representations Evaluative essay writing Critical attitude to case studies and theories used to form an overall argument. Analysing data with a scientific view to prove a hypothesis Understanding stylistic features and replicating them in their own writing for an identified purpose. Writing in a journalistic form for a non-specialist audience Comparing texts through a grammatical and representational focus.</p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	<b>Transition Scheme (linked to PiXL Microwave)</b>	<p><b>Language:</b>  <b>Autumn:</b> a transition scheme which culminates in a 100 mark test to focus/develop upon the key skills from year 6.            They then move on to prepare for the PiXL Microwave, which mirrors the GCSE format.</p>	<p><b>Reading:</b> skimming, scanning, select and retrieve, inference, deduction and some analysis (for More Able pupils) in preparation for Language Paper 1)</p>	<p><b>Hybrid SAT/ GCSE style reading and writing paper (All Lang AOs)</b></p> <p><b>Descriptive and Creative writing – choice of question. (Lang AO5 and AO6)</b></p> <p><b>English Language Paper 1 (All Lang AOs)</b></p> <p><b>Extract based assessment – character focus (LIT AO1/2/3)</b></p> <p><b>Analysis of ONE set poem – thematic (Lit AO1, AO2, AO3)</b></p>
	<b>Myths and Legends – descriptive and creative writing</b>	<p><b>Spring:</b> students will study a scheme which explores and analyses a range of extracts articles based around the theme of myths and legends. The approach will be both reading and writing with a writing assessment focus.</p>	<p><b>Writing:</b> how to write a story (in preparation for Paper 1, Section B) what is it? How is it effective? How to start; how to plan; what is a plot? How to finish.</p>	
	<b>Inspiring Curiosity through Children’s Literature</b>	<p><b>Summer:</b> students will prepare for their Examination (English Language Paper 1) through a scheme on Children’s Literature.</p>	<p>Persuasive writing (in preparation for Paper 2, Section B)            Grammar revision/development depending upon the starting point/building upon year 6)</p>	
	<b>Novel/ prose study</b>	<p><b>Literature:</b>  <b>Autumn:</b> students will begin with a novel study. The focus will be on their understanding of character (development)</p>	<p>Through the novel, students will focus on the understanding of character and features of the writer’s craft that facilitates their development.</p>	
	<b>Poetry from other cultures</b>	<p><b>Spring:</b> students will have time to complete their full novel study then move on to Poetry from Other Cultures.</p>	<p>Students will start to develop a personal response to poetry and confidently be able to apply subject specific terminology and explore the effects of it.</p>	



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<b>Introduction to Shakespeare</b>	<p><b>Summer:</b> An Introduction to Shakespeare, which will be comprised of a range of extracts from various plays.</p> <p>The year will end with a short, focused grammar scheme.</p>	Through Shakespeare, students will start to develop an understanding of character development/style through the study of a range of Shakespeare’s characters.	<b>Extract based assessment – character focus (Lit AO1, AO2, AO3)</b>
<b>8</b>	<p><b>Detective Fiction</b></p> <p><b>Heroes</b></p> <p><b>Villains</b></p>	<p><b>Language:</b></p> <p><b>Autumn:</b> Detective Fiction - key elements of the genre – how to write a short story.</p> <p><b>Spring:</b> transactional writing through ‘Heroes’ which showcases writing and ideas from seminal points in the history of literature. They will learn how to write a journal, letter and speech.</p> <p><b>Summer:</b> English Language Paper 2 preparation (Reading) linked through a scheme called ‘Villains’, which will focus on developing the skills for English Language Paper 2 (Reading) This will expose students to a range of fictional</p>	<p>Understanding of genre and how to adapt narrative writing</p> <p>Transactional writing – journal, letter and speech – how to craft these forms for maximum impact on the audience. English Paper 2 – Q1 - 4 (Reading)</p> <p>Analysis of non-fiction texts Summary and inference Comment on and explore writers’ attitudes</p>	<p><b>Creative writing – narrative focus (Lang AO5, AO6)</b></p> <p><b>Transactional writing (Lang AO5, AO6)</b></p> <p><b>Language Paper 2 based on Villains (All Lang AOs)</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>Novel/ prose study</b></p> <p><b>War Poetry</b></p> <p><b>Full Shakespeare play</b></p>	<p>villains and focus on skills inherent within each question.