



# English

## Learning Journey

Intent • Implementation • Impact





# Curriculum Intent

The study of English is central to our students' intellectual and emotional development. We are keen to promote excellence in the delivery of the curriculum and create a culture in which students enjoy a wide range of texts and consider it normal to speak and write with confidence about a range of ideas. By equipping students with a strong command of the spoken and written word and developing their love of reading we are contributing to the future success, wellbeing and happiness of our students.

The Parkside English Curriculum Learning Journey intends to deliver a varied, stimulating and challenging curriculum that enables all pupils to explore, examine and analyse both fiction and non-fiction texts. At the same time, this exposure to quality writing and discussion prepares students for their own journey as writers, communicators and debaters.

Our curriculum is built around the key strands of reading, writing, speaking and listening and intends to ensure students can:

- Read easily, fluently and with good understanding
- Create the habit of reading widely and often, for both pleasure and information, considering individual needs and styles
- Acquire a wide vocabulary that they can use confidently and appropriately
- Develop an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
- 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, clarify and develop their own understanding
- Elaborate and explain their ideas whilst demonstrating respect and tolerance of those with different viewpoints, faiths and beliefs
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in formal debate
- Appreciate our rich and varied literary heritage, understanding the impact and consequence of social and historical context
- Explore, examine, question and analyse a wide range of literary and non-literary texts

Above all, we want our students to become confident, independent and curious learners. We hope that the passion and enthusiasm we bring to our teaching nurtures a similar passion and enthusiasm in our students.

**S Boak – Director of English**





# Curriculum Implementation

Each term, the English Curriculum Learning Journey builds on previous learning and knowledge is strengthened, broadened and deepened over time. At KS3, the curriculum follows a similar journey for each year group: the key topics – Poetry, Shakespeare, Non-Fiction, Fiction and Drama/playscripts – provide opportunities for the key strands of reading, writing, speaking and listening to be taught in increasing depth and breadth.

This approach allows students to build on their existing knowledge, recover any gaps in learning, whilst also providing opportunities for stretch and challenge. It is aspirational, yet provides support where required.

In addition, once a week, KS3 students will have a reading lesson based in the Learning Resource Centre. This lesson will consist of a taught element, inference or literacy, an element of reading (Drop Everything And Listen or Drop Everything And Read) plus another activity to encourage students to become familiar with and utilize the LRC. During these sessions we adopt a variety of strategies to promote a love of reading in our students.

At KS4, we divide our teaching into the discrete GCSE subjects, Language and Literature. All of our Literature texts are taught in Year 10 alongside all aspects of the English Language specification. This allows us the opportunity to strengthen knowledge in Year 11, identify and recover gaps in learning, build resilience through our timed 'Friday Questions' and provide positive and supportive feedback both verbally and in writing.

Our curriculum is implemented through a range of activities that are designed to challenge, enthuse, excite and entertain our students. We want them to love reading and writing. We want them to feel confident enough to talk about what they like and don't like in English, whilst remaining respectful of one another, tolerant of difference and willing to explore ideas that at first may seem alien to them. Memory platforms and low stakes testing embed knowledge and uncover gaps in learning. A range of questioning strategies clarify understanding whilst providing stretch and challenge. Teacher modelling of complex writing tasks and close textual analysis develops confidence and an awareness of expectations. Interleaving supports retention of knowledge and again strengthens and builds student confidence. Teachers use positive framing to support behaviour, encourage learning and develop independence and resilience.

The explicit teaching of Literacy is a fundamental aspect of our curriculum; it allows students to communicate clearly, accurately and precisely. We want our students to be taken seriously, both now and in the future. Strong literacy skills are essential for success across the curriculum and are a lifelong gift.

We also want to build and develop our student's cultural capital. This is achieved by exposing them to a broad and diverse range of texts – both fiction and non-fiction. This exposure is a vital element of our curriculum. Opening up the world view of our students, introducing them to different places, ideas, characters, emotions and attitudes is a critical aspect of our curriculum. The texts we use in English promote debate, discussion and written work that often provides links with the PD curriculum and the school's fantastic work on anti-discrimination.





