

English – Aims/Intent English follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

At CHA, teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of English and every subject. Students are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

The aims in English are that students will:

1. Be taught to give well structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.
2. Be able to clarify their thinking as well as organise their ideas for writing.
3. Be able to develop reading and writing in English and all subjects to support their acquisition of knowledge.
4. Be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.
5. Be able to write narratives, explanations, descriptions, comparisons, summaries and evaluations; such writing supports them in rehearsing, understanding and consolidating what they have heard or read.
6. Be able to analyse and evaluate their own work, and that of others, in order to strengthen the written impact while developing knowledge and understanding.
7. Be able to develop specific technical vocabulary through reading and to apply key subject specific terminology to their writing.
8. Be able to make strong progress as an inclusive department (to include EAL/SEND/M.A. and PP students).

How cultural capital is enhanced through English:

Personal Development

Careers in English and information about further and higher education.

Developing confidence through classroom teaching and creating a culture of mutual respect.

Social Development

Political and current affairs awareness through class discussion and the study of historic and social context resources, as well as in both pre-19th century and contemporary texts (AO3).

Physical Development

Developing students' sense of identity through the study of autobiographical texts and the opportunity for self-expression through dramatic interpretation.

Reflecting on their work through self-evaluation.

Spiritual Development

Through assemblies and collective worship.

Through the study of texts where religion is seen as a key theme.

Cultural Development

Visits to theatres for cultural experience.

Visits from authors of varying genres to illustrate diversity.

Moral Development

The study of various texts posing a variety of moral questions that open up to healthy debate.

Giving an opinion of the work of others with a justification for their view (peer evaluation).

How students' vocabulary is developed through English:

- Students acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Students demonstrate an understanding of key words and vocabulary through their formal assessments.

- Students are encouraged to use subject terminology and apply appropriate vocabulary for different writing forms and purposes.
- Key vocabulary is used when accessing various texts for analysis and comment.
- The department produces vocabulary lists for varying texts and different writing purposes.

Implementation

AQA Specification

Key stage 4:

In Y9 the programme of study is designed to develop specific skills required for the GCSE examinations. Students will undertake the following units which all replicate the necessary GCSE assessment objectives:

- Study of a specific novel.
- Introduction to the GCSE examination (specific reading and writing skills).
- Study of a Shakespeare play (GCSE English Literature requirement).
- Study of pre-1900 and contemporary poetry.

Students are assessed both formally and informally throughout the year. Formal assessments as well as peer and self-assessments are incorporated into all planning, using set success criteria that is shared with the students throughout the programmes of study. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge; developing and mastering their language and skills and understanding.

In Y10 and Y11 there are six English sets. All students are entered for the English Language and English Literature examinations (AQA examination board). The skills and assessment objectives that have been introduced in Year 9 are now embedded into the following:

- Reading and writing study (analysing various resources both contemporary and pre-19th century).
- Developing key writing skills for different audiences and purpose.
- Continuation of poetry analysis (set anthology).
- Study of unseen poetry.
- Study of pre-19th century novel.
- Study of modern drama.
- Assessment of spoken language.

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OCR Specification

Key stage 5:

- In Years 12 and 13, the programme of study is designed to develop skills required for AS and A Level examinations and course work. Students undertake the following units which will replicate and compliment OCR A Level assessment objectives:
- Study of a modern novel and a modern drama for course work.
- Study of a play by Shakespeare.
- Study of two Gothic texts (plus specific skills required for close textual analysis of an unseen text).
- Study of an Elizabethan revenge tragedy.
- Study of pre-20th century poetry.
- This A Level course is always a popular choice of study in the Sixth Form.

Students are assessed both formally and informally throughout the year. Formal assessments as well as peer and self-assessments are incorporated into all planning, using set success criteria that is shared with the students throughout the programmes of study.

Students take part in critique sessions that enable them to take advice from others to refine practice. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding of the use of literature and language, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of English and English literature our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' books show they are able to use specific technical vocabulary, and write fluently. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards the work of Shakespeare and other key authors and poets identifying meanings within the text

Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of the English language and their cultural capital have been enhanced. For example, students will have participated in theatre workshops and visits and use this experience to inform their own work. Reading skills will be significantly enhanced because of the texts they study and the regular reading at the start of each lesson. Observations of students will show how they work successfully as individuals, in pairs and groups to achieve a set goal.

The English department ensures that each student establishes skills in reading, writing, speaking and listening. These skills are essential in preparing students not only for their examinations and in all curriculum areas but also for life beyond the classroom.

