

## English

### **Programme of Study: 2020-2021**

#### **Discovery - KS3:**

##### Curriculum intent:

The English department at Easthampstead Park School aims to instill a love of the subject through a focus on creativity and expression. This love of the subject will come through being exposed to many different types of text; fiction to nonfiction, modern to the classics, prose to plays etc, hopefully all students will find something they will love. We also believe you can only love English by creating, by writing. Pupils are given time to discuss and write commentaries of their own work so they can further see the skill and value in their own writing.

Pupils in KS3 will focus on a range of famed British authors both past and present including; Dahl, Orwell and of course William Shakespeare. In addition to looking at the author's work(s) we will also examine the context of their writing. We believe that pupils need to have a wide cultural knowledge and to this end we will be looking at a variety of non-fiction texts and poems that fit within the themes of the main topics. To further support the cultural growth of our pupils we set homework on various historical and mythological events and famous or infamous people, this will aid them in the understanding of allusions and intertextuality that are prevalent in many texts.

When pupils begin Discovery we want them to be confident communicators who are capable of discussing topics intelligently and in detail. In our lessons we make sure that time for discussion is built into the curriculum and ensure - through quality modeling and questioning - that questions are answered in detail so all pupils understand what a good discursive answer looks like. Pupils also need to communicate through the written word and thus we emphasise the importance of spelling, punctuation and grammar not only through lessons but in the focus of our marking.

In year 7 we explore the techniques writers use to create noticeably different characters, moods and effects across the different texts. The skills involved in doing this will include; appropriate quotation selection and interpreting both explicit and implicit information. Pupils will start to learn the process of structuring and writing academic responses to questions. We will be teaching writing skills explicitly throughout the year with each module providing the opportunity for pupils to learn a different technique, the year will culminate in an exam where they will be able to use all the skills they have worked on throughout the six half terms.

In year 8 pupils will meet a variety of characters throughout the six topics that are - or could be considered to be - victims or outsiders. We will look at how this is created by the author and how the characters are used to communicate an overarching message by the author. Year 8 builds on the skills used in year 7; pupils will now have to consider structure as well as just language when considering a writer's intent, pupils will also start to compare writers and how they demonstrate their perspectives. Over the year pupils will build upon their tier 2 and 3 vocabulary as they add depth to their writers "toolbox" and work on the ability to communicate appropriately for different audiences and in different styles.

There is a clear link between academic success and the size of a pupils vocabulary and thus we place a large emphasis on vocabulary as we look to broaden the ability of the pupils to understand and access texts. We will be using PIXL Unlock as well as a variety of other methods to encourage pupils to feel confident experimenting with new vocabulary. According to the Texas Reading Initiative (2002) pupils who read for 21 minutes per day out of school read almost two million words per year compared to those who read for less than a minute outside of school where 8,000 to 21,000 words per year are read; as you can imagine this has a huge impact on vocabulary and therefore attainment. We hope that, as much as we are helping pupils in school with their vocabulary, you are encouraging them to read at home also; the average children should be learning 2,000 to 3,000 words annually but they will not be able to do this without assistance and motivation from both their school and their home.

In KS3 it is important to be determined and resilient; we want pupils to learn that an answer, an idea or a piece of writing can always be improved upon. We believe that in order to be successful pupils need to know what a good answer looks like and how to get there. This means that we explicitly teach marking and drafting techniques to allow pupils to peer assess, self assess and finally redraft with the aim of helping pupils to recognise that first does not mean final; this not only creates a good habit but also allows them to find - and over time eliminate - their own weaknesses.

