

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. To develop a love of reading literature.

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, 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 with significant contextual elements.
- Introduction to the GCSE examination (specific reading and writing skills).
- Study of a modern text (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 seven or eight 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.
- Study of poetry analysis (set anthology).
- Continuation of unseen poetry.
- Study of 19th century novel.
- Study of Shakespeare (play).
- Assessment of spoken language.

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 the 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. These skills will then be embedded into all aspects of the long-term planning to enable detailed and academic responses.

OCR Specification

Key stage 5:

Literature A Level

OCR Specification

In Years 12 and 13, the programme of study is designed to develop skills required for A Level examinations and course work. Students undertake the following units which follow the OCR A Level assessment objectives:

- Comparative study of poetry and a novel for coursework.
- Study of a modern drama for recreative coursework.
- 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 a pre-19th Century drama text.
- Study of pre-20th century 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.

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. Regular outside speakers who are experts in the field deliver university conference style lectures and when available extra-curricular trips to the theatre to enhance their knowledge and understanding of the texts studied.

English Language

AQA Specification

- Exam paper x2 [80%]
- NEA (Coursework) x2 [20%]

Throughout both years at A-Level, students will develop critical linguistic identification and interpretation faculties through exposure to a wide variety of texts and mediums. They will learn to apply suitable linguistic theory concepts within their analysis, as well as evaluate elements of linguistic debate through a combination of logical reasoning and reference to judicious examples from their own experience.

Students are assessed firstly in their interpretation of how provided topics and ideas are represented in media, as well as how this has developed across time. This is then compounded through their understanding of language acquisition, evaluating the manner in which children effectively learn and demonstrate spoken and written language.

Following this, students are assessed in their appreciation of the nuances of language use within specific discourse communities, as well as how key factors (e.g. age, gender, location) can shape a person's conscious language choices. This then culminates in pupils writing a persuasive opinion article on a given area of language study, where they synthesise their accrued knowledge into a convincing personal account.

The coursework elements focus respectively on research – gathering and interpreting data to produce a reasonable conclusion – and reproduction of stylistic features within writing. The topic and approach for both pieces is determined exclusively by the students, with regulated guidance from the course provider, and allows opportunity to develop personal investment within sub-sections of the course specification.

As it is almost certain that students will have to encounter language throughout their lives – communicating clearly in order to inform or persuade, and drawing inference from information which they are provided – the aims of this course are to broaden students' awareness of linguistic factors and empower them to engage in meaningful communication throughout every aspect of their lives.

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 and students' work, student's knowledge,

understanding of the English language and their cultural capital will 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. In classroom formative assessment will show how students 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.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	English Through the Ages					
	Poetry-Updated	Language-Autobiography Updated	Class Novel - Teachers' choice		Shakespeare Twelfth Night/ Midsummer	
	PC1- Analysis of poetry PEA 28th Sept	SIR- write a non-fiction text inspired by one of the topics	SIR- Creative	PC1 - Extract : analysis of language and context PEA 8th march	PC3- Creative writing 17th May	SIR - analysis of set scene PEA(R)
8	Class Novel - Teachers' choice		Poetry	Language-Travel Writing	Shakespeare Romeo and Juliet	
	SIR- Creative		PC2- individual poem 'Nettles' analysis PEA 11th Jan	SIR - travel writing Non-Fiction Analysis PEA	PC3 - creative writing 26th April	SIR - analysis of set scene PEAR(L)
	PC1 - Extract : analysis of language and context PEAR 16th Nov					
9	Contemporary 19th Century- context heavy		Unseen Poetry	Comparative Non-Fiction	An Inspector Calls	
	SIR - context practise PEARL	PC1 - Extract : analysis of language and context PEARL 16th Nov	SIR analysis of an unseen poem PEARLS	PC2 - Comparison of non-fiction texts 8th March	Spoken Language (1 lesson a week). An Inspector Calls- PC3 - character/ language and context 17th May	SIR - spoken language