</p> <p><b>Literature:</b>  <b>Autumn:</b> prose novel. This build on the mystery theme (Hound of the Baskervilles; The Woman in Black or Short Stories). Students will focus on character, plot, themes and style.</p> <p><b>Spring:</b> students will complete their prose novel study, followed by War Poetry. The poetry scheme will start to develop analytical skills.</p> <p><b>Summer:</b> students will study a full Shakespeare text, which complements the Villains theme in Language (Richard III, or Julius Caesar)</p> <p>The year will end with a short, focused grammar scheme.</p>	<p>Analysis and exploration of methods in non-fiction texts.</p> <p>How to identify plot features, character development, themes and the writer’ style.</p> <p>How to understand poetry – how to identify the ways in which meaning is made. Poetic techniques/form/style.</p> <p>In addition to developing the skills from their previous study of Shakespeare, pupils will be able to track and comment on character changes, linking to Shakespeare’s intent/ purpose.</p> <p>How writer’s use grammar to create meaning.</p>	<p><b>Choice of two ‘open’ questions – thematic focus (Lit AO1, AO2, AO3)</b></p> <p><b>Comparative analysis of two poems – attitude focus. (Lit AO1, AO2, AO3, AO4)</b></p> <p><b>Extract based assessment – character focus and demonstrating an understanding of ‘elsewhere in the play’ – character progression (Lit AO1, AO2, AO3)</b></p>
9	<b>Identity – Creative Writing</b>	<p><b>Language:</b>  <b>Autumn:</b> Students will start with Creative Writing. This will be a combination of Narrative and Descriptive skills, linked through the theme of Self (focusing on writing about feelings,</p>	<p>How to develop a convincing character who can express feelings/emotions/ clear and distinct personality.</p>	



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>Identity – Transactional Writing</b></p> <p><b>Mental Health</b></p> <p><b>Victorian Literature</b></p> <p><b>Shakespeare – Hamlet or Romeo and Juliet</b></p> <p><b>Unseen Poetry</b></p>	<p>emotions and developing well rounded characters)</p> <p><b>Spring:</b> (continuation of the previous theme but around non-fiction texts) transactional writing through the theme of identity</p> <p><b>Summer:</b> students will prepare for the English Language Paper 2 through a scheme on Mental Health, which will look at a range of non-fiction pieces from newspapers, journals and the internet.</p> <p><b>Literature</b> <b>Autumn:</b> Victorian Literature. Students will study the features of Victorian Literature through a range of extracts from Jekyll and Hyde, Frankenstein and other relevant texts, which complement the work in Language.</p> <p><b>Spring:</b> Students will undertake the study of a full Shakespeare text (Hamlet or Romeo and Juliet: for less able students, they can revise Romeo and Juliet in year 10 as their GCSE text)</p>	<p>How to write an Article, Leaflet and Essay. How to develop a personal response by expanding ideas about implications and effects.</p> <p>How to annotate non-fiction texts meaningfully. How to infer and deduce as a basis for analysis. Engage with writers’ attitudes and make thoughtful comparisons.</p> <p>How to annotate and plan well-structured Literature response. How to develop ideas as a basis for extended answers.</p> <p>How to study drama. How to write about dramatic conventions and the impact they have on meaning.</p> <p>How to confidently write informed responses about unseen poetry.</p>	<p><b>Writing an article in which you express your opinion – arguing for or against. (Lang AO5, AO6)</b></p> <p><b>Language Paper 2 (all Lang AOs)</b></p> <p><b>Extract based assessment – character development focus demonstrating a secure knowledge of how contexts inform the text studied (Lit AO1, AO2, AO3)</b></p> <p><b>Extract based assessment – character focus and exploring how the character has changed. Exploring the significance of cultural, social and historical contexts and</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p><b>Summer:</b> Students will be given the opportunity to finish their Shakespeare study then move on to Unseen Poetry.</p> <p>Finally, students will study War Photographer, Remains and Kamikaze from the AQA Anthology from the War and Conflict section and The Farmer’s Bride, Porphyria’s Lover and Before You Were Mine from the AQA Anthology Love and Relationships cluster.</p>	How to annotate poems to ensure that the annotations are meaningful and useful.	<p><b>how the text is a product of its time. (Lit AO1, AO2, AO3)</b></p> <p><b>Unseen Poetry comparison (Lit AO1, AO2, AO3, AO4)</b></p>
