

English Language & Literature

English as a subject provides students with the most basic skills they require to not only be successful in secondary education, but also in life. We intend to build upon key literacy skills that are developed at Key Stage 2 and then develop further in preparation for their GCSEs, and beyond, to enable students to flourish and be confident within the subject. As the English department, we aim to instil a love of literature through reading for pleasure lessons as well as provide a firm grasp on written and spoken communication. Through a thematic based curriculum at Key Stage 3, that aims to equip students with the cumulative knowledge required to be successful in the GCSEs and beyond, we intend to provide a wealth of cultural capital and spiritual, moral, social and cultural development opportunities through the texts we deliver. This will not only develop the skills needed for exams but also mould our students into well-rounded, informed and tolerant members of society.

Year 7 English

Term One

Content of study	<i>Myths, Legends and Fairytales.</i>
	Students will explore a variety of fictional texts. Students will consider how established writers use narrative and descriptive techniques to capture the interest of their readers. By the end of the unit, students will have developed their skills of reading for meaning, analysing language and structure and critically analysing texts. Alongside this, the unit will develop students' understanding of these genres, their cultural significance, and their role in shaping societies. This includes analysing narrative structures, character types, and the use of language to convey meaning and emotion. Students will be studying the following in relation to the unit: <i>'The Wicked King'</i> by Madhur Jaffrey, <i>'Hansel and Gretel'</i> by Carol Ann Duffy and <i>'Two Dinners'</i> by Trish Cooke. Students will also study the following fictional extracts in relation to the unit: <i>'The Cheetah's extract'</i>, <i>'Hercules First Labour'</i> and <i>'The Legend of King Arthur and the sword in the stone'</i>.
What previous knowledge is required?	An intermediate level of reading (a reading age of at least 11 or 12 years of age) and comprehension skills are required.
How will this term's content help with future learning?	The knowledge gained during this unit will set the foundations of the cumulative knowledge that is required in preparation for the student's GCSE Language Papers 1 and 2 examinations.
Resources	- Collins workbooks available to help build upon students' skills and understanding: https://collins.co.uk/ - CGP Workbook available to help students build all the important skills, including reading, writing, quoting and understanding poetry and fiction: KS3: English is Easy - Reading (FICTION, PLAYS and POETRY): In-depth revision advice for all of the new KS3 curriculum: Amazon.co.uk: How2become, .: 9781911259015: Books - GCSE bitesize revision offers students appropriate techniques to aid their knowledge and understanding: Writing and analysing poetry - GCSE English Literature Revision - AQA - BBC Bitesize - A booklet of fictional extracts will be provided by the class teacher.

	The Cheetah's Whisker fictional extract: Tales from Africa – The Cheetah's Whisker – Ladybird Education
Term Two	
Content of study	Book Project
What are the aims and objectives of this term?	Students will focus on developing their understanding of various literary texts, enhancing their reading and writing skills, thus encouraging critical thinking about the text's themes and writers' techniques. Students will also learn to identify and analyse how writers develop characters; including their thoughts, feelings and actions through the exploration of language, structure and other language techniques to create meaning and impact. By the end of the unit, students will take ownership of their knowledge and create their own personalised adventure story. Students will be studying the following fictional extracts in relation to the unit: 'Alice's Adventures in Wonderland', 'The Hunger Games' by Suzanne Collins, 'Harry Potter' by J.K. Rowling and 'Chronicles of Narnia' by C.S. Lewis.
What previous knowledge is required?	An intermediate level of reading (a reading age of at least 11 or 12 years of age) and comprehension skills are required.
How will this term's content help with future learning?	The knowledge gained during this unit will set the foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examinations when they will study various novellas from 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson to the modern play 'An Inspector Calls' by J.B Priestley.
Resources	Below are a list of novels and books that will further flourish student learning: Watch Harry Potter and the Philosopher's Stone Prime Video Watch The Chronicles of Narnia - The Lion, the Witch and the Wardrobe Prime Video The Chronicles of Narnia: Amazon.co.uk: Lewis, C. S.: 9780061231650: Books - A booklet of fictional extracts will be provided by the class teacher.
Term Three	
Content of study	War Literature and Poetry.
What are the aims and objectives of this term?	This unit will allow students to foster critical thinking and analytical skills, enabling them to understand and interpret the themes, language, and historical context of war literature. In addition to this, students will have the opportunity to develop and secure their knowledge of poetic devices whilst gaining an understanding of the historical, social, and cultural context in which war literature was written, recognizing how these factors influence texts. Students will be studying the following poems in relation to the unit: 'Exposure' by Wilfred Owen, 'Belfast Confetti' by Ciaran Carson, 'Manhunt' by Simon Armitage and 'Flanders Field' by John McCrae.