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AGE-STAGE					
Year 7	<p>Me, Myself and I Aim: to study a range of non-fiction texts based on a key genre. To write for an appropriate audience and purpose.</p>	<p>Poetry Aim: to explore the use of poetic techniques through a range of poetic structures.</p>	<p>Myths and Legends Aim: to study a range of fiction texts based on a key genre. To write for an appropriate audience and purpose.</p>	<p>Gothic Literature Aim: to introduce students to the Gothic genre through the study of poetry and appropriate fiction extracts.</p>	<p>Contemporary Novel Aim: to experience an in-depth study of a contemporary novel, looking at narrative, character, language techniques and structure.</p>
Year 8	<p>Non-Fiction Writing and Text Types Aim: to explore and analyse conventions of non-fiction texts, from different perspectives.</p>	<p>Poetry Aim: to introduce comparative skills through the study of poems with a similar theme.</p>	<p>19th Century Fiction Aim: to introduce historic / social context through the study of key 19th Century literary extracts.</p>	<p>Shakespeare 'Romeo and Juliet' Aim: to study a Shakespeare play, analysing language, character, historic / social context and dramatic techniques.</p>	<p>Contemporary Novel Other Cultures Aim: to experience an in-depth study of a contemporary novel, analysing narrative, character, language techniques and structure.</p>
		<p>Creative Writing Aim: to develop imaginative ideas and integrate key writing skills into descriptive writing.</p>			

GCSE Y9	Creative Writing Aim: to develop imaginative ideas and integrate key writing skills into descriptive writing to shape meaning.	'Power and Conflict' Poetry and Comparative Skills (GCSE syllabus: Literature) Aim: to begin the GCSE poetry programme through the analysis of the first set poems in the GCSE anthology.	Writing for Audience and Purpose Aim: to explore appropriate writing conventions for different audiences and purposes.	Comparative Study of Non-Fiction and Contemporary Text Aim: to develop comparative skills through the study of various non-fiction texts.	Shakespeare: 'Macbeth' Aim: to study a Shakespeare play in depth, analysing language, character, historic / social context and dramatic techniques. To explore dramatic texts through physical drama.	
	Exploration of Contemporary Literature Aim: To become familiar with GCSE extracts of contemporary literature; studying use of language for meaning.			Unseen Poetry Aim: to introduce the concept of analysing unseen poetry through the study of appropriate poetry resources		
GCSE Y10	Modern Novel or Drama Text Aim: to study a specific text, analysing language, structure, character, conventions and social / historic context.		Continuation of GCSE 'Power and Conflict' Poetry Anthology Aim: to continue the analysis of the set poems and consider different aspects of power and conflict.	'Macbeth' Revision Aim: to recall the narrative, characters and themes before taking set passages to analyse in detail (exam preparation).	Unseen Poetry and Completion of 'Power and Conflict' Poetry Anthology Aim: to complete the study of set poems and compare given themes using comparative language and perspectives.	Language Paper 2 Section B Preparation for Spoken Language Assessment Aim: to study aspects of spoken language and rhetorical devices before preparing GCSE assessment.
	Language Paper 1 Study Aim: to study the requirements for the exam paper by working through the appropriate learning objectives.		Language Paper 2 Study Aim: contextual links with poetry study through the use of comparative language and perspectives.	Language Paper 1 Section B Aim: contextual links with 'Macbeth' through creative writing - considering character, setting and themes.		

GCSE Y11	<p>19th Century Novel</p> <p>Aim: to study an example of 19th century literature through analysis of language, character, theme and social and historic context.</p>	<p>'Power and Conflict' Poetry Anthology and Unseen Revision</p> <p>Aim: to prepare for exam requirements through practice papers /questions and other revision techniques.</p>	<p>Modern Novel or Drama Text Revision</p> <p>Aim: to prepare for exam requirements through practice papers /questions and other revision techniques.</p>	Exam Practice
	<p>Language Paper 2 Revision</p> <p>Aim: to study the requirements for the exam paper by working through the appropriate learning objectives (including comparative skills).</p>	<p>Language Paper 1 Revision</p> <p>Aim: to study the requirements for the exam paper by working through the appropriate learning objectives (including evaluative skills).</p>	<p>'Macbeth' Revision</p> <p>Aim: to study the requirements for the exam paper by working through the appropriate learning objectives.</p>	
A-level Y12	<p>Angela Carter's 'The Bloody Chamber' and Shakespeare's 'Hamlet'</p> <p>Aim: to understand and contextualise Elizabethan drama and to understand and contextualise Gothic literature.</p>	<p>John Milton's 'Paradise Lost' and 'The Wasp Factory'</p> <p>Aim: to understand and contextualise pre-1900 poetry and to understand and contextualise Gothic literature.</p>	<p>Gothic Appreciation and Coursework</p> <p>Preparation: Sylvia Plath</p> <p>Aim: to develop critical analysis of linguistic devices (AO2).</p>	
A-level Y13	<p>The Gothic: 'Frankenstein'</p> <p>Jacobean Drama: 'The Duchess of Malfi'</p> <p>Aim: to evaluate and contextualise Jacobean drama and Gothic literature.</p> <p>To develop critical comparative analysis skills.</p>	<p>'Hamlet' Revision</p> <p>'The Duchess of Malfi' and 'Paradise Lost' comparison</p> <p>Critical Appreciation: the Gothic</p> <p>Comparative and Contextual Study: 'The Bloody Chamber' and 'Frankenstein' Comparison</p> <p>Coursework: Contemporary Britain ('Saturday' and 'Jerusalem')</p> <p>Aim: to study the requirements for the examination by working through the appropriate learning objectives.</p>		

National Curriculum coverage**Careers Link/Gatsby Benchmark 4:**

	Non-Fiction & Spoken Language	Mock Interviews, Journalism, Publishing, Media, Law
	Shakespeare	Theatre Visits and Shakespeare Week/External Workshops
	Poetry	Visiting Poets
	Fiction	Visiting Authors and University Lectures and Visits
	Creative Writing	Writing Workshops and Writing Competitions