10	<p><b>Language Paper 1</b></p> <p><b>Shakespeare</b></p>	<p><b>Language</b>  <b>Autumn:</b> Various Language style activities can be interleaved as part of the Literature scheme.</p> <p><b>Spring:</b> Language Paper 1 Section A and B (but linked to Modern Texts’ study)</p> <p><b>Summer:</b> Language Paper 1 Section A and B</p> <p><b>Literature:</b>  <b>Autumn:</b> Macbeth - English Literature Paper 1 Section A</p>	<p><b>LANGUAGE</b></p> <p><b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><b>AO2:</b> 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><b>AO3:</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p><b>Writing as Lady Macbeth to persuade Macbeth to commit regicide. (Lang AO5, AO6)</b></p> <p><b>Language Paper 1 PiXL Ripple – GCSE paper (All Lang AOs)</b></p> <p><b>Lit Paper 1 Macbeth extract questions (All Lit AOs)</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>Modern Texts</b></p> <p><b>Poetry</b></p>	<p><b>Spring:</b> Modern Texts - English Literature Paper 2 Section A</p> <p><b>Summer:</b> Complete English Literature Paper 2 Section A then English Literature Paper 2 Section B</p>	<p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>AO5:</b> 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><b>AO6:</b> 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> <p><b>AO7:</b> Demonstrate presentation skills in a formal setting</p> <p><b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p><b>AO9:</b> Use spoken Standard English effectively in speeches and presentations.</p>	<p><b>Lit Paper 2 Section A assessment (Lit AO1, AO2, AO3)</b></p> <p><b>A different thematic focus for a Lit Paper 2 Section A and then depending on class splits etc. a Lit Paper 2 Section B question (All Lit AOs)</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<p><b>LITERATURE</b></p> <p><b>AO1: Read, understand and respond to texts. Students should be able to:</b> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p><b>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</b></p> <p><b>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</b></p> <p><b>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</b></p>	
11	Language Paper 2	<p><b>Language:</b></p> <p><b>Autumn:</b> English Language Paper 2 Sections A and B</p> <p><b>Spring:</b> Paper 1 and Paper 2 revision</p> <p><b>Summer:</b> Paper 1 and Paper 2 revision</p>	<p><b>The skills remain the same but pupils should progress from:</b></p> <p><b>simple and explicit comments;</b></p> <p><b>supported and relevant comments;</b></p> <p><b>explained and structured comments;</b></p> <p><b>clear understanding; thoughtful and developed consideration; convincing, critical analysis and exploration.</b></p>	<p><b>PiXL Ripple English Language Paper 2 (All Lang AOs)</b></p> <p><b>Continue to assess Language Paper 1 and 2 with homework and in class assessments.</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
	<p><b>Poetry</b></p> <p><b>Unseen Poetry and A Christmas Carol</b></p> <p><b>English Literature both Papers</b></p>	<p><b>Literature:</b>  <b>Autumn:</b> English Literature Paper 2 Section B</p> <p><b>Spring:</b> English Literature Paper 2 Section C and English Literature Paper 1 Section B – A Christmas Carol</p> <p><b>Summer:</b> English Literature revision of both papers</p>	<p><b>LITERATURE</b>  <b>AO1: Read, understand and respond to texts. Students should be able to:</b> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.  <b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  <b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.  <b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>READING - The skills remain the same but pupils should progress from:</b> simple and limited comments; demonstrating some understanding and an attempt to comment; clear and relevant explanations; perceptive and detailed analysis.