What previous knowledge is required?	An intermediate level of reading (a reading age of at least 11 or 12 years of age) and comprehension skills are required.
How will this term's content help with future learning?	The knowledge gained during this unit will set the foundations of the cumulative knowledge that is required in preparation for the Literature and Language GCSE examination when they will study the AQA <i>Power and Conflict</i> poetry cluster
Resources	• KS3 English Practice Tests CGP Books • Writing and analysing poetry - GCSE English Literature Revision - AQA - BBC Bitesize • Poems from the Second World War - Scholastic Shop • A booklet of fictional extracts and poems will be provided by the class teacher. • KS3: English is Easy - Reading (FICTION, PLAYS and POETRY): In-depth revision advice for all of the new KS3 curriculum : How2become, .: Amazon.co.uk: Stationery & Office Supplies

Term 4 and Term 5

Content of study	Oliver Twist by Charles Dickens
What are the aims and objectives of this term?	This unit will develop students' understanding of 19th-century literature and context, especially the conditions of the poor and attitudes towards crime and morality. The novella allows character analysis, whilst encouraging students to consider how Dickens uses them to criticise society. Students will be encouraged to build confidence in identifying and exploring language and structural techniques, including Dickens' use of description, narrative voice, and tone. Students will also be inspired to write both creatively and empathetically, as teachers encourage students to produce their own diary entries, letters, and descriptive pieces from different character perspectives. By the end of the unit, students will not only understand the world Dickens created—but also reflect on how his messages still resonate in society today.
What previous knowledge is required?	An intermediate level of reading (reading age of at least 11 or 12 years of age) and comprehension skills are required.
How will this term's content help with future learning?	The knowledge gained during this unit will set the foundations of the cumulative knowledge that is required in preparation for the student's GCSE Language Paper 1 exam, alongside the students' Literature GCSE examination when they will study the novella ' <i>The Strange Case of Dr Jekyll and Mr Hyde</i> ' by Robert Louis Stevenson.
Resources	• Classic Starts (R): Oliver Twist: Retold from the Charles Dickens Original: Amazon.co.uk: Dickens, Charles, Olmstead, Kathleen, Andreasen, Dan, Pober, Arthur: 9781402726651: Books • Watch Oliver Twist (2005) Prime Video • Who was Charles Dickens? - BBC Bitesize

Term 6

Links to the National Curriculum

- Reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.
- Write accurately, fluently, effectively and at length for pleasure and information through:
- Writing for a wide range of purposes and audiences. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Paying attention to accurate grammar, punctuation and spelling. Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve effects.

Assessments

In term one, students will complete one reading assessment and one writing assessment. Both assessments will link to the 'Myths, Fairytales and Legends' unit.

In term two, students will complete

In term three, students will complete one reading assessment and one writing assessment. Both assessments will link to the 'War Literature and Poetry' unit.

In terms four and five, students will complete two reading assessments and two writing assessments. Both assessments will link to the 'Oliver Twist' unit.

In term six, students will complete one reading assessment and one writing assessment. Both assessments will link to the 'Introduction of Shakespeare' unit.

For literature, all assessment objectives will be assessed:

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

For language, all assessment objectives will be assessed:

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