

Curriculum Intent

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

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Implementation

Throughout Key Stage 3, 4 and 5, pupils will focus on the same range of skills, progressing along skill threads. By studying a range of literature, including pre-1914 texts and texts from a range of cultures, they will consolidate their understanding of core concepts. As they progress through Key Stage 4 and 5 the level of challenge in the texts increases and they are exposed to a wider range of literary techniques and devices. The texts they study are also used to scaffold and support their progression in writing skills, alongside the explicit teaching of both grammar and the creative process.

Key Stage 3

Year 7	'Diverse Shorts', Post 1914 literature, 'A Christmas Carol', Pre 1914 literature, Opinion writing, Creative writing, Poetry and prose, Comprehension, Text and language analysis, Discussion, Creating media texts, 'Trash', Relationship between text and context, Writing to inform, Non-fiction analysis, Myths and legends: prose study, Language and grammatical analysis, Creative and non-fiction writing, World poetry, Understanding how a writer's craft creates special effects, Commenting on structure, Comparing texts
Year 8	Shakespeare (Heritage Drama), Romeo and Juliet/A Midsummer Night's Dream, Spies, The Boy in the Striped Pyjamas (post 1914 literature), Justice, change and action (Diverse Shorts), Comprehension, Text and language analysis, Creative writing, Persuasive writing, Travel writing, Grammar for writing
Year 9	Gothic, Writing the world, Power, freedom and control, Family and culture/WW1 poetry, Merchant of Venice (Shakespeare), Zombies, Comprehension, Text/language analysis, Poetry and prose, Speech writing - reading comprehension and language analysis, Grammar for writing

Key Stage 4

English Language	
Year 10	Self Discovery and Reflection, Unseen reading, Essay writing, Discursive writing, Writing to advise, Writing to describe, Speech writing, Narrative writing with a moral, Magazine writing, Text/language analysis, Styles of writing, Grammar for writing, Linguistic conventions for reading, writing and spoken language
Year 11	Writing and Fighting for a Cause, Informal letter writing, Text/language analysis, Styles of writing, Grammar for writing, Linguistic conventions for reading, writing and spoken language, fiction and nonfiction writing skills

English Literature	
Year 10	Macbeth, The Curious Dog in the Night Time, Unseen poetry, Text/language analysis, Styles of writing
Year 11	Of Mice and Men, Poetry, Text/language analysis, Styles of writing

Key Stage 5

English Language	
Year 12	Self Discovery and Reflection, Unseen reading, Essay writing, Discursive writing, Writing to advise, Writing to describe, Speech writing, Narrative writing with a moral, Magazine writing, Text/language analysis, Styles of writing, Grammar for writing, Linguistic conventions for reading, writing and spoken language
Year 13	Writing and Fighting for a Cause, Informal letter writing, Text/language analysis, Styles of writing, Grammar for writing, Linguistic conventions for reading, writing and spoken language, fiction and nonfiction writing skills

English Literature	
Year 12	Unseen Poetry, Prose and Drama, Poetry from a specific author, Prose: novel study, Drama: study of a whole play
Year 13	Shakespeare, Drama: Study of a play, Pre- and post-1914 poetry and prose

Impact

Key Stage 4

English Language		
Exam board	Pearson Edexcel	
Structure	Short answer and essays	
International GCSE English Language A (4EA1)	<p>Paper 1</p> <ul style="list-style-type: none"> • 2 hours 15 minutes • 60% of qualification <p>Paper 2</p> <ul style="list-style-type: none"> • 1 hour 30 minutes • 40% of qualification 	<ol style="list-style-type: none"> 1. Non-fiction texts 2. Transactional writing 3. Poetry and prose 4. Imaginative writing

English Literature		
Exam board	Pearson Edexcel	
Structure	Short answer and essays	
International GCSE English Literature (4ET1)	<p>Paper 1</p> <ul style="list-style-type: none"> • 2 hours 15 minutes • 60% of qualification <p>Paper 2</p> <ul style="list-style-type: none"> • 1 hour 30 minutes • 40% of qualification • Open text 	<ol style="list-style-type: none"> 1. Poetry 2. Modern prose 3. Modern drama 4. Literary heritage texts

Key Stage 5

English Language		
Exam board	Cambridge International	
Structure	Essay	
International A Level English Language (9093)	<p>Paper 1</p> <ul style="list-style-type: none"> • 2 hours 15 minutes • 50% of AS • 25% of A Level <p>Paper 2</p> <ul style="list-style-type: none"> • 2 hours • 50% of AS • 25% of A Level <p>Paper 3</p> <ul style="list-style-type: none"> • 2 hours 15 minutes 	<ol style="list-style-type: none"> 1. Reading 2. Writing 3. Language analysis 4. Language topics

	<ul style="list-style-type: none"> • 25% of A Level <p>Paper 4</p> <ul style="list-style-type: none"> • 2 hours 15 minutes • 25% of A Level 	
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English Literature		
Exam board	Cambridge International	
Structure	Essay	
International A Level English Literature (9065)	<p>Paper 1</p> <ul style="list-style-type: none"> • 2 hours • 50% of AS • 25% of A Level <p>Paper 2</p> <ul style="list-style-type: none"> • 2 hours • 50% of AS • 25% of A Level <p>Paper 3</p> <ul style="list-style-type: none"> • 2 hours • 25% of A Level <p>Paper 4</p> <ul style="list-style-type: none"> • 2 hours 15 minutes • 25% of A Level 	<ol style="list-style-type: none"> 1. Drama and poetry 2. Prose and unseen poetry 3. Shakespeare and drama 4. Pre and post 1900 poetry and prose

Department

Teacher	Role
Ash Guzowski	Head of Faculty, Teacher of KS5 English Literature
Alison Evans	Deputy Head of Faculty, Teacher of KS4 and KS5 English Language and Literature
Julie Gent	Teacher of KS3 and KS4 English Language
Anne-Marie Olden	Teacher of KS3 and KS4 English Language and Literature
Ruth Kirkham	Teacher of KS3 English Language and Literature
Carren Wong	Teacher of KS3 and KS4 English Language and Literature
Caroline Moore	Teacher of KS3 and KS4 English Literature
Chris Quin	Teacher of KS3 and KS4 English Language

Jill Saunders	Teacher of KS3 and KS4 English Language and Literature
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