</p>	<p><b>Literature Paper 2 Section A and B assessments</b></p> <p><b>Literature Paper 1 Section B and Literature Paper 2 Section C (All Lit AOs)</b></p> <p><b>English Literature Paper 1 Sections A and B (all Lit AOs) Continue to assess Literature Paper 1 and 2 with homework and in class assessments.</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<p><b>WRITING – The skills remain the same but pupils should progress from: simple, limited communication; some successful communication; consistent and clear communication; compelling and convincing communication.</b></p> <p><b>LANGUAGE</b></p> <p><b>A01:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><b>A02:</b> 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><b>A03:</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>A04:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><b>A05:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and</p>	



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<p>ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>A06:</b> 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> <p><b>A07:</b> Demonstrate presentation skills in a formal setting</p> <p><b>A08:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p><b>A09:</b> Use spoken Standard English effectively in speeches and presentations.</p>	
12	Poetry and Prose	<p><b>Literature:</b></p> <p><b>Autumn:</b> Pre 1900 Poetry; The Help (Stockett)</p> <p><b>Spring:</b> The Great Gatsby (Fitzgerald); unseen prose and unseen poetry</p> <p><b>Summer:</b> King Lear and coursework; Streetcar</p>	<p><b>Analyse</b> separate information into components and identify their characteristics</p> <p><b>Compare and contrast</b> identify similarities and differences</p> <p><b>Discuss</b> present key points about different ideas or strengths and weaknesses of an idea</p> <p><b>Examine</b> investigate closely</p> <p><b>Explore</b></p>	<p><b>Unseen poetry assessment</b></p> <p><b>Comparison of two poems</b></p> <p><b>Unseen prose response</b></p> <p><b>Question based on ‘The Help.</b></p> <p><b>End of year mock in Paper 1 and Paper 2 based on what has been studied so far.</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p><b>Language: AQA</b>  <b>Autumn:</b> Grammatical introduction (mode, genre, word class, syntax, sentence types, semantics and graphology); accent and dialect; linguistic representations.  <b>Spring:</b> Language and occupation; language and age; NEA original writing  <b>Summer:</b> Language and gender; linguistic representations and comparisons.</p>	<p>investigate without preconceptions about the outcome</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• <b>AO2:</b> Analyse ways in which meanings are shaped in literary texts.</li> <li>• <b>AO3:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• <b>AO4:</b> Explore connections across literary texts.</li> <li>• <b>AO5:</b> Explore literary texts informed by different interpretations.</li> </ul> <p><b>Analyse</b>            Grammatical features, their impact, authorial positioning and textual/linguistics representations  <b>Compare and contrast</b></p>	<p><b>Autumn: A grammar quiz at the end of this unit. The results should give all students indicated weaknesses to address in their independent study.</b></p> <p><b>Autumn:</b> Assessment: Paper 2 Question 3 (The death of dialect articles)</p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<p>identify representational and grammatical similarities and differences</p> <p><b>Discuss</b> present key points about different ideas or strengths and weaknesses of an idea</p> <p><b>Evaluate</b> Have an overall critical argument that is used to engage with and debate the academic merit of theories and case studies</p> <p><b>Explore</b> investigate without preconceptions about the outcome</p> <p><b>Create</b> Mimicking journalistic style and tailoring it to a self-identified purpose.</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</li> <li>• <b>AO2:</b> Demonstrate critical understanding of concepts and issues relevant to language use</li> <li>• <b>AO3:</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</li> </ul>	<p>Spring: Assessment: Paper 2 Question 3 (Squaring the circle on Jargon article pair)</p> <p>Spring: NEA original writing</p> <p>Summer: Assessment: Paper 2 Question 4 (newspaper article – educational and critical tone. Response to `young teens barely talk` article)</p> <p>Summer: End of year exam 2018 paper.</p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<ul style="list-style-type: none"> <li>• <b>A04:</b> Explore connections across texts, informed by linguistic concepts and methods.</li> <li>• <b>A05:</b> Demonstrate expertise and creativity in the use of English to communicate in different ways.</li> </ul>	