10	19th Century Novel ACC/J&H (do 1 week of Poetry Anthology in prep for Jan)		Poetry Anthology part 1 TAUGHT as UNSEEN	Language paper 1	Poetry Anthology Part 2 TAUGHT as UNSEEN	Language paper 2 (prep speeches)
	PC1- context and language PEARLS 28th Sept	SIR- Extract : analysis of language and context	PC2 - Comparing poetry PEARLS 11th Jan (do on 18th)	SIR Paper 1 Q5 creative writing	PC3- MOCKS Lit Paper AIC (beg June in class) and (SIR poetry)	PC3 Mocks Language Paper 2 21st June
Year 11	Macbeth		Focused Revision - all skills			
<u>Final speech prep and mock feedback 2 weeks SEP</u>	SIR- Macbeth	PC1 MOCKS Lit Paper 1- Macbeth, 19th Century Novel and Lang Paper 1- fiction comprehension and writing 3rd Nov	MOCK 2- Literature Paper 2- An Inspector Calls, Poetry Anthology and Unseen poetry and Language Paper 2- Non-fiction comprehension and writing 8th Feb			

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

A Level

Literature A Level						
	HT1	HT2	HT3	HT4	HT5	HT6
EMM	Dracula			Bloody Chamber		
CHS	Hamlet			Recreative Coursework		
Assessments	Gothic Unseen (Year 12) whole Paper 2 (Year 13)		Hamlet Analysis (Year 12) Whole Paper 1 (Year 13)		Whole Paper 2 (all)	
2027-2028						
EMM	Doll's House		Combined Coursework Comparison	Revision (Year 13)	Revision (Year 13)	
CHS	Rossetti Poetry			Combined Coursework Comparison / Revision Yr 13	Revision (Year 13)	
Assessments	Whole Paper 2 (all)		Whole Paper 1 for All			

Language A Level

	HT1	HT2	HT3	HT4	HT5	HT6
EST	NEA: Investigation		Social Groups: Sexuality	International Varieties of English	Revision: Social Groups/Diversity	
CBA	Social Groups: Ethnicity	Models of Language Change	Varieties of English: Accent and Dialect	Revision: Language Levels	Revision: Language Change/Acquisition	
Assessments	Paper 1		Paper 2		TBC	
2027-2028						
EST	Media and Representation (YR13 NEA Investigation)		Social Groups: Age/Social Class	Technological Language Change	Social Groups: Gender	Social Groups: Occupation
CBA	Historical Language Change		Language Acquisition		NEA: Original Writing	
Assessments	Paper 1, Section A (Media and Representation)		Paper 1, Section B (Language Acquisition)		Paper 2, Section A (Evaluation)	

Rationale for Sequencing

The sequencing across the entire English Department is dictated by the requirements of the National Curriculum.

It is our intention to ensure that the required skills for academic achievement are embedded into all our schemes of work.

The skills are deliberately progressive and begin with Year 7 and the ability to comprehend implicit and explicit meaning before progressing to comparative skills in Year 8.

KS4 skills are developed further by incorporating analytic reasoning and critical thinking.

This also applies to writing requirements. Students progress from writing to describe, narrate as well as inform, persuade and argue (years 7-8) to writing to show extensive and ambitious vocabulary with sustained crafting of linguistic devices (years 9- 13)

SEND PROVISION

Modelling – Students will be shown the activity visually by the teacher, before attempting the task independently.

Scaffolding – Students will be provided with several steps to enable them to achieve the learning aims of the lesson. These steps will be explicitly explained and when possible modelled to the whole class.

Adaptive teaching – Tasks in lessons can be adapted to ensure a pupil still meets the learning aim in a way that suits their style of learning, and ensures that they still access the curriculum.

Literacy – Students will be provided with word banks, sentence stems, teacher support and visual prompts to support their writing.

LSA support – Learning Support Assistants will be utilised to ensure prescribed support is always available for individual students as well as the whole class.

EQUALITY AND DIVERSITY

The English department is committed to ensuring equality and diversity within the curriculum.

KS3 – Study of texts that reflect a multi-cultural society (e.g Refugee Boy by Benjamin Zephaniah/ Noughts and Crosses by Malorie Blackman)

Non -fiction texts (extracts from: Malala / Diary of Anne Frank)

Poetry study includes the study of poets: Imtiaz Dharker / Benjamin Zephaniah

KS4 AND KS5

English Language: the study of a variety of extracts that cover various cultures and social issues.

English Literature: 19C novels which explore social/ economic equality of social status and gender

Contemporary Poetry: study of various poems exploring the concept of war and different cultures in relation to power and conflict.