## Curriculum map

	Term 1	Term 2(7y1,2,3 and x1)	7x2+x3	Term 3	Term 4	Term 5	Term 6
Year 7	Forensic Linguistics	Dahlights	PIXL therapy + Building Brilliant vocabulary	Julius Caesar	History of Literature	Animal Farm and persuasive writing	Travel Writing
<i>Students learn how to:</i>	Pupils will study a variety of texts written by the suspects in a murder case, using their observations about the stylistic choices and grammatical mistakes of the suspects they will attempt to unmask a killer! This module will test students' ability to identify features and compare texts	Dahlights – A study of Roald Dahl's non-fiction writing as well as his short stories. Students will explore vocabulary and sentence structure in fiction writing by writing the opening to their own short stories.	Pupils will take a PIXL microwave test. The data produced will allow teachers to ascertain specific weaknesses the pupils and classes have.  Teachers will be using PIXL resources designed to help pupils level up key skills.	Students will study the language and themes presented throughout the play and analyse key passages for meaning.	This unit is designed to expose students to quality heritage literature from the beginning of English literature to 1950. Students will be required to use skills from forensic linguistics to extract meaning of texts as well as get an overview of historical context.  Pupils will focus upon developing the embedding of quotations as well as embedding contextual knowledge into analysis to explore <b>why</b> a writer would write what he/she did.	The text is used to introduce pupils to the concept of allegory and how history and politics can influence the writing of a novel.  The speeches made by the pigs will be used to highlight the importance and effect of persuasive devices and will become the basis for the persuasive writing that pupils will go on to create.	Pupils will explore different types of travel writing and consider the techniques used in the different sub-genres. Pupils will focus on purpose and audience by looking at both content, style and linguistic choices.
<i>Assessment</i>	An assessment that has a similarity to those found at the end of KS2. Pupils will be given; multiple choice, CLOZE, comprehension and analytical questions	Final assessment is a writing task; producing descriptive writing based on an image.	PIXL Microwave	A reading question: How does the writer use language and structure here to show the different views of Julius Caesar?	Each term:  An analysis question asking pupils to consider the intent of the writer.  The second assessment is a writing piece that also includes having to write a commentary about their piece explaining their intent.		Exam week.  Pupils will have one analysis question

							and will do one piece of creative writing.
Year 8	Genre Exploration - Dystopia followed by Gothic	Dickensian Characters		Thematic Shakespeare	The History of Rhetoric	The Book Thief (cross-curricular collaboration with Humanities and the Holocaust unit)	
<i>Students learn how to:</i>	<p>Students will study a variety of short Dystopian tales and extracts from longer novels. They will be focusing on context and applying it to analytical writing as well as continuing to develop quotation selection, and word level analysis.</p> <p>Pupils will follow their experience of Dystopian fiction by looking at the Gothic genre. We will look at a variety of texts from 19th century until modern times. Pupils will see what makes up a traditionally gothic tale and whether these conventions have evolved throughout the years. They will have the opportunity to write in the gothic style.</p>	<p>Students will read extracts from several of Charles Dickens' novels to: explore the language he uses to present characters, engage with complex vocabulary and learn how to develop their analytical skills and understand Dickens' intent. Students will also explore the context of the 19th Century and the Victorian era and how this shaped his writing of the famous author. We will focus on more unfortunate characters to build upon the knowledge of how characters are used in the Gothic and Dystopian genres.</p>		<p>Students will read a range of extracts from Shakespeare's Macbeth, Richard III and Hamlet and examine - through the characters - villainous motivation. Students will study the language and themes presented through the play and analyse key passages for meaning.</p>	<p>Students will study a range of texts from fiction and non-fiction sources. They will look at how arguments are created using sentence structure, rhetorical techniques and word choice. This unit will involve analysis and replication of rhetorical devices. This will inform both their English Language and English Literature GCSE.</p>	<p>Students will continue to build on their understanding of the Holocaust from their studies in Humanities, considering different groups of people affected. Students will develop their social and emotional oracy skills through sensitive discussion of the topic and make links between the events in The Book Thief, Anne Frank's diary and extracts from Elie Wiesel's experiences as a Holocaust survivor. Students will compare elements of fiction and non-fiction and evaluate texts for meaning. A key focus will be placed on both speech and diary writing as we consider the persuasive diatribe of Hitler against the Jewish community and the implications of life in hiding from 14 year old Anne Frank's diary.</p>	
<i>Assessment</i>	<p>Each term:</p> <p>An analysis question asking pupils to consider the intent of the writer.</p> <p>The second assessment is a writing piece that also includes having to write a commentary about their piece explaining their intent.</p>						Exam week.

## Year 9 - Foundation Pathway

### Curriculum intent:

In year 9 we want to introduce pupils to a variety of texts to try and help them find a favourite style or even an author. We have picked a wide breadth of different texts that promote values we believe in including social mobility, inclusion. We want a diverse range of time periods so we can delve into social and political trends of the time which will let pupils see how things have changed and allow them to consider how things might need to change.

Throughout the year we will be deepening our core skill of analysis by introducing more opportunities for critical thought, comparison and evaluation.

Writing is taught in each unit of work with the main text of the unit inspiring the type of writing taught. We have structured the year so that in term five pupils will have the opportunity to use the majority of texts, styles and techniques that they have learned throughout year 9 and key stage 3.

## Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Of Mice and Men		Inspector Calls		Portfolio building	Conflict poetry
<i>Students learn how to:</i>	Of Mice and Men - The text is used to show pupils how context is important for when examining a novel. Steinbeck's vivid depiction of both people and place will also be used to analyse language in a way that will benefit student's language skills.		<p>Pupils will develop their ability to find the thematic, symbolic or representative meaning of a text as started in the previous unit. We will add breadth to the topic by focusing on European history as it impacted on JB Priestley and how this influenced his writing.</p> <p>Pupils will be learning how to infuse essays with relevant context.</p>		<p>Pupils will study a variety of texts and writing techniques. They will identify authorial voices in different writing and the effect it might have on a reader.</p> <p>Pupils will look at the structure of texts and contemplate the effect of order.</p> <p>After analysing a writer pupils will look to integrate stylistic and structural devices into their own writing.</p> <p>Drafting is a key feature of this unit, pupils will learn their own weaknesses and solve them.</p>	<p>Pupils will read and annotate the poems from the conflict side of the AQA Anthology.</p> <p>We will focus on learning poetic techniques and the varying effects that they can create.</p> <p>Pupils will learn the history of the poets and how their own backgrounds and beliefs influenced the writing of the poems.</p> <p>In the exam pupils will have to compare two poems so we will be working on comparative skills and helping them group poems.</p>

<i>Assessment</i>	<p>Each term:</p> <p>An analysis question asking pupils to consider the intent of the writer.</p> <p>The second assessment is a writing piece that also includes having to write a commentary about their piece explaining their intent.</p>			<p>Exam week - Mock exams: 2x past lang</p>

### **Destiny - KS4:**

At the end of key stage four pupils will sit two English Literature exams and two English Language papers. In those papers they will be assessed on a variety of skills that we have laid the groundwork for in key stage three and year 9.

The AQA exam board describe the skills in their as follows:

“Assessment objectives:

AO1 Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

AO2 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.

AO3 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4 Evaluate texts critically and support this with appropriate textual references.

AO5 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.

AO6 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),

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

It is our belief that English is about far more than the grade that a pupil receives at the end of year eleven: it is about the excitement of creativity; the gaining of new knowledge and ways of thinking; it is about empathy and it is about finding your own moral compass. We hope the texts we have chosen will inspire them as they start their journey out into the wider world, we have selected texts that; show characters rising above their situations, highlight social inequalities and will expose our pupils to different cultures and time periods.

**Curriculum map:**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Romeo and Juliet		Great Expectations			Unseen poetry
<i>Assessment</i>	An analysis question asking pupils to consider the intent of the writer.  The second assessment is a writing piece that also includes having to write a commentary about their piece explaining their intent.				Mock exams. 1 lit (19th century text, modern text) 1 lang (paper 1)	
Year 11	Great Expectations		Unseen Poetry	Revision for literature texts.	Language paper revision.	
<i>Assessment</i>	An analysis question asking pupils to consider the intent of the writer.  The second assessment is a writing piece that also includes having to write a commentary about their piece explaining their intent.				Exams	
<i>Students learn how to:</i>	Students will be learning and using skills outlined by the AQA while improving the quality of their academic writing.  We will be looking for pupils to become more perceptive in their analysis as they start to incorporate more influences, ways					

	of thinking and historical context into their work.
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**EPCS6:**

Exam board(s) and Specification(s) details:  AQA English Literature A 7712/B
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**Curriculum map: Literature**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Prose through the Ages  The Great Gatsby by F.Scott Fitzgerald  Othello by William Shakespeare		Unseen poetry  Pre Twentieth Century Poetry (AQA Anthology)		Revision of Year 12 syllabus for end of year PPE examination  Study of A Doll's House by Henrik Ibsen as the taught text for comparative coursework	

<p><i>Students learn how to:</i></p>	<p>Develop an awareness of the significance of context across time through studying texts from different time periods and genres</p> <p>Write in an academic style which is appropriate to the study of Literature, using literary critical concepts and mature expression.</p> <p>Apply language, form and structure to a variety of texts through selecting appropriate quotations and offering a perceptive analysis of them.</p> <p>Engage in critical debate of literary texts through exploring a variety of critical theories and developing independent views.</p>	<p>Consolidate skills from Term 1</p> <p>Develop the skills needed for comparative analysis through comparing <i>The Great Gatsby</i> to pre twentieth century poetry</p> <p>Develop the ability to analyse and compare unseen poetry across different time periods</p>	<p>Consolidate skills from Terms 1 and 2</p> <p>Develop understanding of a pre twentieth century drama text through the study of language, form and structure. Instil a deeper understanding through examining the significance of context and the views of critics.</p> <p>Use their appreciation of a drama text to select an appropriate second text of their choice for comparison.</p> <p>Plan and draft a comparative coursework essay of 2,500 words.</p>
<p><b>Assessment</b></p>	<p>How we assess students: Summative and formative assessment of written work takes place frequently. Formal assessments take place every four weeks when work is marked following examination board criteria and targets are set for improvement. Peer and</p>		