13		<p><b>Literature:</b>  <b>Autumn:</b> King Lear; Measure for Measure; A Streetcar Named Desire  <b>Spring:</b> Measure for Measure; unseen poetry; unseen prose; Ariel (Plath)  <b>Summer:</b> Exam preparation and revision</p>	<p><b>Analyse</b>            separate information into components and identify their characteristics  <b>Compare and contrast</b>            identify similarities and differences  <b>Discuss</b>            present key points about different ideas or strengths and weaknesses of an idea  <b>Examine</b>            investigate closely  <b>Explore</b>            investigate without preconceptions about the outcome</p> <p>The skills remain the same but pupils should progress from:            simple and generalised; straightforward and relevant; coherent and thorough; perceptive and assured.</p>	<p><b>Unseen Poetry question</b>  <b>Measure for Measure extract based question</b>  <b>1 full Paper 1 in the Spring term</b>  <b>1 Paper 2 response in the Spring (without the Plath comparison)</b>  <b>1 full Paper 1 in the Summer term</b>  <b>1 full Paper 2 in the Summer term</b></p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
		<p><b>Language: AQA</b>  <b>Autumn:</b> Language change; child language acquisition  <b>Spring:</b> Review of year 12 material; NEA language investigation  <b>Summer:</b> Exam preparation and revision</p>	<ul style="list-style-type: none"> <li>• AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• AO2: Analyse ways in which meanings are shaped in literary texts.</li> <li>• AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• AO4: Explore connections across literary texts.</li> <li>• AO5: Explore literary texts informed by different interpretations.</li> </ul> <p><b>Analyse</b>            Grammatical features, their impact, authorial positioning and textual/linguistics representations  <b>Compare and contrast</b>            identify representational and grammatical similarities and differences  <b>Discuss</b></p>	<p><b>Autumn:</b> Assessment: Section B Question 3 (articles on punctuation in road signs)</p> <p>Assessment: Evaluative essay question 2 (evaluate the idea that teenage language is characterised by slang)</p> <p>Children acquire language through imitation and reinforcement. How far do you agree with this statement.</p>

# Curriculum Plan – (English)



Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<p>present key points about different ideas or strengths and weaknesses of an idea</p> <p><b>Evaluate</b> Have an overall critical argument that is used to engage with and debate the academic merit of theories and case studies</p> <p><b>Explore</b> investigate without preconceptions about the outcome</p> <p><b>Create</b> Mimicking journalistic style and tailoring it to a self-identified purpose.</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</li> <li>• <b>AO2:</b> Demonstrate critical understanding of concepts and issues relevant to language use</li> <li>• <b>AO3:</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</li> <li>• <b>AO4:</b> Explore connections across texts, informed by linguistic concepts and methods.</li> </ul>	<p>Assessment “<b>Interaction with caregivers</b> is the most important influence on a child’s language development.” Referring to Data Set 1 in detail, and to relevant ideas from language study, <b>evaluate this view</b> of children’s language development. (specimen 1 2015)</p> <p>NEA Language investigation</p> <p>Evaluative essay ‘Evaluate the idea that the English Language has been standardised’</p> <p>Spring: MOCK EXAM PAPER 2 SECTION A and Section B (2017) Assessment: MOCK EXAM PAPER 1 Section A and SECTION B (2018)</p>



# Curriculum Plan – (English)

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed (Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
			<ul style="list-style-type: none"><li>• <b>A05:</b> Demonstrate expertise and creativity in the use of English to communicate in different ways.</li></ul>	A range of further examination questions to address identified mock weaknesses.