|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English Language and English Literature** | | | | | | | | | |
| **Key Stage 4:**  AQA | | | | | **Key Stage 5:**  EdExcel | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 6 lessons per week | 6 lessons per week | | 5 lessons per week | 6 lessons per week | | 6 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **C. Kearns** | | Curriculum Leader/ Associate Assistant Principal | | | **E. Small** | | | 2 i/c English | |
| **L. Wilson** | | Lead Practitioner | | | **D. Murray** | | | Lead Practitioner/ NQT and ITTs | |
| **C. Hall** | | Teacher/ Vice-Principal | | | **A. Peppitt** | | | Teacher/Head of Year | |
| **T. Cox** | | Teacher | | | **N. Pollock** | | | Teacher/ Intervention | |
| **K. Boyd** | | Teacher | | | **A. Anum** | | | Teacher/Assistant Principal | |
| **K. Eastman** | | Teacher | | | **T. Thomas** | | | Teacher | |
| **L. Oosterbeek** | | Teacher | | | **T. Ahamed** | | | Teacher | |
| **S. Crowley** | | Teacher | | | **K. Trump** | | | Teacher | |

**Intent: what are we trying to achieve with our curriculum?**

English Language and English Literature will enable pupils to develop the skills they need to read, understand and analyse a wide range of modern and classic texts, both fiction and non-fiction. Pupils will experience a range of texts as reading stimulus and engage with creative (as well as real) and relevant contexts. Studying English will ensure that pupils can write clearly, coherently and accurately, using a range of vocabulary and sentence structures. Pupils will increase their understanding of Standard English and how to use it effectively. English will also provide opportunities for pupils to develop their creative writing skills.

At KS3, each year group has an over-arching theme which provides structure to their curriculum (for example, conflict, social justice, love and relationships.) Pupils also experience Shakespearean history, comedy and tragedy plays at KS3, and a variety of 19th Century Literature to prepare them for KS4. Pupils will access at least one non-fiction module in addition to creative and non-fiction writing opportunities in every scheme of learning.

At Key Stage 4, the subject splits into GCSE English Language and GCSE English Literature. GCSE English Language builds upon the skills and knowledge gained in reading, writing and analysing fiction and non-fiction texts. They will refine their ability to analyse, evaluate and compare language and consider the ways in which meaning is created and manipulated through the writer’s choices.

English Literature offers pupils the chance to study a range of classic literature from the English Literary Heritage. Pupils will develop knowledge and skills in reading, writing and critical thinking. Through Literature, pupils also have opportunities to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature will encourage our pupils to read widely for pleasure and provide excellent preparation for studying Literature at a higher level.

**Implementation: how do we deliver our curriculum?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
|  | **An Introduction to Poetry** | **Oliver Twist** | **Beowulf** | **Shakespeare -Richard III** | **Conflict Poetry** | **The Diary of Anne Frank** |
|  | **I am Malala** | **Shakespeare – Othell** | **Social Justice Poetry** | **Dracula** | **Dystopian Fiction** | **Pygmalion** |
|  | **We Should All be Feminists** | **A View From the Bridge** | **Love and Relationships Poetry** | **Shakespeare – Much Ado About Nothing** | **The Adventures of Sherlock Holmes – The Speckled Band and A Scandal in Bohemia** | **Short stories/fiction extracts** |
|  | **English Language: Paper 1**  **English Literature Paper 2: An Inspector Calls** | **English Language: Paper 2**  **English Literature: Paper 1: A Christmas Carol** | **English Language: Paper 1**  **English Literature Paper 1:**  **Macbeth** | **English Language: Paper 2**  **English Literature: Paper 2:**  **Poetry - Power and Conflict/ Unseen Poetry** | **Revision for end-of-year exams** | **Examinations**  **Spoken Language Endorsement**  **Completion of English Literature: Paper 2:**  **Poetry - Power and Conflict/ Unseen Poetry** |
|  | **English Language: Paper 2**  **English Literature Paper 2:**  **An Inspector Calls and Poetry – Power and Conflict/ Unseen Poetry**  **Spoken Language Endorsement** | **English Language: Paper 1**  **English Literature Paper 1: A Christmas Carol**  **Macbeth** | **Revision: English Literature Paper 1 and Paper 2**  **English Language Paper 1 and Paper 2** | **Revision: English Literature Paper 1 and Paper 2**  **English Language Paper 1 and Paper 2** | **Revision: English Literature Paper 1 and Paper 2**  **English Language Paper 1 and Paper 2** | **Public Examinations** |
| **Year 12** | **Teacher 1:**  The Importance of Being Earnest  **Teacher 2:** The Handmaid’s Tale  **Teacher 3:**  Poems of the Decade | **Teacher 1:**  The Importance of Being Earnest  **Teacher 2:** The Handmaid’s Tale  **Teacher 3:**  Poems of the Decade | **Teacher 1:**  Twelfth Night  **Teacher 2:** Frankenstein  **Teacher 3:**  Poems of the Decade and unseen poetry | **Teacher 1:**  Twelfth Night  **Teacher 2:** Frankenstein  **Teacher 3:**  Poems of the Decade and unseen poetry | **End of Year Examinations** | **Unit 4: independent study commences** |
| **Year 13** | **Teacher 1:**  independent study (A Raisin in the Sun)  **Teacher 2:** prose comparison  **Teacher 3:**  Modernist poetry | **Teacher 1:**  independent study (Juno and the Paycock)  **Teacher 2:** prose comparison  **Teacher 3:**  Modernist and unseen poetry | **Teacher 1:**  drama revision  **Teacher 2:** prose revision  **Teacher 3:**  poetry revision | **Revision of all taught content** | **Revision of all taught content** | **Public Examinations** |

Students are assessed regularly with a range of formative assessments, supported by modular summative assessments. This is underpinned by a range of strategies and techniques to develop and improve student responses including individual self-assessment, peer assessment and ‘fast-feedback’ using key positives and areas for development. The use of students and teacher exemplars is also embedded and highly successful.

**Impact: what difference is our curriculum making to pupils?**

Both English Language and English Literature are consistently well-taught and enjoy some of the best results in the College. In doing so, our pupils learn, develop and refine a number of skills concerning their reading, writing and oracy as well as accessing and exploring the diversity and range of the literary canon. We believe that a quality English curriculum should foster and develop our young people’s love of reading, writing, discussion and debate. We are successful in creating an appreciation of the written word through reading poems, articles, novels and non-fiction texts, and in developing pupils socially, emotionally, culturally, intellectually and spiritually through the content we explore.

* Pupils will access reading and writing in a range of genres and styles, both fiction and non-fiction, and will continually develop and refine their skills and understanding in doing so.
* Spelling, punctuation and grammar,
* Support provided – nurture, literacy groups, interventions
* Regular formative and summative assessments to inform continuous improvement and development
* Differentiation
* Taught content will always introduce a degree of stretch and challenge to ensure
* Pupils will access opportunities to engage
* Reading strategy
* Pedagogy
* Progress, sustained learning and transferable skills into other subjects

GCSE and A-Level learners, in particular, will become critical thinkers who are able to analyse language and the structure of writing in detail develop…

Ultimately, the impact of our English curriculum will see our learners leave to go on to our Sixth Form or College, access apprenticeships or enter the world of work with the necessary communication and literacy skills to survive and thrive in an increasingly competitive and unpredictable world. We also hope that pupils will develop a more rounded and sophisticated insight into (and appreciation of) our world and the people and cultures that inhabit it, and understand how language and literature can be mirrors and vehicles for exploring complex ideas about our past, present and possible futures.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**