	<p>self- assessment take place on a regular basis. Students are given regular oral feedback regarding their written work and ideas in the classroom.</p>		
<p>Year 13</p>	<p>Preparation for Comparative Literature Coursework</p> <p>A Handmaid's Tale by Margaret Atwood</p> <p>A Streetcar Named Desire by Tennessee Williams ( Comparative Text 1 )</p> <p>Comparative Literature Coursework (20% of A Level)</p>	<p>Comparative Literature Coursework</p> <p>Feminine Gospels by Carol Ann Duffy ( Comparative Text 2 )</p> <p>Unseen Prose ( Post 1945 Literature )</p> <p>Comparative Literature coursework</p>	<p>Revision for A level exams</p>
<p><i>Students learn how to:</i></p>	<p>Develop and consolidate skills from Year 12</p>	<p>Develop and consolidate skills from all aspects of the course</p>	<p>Develop and consolidate skills from all aspects of the course</p>

	<p>Importance of the redrafting process for comparative coursework</p> <p>Appreciation and integration of post 1945 context into literary texts</p>	<p>Apply skills of analysis and relevant context to unseen prose</p>	
<i>Assessment</i>	<p>How we assess students: Summative and formative assessment of written work takes place frequently. Formal assessments take place every four weeks when work is marked following examination board criteria and targets are set for improvement. Peer and self- assessment take place on a regular basis. Students are given regular oral feedback regarding their written work and ideas in the classroom.</p>		

Exam board(s) and Specification(s) details:

**Exam board, syllabus code and title: English Language OCR H070 AS, OCR H470 A2**

**Curriculum map: Language**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>Understanding language features in context.</p> <p>Language and gender, language and power, language and technology</p>		<p>Comparing and contrasting texts.</p> <p>Writing about a topical language issue</p>		<p>Preparation for independent language investigation</p>	

			Revision of Year 12 work for end of year PPE
<i>Students learn how to:</i>	<p>Apply the language levels of grammar, lexis, semantics, phonology, pragmatics, discourse and pragmatics to a range of texts.</p> <p>Apply relevant theories relating to gender, technology and power to a range of texts</p> <p>Analyse transcripts of spoken language</p> <p>Apply relevant contextual factors to a range of texts</p> <p>Compare and contrast texts</p>	<p>Consolidate and develop skills from Term 1</p> <p>Write creative media pieces through exploration of media texts and modelling of styles. Integrate theories of gender, power and technology into these texts</p>	<p>Consolidate and develop skills from Terms 1 and 2</p> <p>Select appropriate data to write a comparative 2,500 word investigation of language.</p> <p>Draft comparative investigation</p>
Year 13	<p>Child language acquisition from birth until 7 years</p> <p>Language change from 1600 until present day</p>	Language in the media.	Revision for A level examination

	Independent language investigation and academic poster ( redraft )	Language change from 1600 until present day  Independent language investigation and the academic poster.	
<i>Students learn how to:</i>	<p>Apply theorists of child language acquisition to transcripts</p> <p>Apply language language levels to transcripts of children’s language</p> <p>Apply language levels to texts from 1600 until present day</p> <p>Apply concepts and theories of gender, technology and power to texts from 1600 until present day</p> <p>Appreciate how changes in society from 1600 impact upon language change and apply this understanding to a set of comparative data</p> <p>Integrate relevant theorists relevant to language change into written responses in a critical manner</p> <p>Appreciate the stages of language change and implement relevant concepts into written analysis of comparative data</p>	<p>Consolidate and develop skills from Year 12 and Term 1</p> <p>Apply all language levels and theorists to a range of media texts</p> <p>Importance of redrafting process in writing of comparative coursework</p> <p>Design and create an academic poster for an educated audience</p>	Consolidate and revise all aspects of the course for terminal examination

***Assessment***

How we assess students: Students' written work is assessed regularly and every 4 weeks a formal assessment takes place where targets for improvement are given. All work is marked using examination board criteria. Students are expected to assess their own work and peer assessment also takes place in lessons. Students also receive regular oral feedback regarding their written work and ideas in the classroom.