Please see **Annex 1** for an overview of the full curriculum learning journey our pupils undertake when studying English.

## Curriculum Impact

The impact of the English Curriculum will have a lasting impression on our students' lives. This impact is felt not just in English, but across all curriculum subjects. The success of our English Curriculum Learning Journey is defined through our students' ability to develop their knowledge in reading and writing and in their ability to apply the skills this knowledge will create. This can be determined through a number of measures:

☑ **Formative Reporting of Pupil Progress** are assessments that take place each lesson and include: questioning, whole class feedback, discussion and written activities. Completion of homework also provides formative assessment.

☑ **Summative Reporting of Pupil Progress.** GCSE style assessments take place in classrooms, under controlled conditions. In addition, Year 10 undertake end of year exams, involving full GCSE past papers in both Language and literature. In year 11 students sit their trial exams in November and following the marking and analysis of these results, Year 11 students undertake a past exam question every Friday in controlled conditions.

☑ **In-lesson learning, participation and belonging** is measured by continually monitoring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work scrutiny.

☑ **English Language and Literature GCSE Outcomes** demonstrate the overall impact of our pupils' English Curriculum Learning Journey.

☑ **Post-16 Progression** has demonstrated a year-on-year increase in the number of pupils moving on to study A-Level English at sixth form schools and colleges.





**Annex 1**

Year 7 English SOW

<b>AUTUMN 1</b>  Around The World  LRC: Inference			<b>AUTUMN 2</b>  A Midsummer Night's Dream  LRC: Literacy				<b>SPRING 1</b>  Non-Fiction <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Oracy</li> </ul> LRC: Inference			
<b>SPRING 2</b>  NOVEL  LRC: Literacy			<b>SUMMER 1</b>  Fiction <ul style="list-style-type: none"> <li>• Writing</li> <li>• Oracy</li> </ul> LRC: Inference				<b>SUMMER 2</b>  Frankenstein (playscript)  LRC: Literacy			

This scheme of work is designed to consolidate the reading and writing skills students have developed in KS2 whilst introducing new skills and ideas. The scheme incorporates Literature and Language topics and aims to give students an understanding of both subjects whilst nurturing their natural enthusiasm. Oracy also plays a key role in allowing students the opportunity to explore and articulate their ideas.

**Around The Word:** This unit takes students on a journey around the world, whilst introducing them to our expectations in English. The texts used are intended to expand the cultural capital of students whilst giving them opportunities to develop their reading, writing, speaking and listening skills. Literacy is taught explicitly and reinforced through a series of tasks and activities.

**A Midsummer Night's Dream:** This unit starts with an introduction to Shakespeare's life and times. Students explore the Shakespearean theatre, actors, costumes, and living conditions. The play itself gives students a taste of Shakespeare's comedies, some of the key themes and stagecraft. Students get the opportunity to act out short scenes and discover some of the comic devices Shakespeare



uses: mistaken identity, confusion, misunderstanding. Students read an abridged version of the whole play.

**Non-Fiction Reading, writing and oracy:** students learn to identify and read various types of non-fiction writing, looking at audience and purpose and identifying how writers adapt their work accordingly. Students can then apply the skills they have identified to their own non-fiction writing.

**Novel:** students will read either *Trash* or *Goldfish Boy*. Reading a whole novel in class gives students the opportunity to study plot, character, and writer's ideas. Students learn to find relevant quotations to back up their ideas and write about the text using PEEZL.

**Fiction:** students will use the novel from the previous unit of work as a springboard for their own writing. There is a strong focus on accuracy and creative ideas.

**Frankenstein (playscript):** This unit gives students a gentle introduction into nineteenth century ideas and context. It also introduces the play format and how that differs to a novel or poetry.

### A3 – Student Outcomes

Topic	Learning Outcomes
Around The World	<ul style="list-style-type: none"> <li>• Introduce expectations: layout, basic accuracy. (AO6)</li> <li>• Understand sentences structures: including embedded clauses, sentence starters and punctuation. (AO6)</li> <li>• Become familiar with the literacy placemats to support our writing. (AO5/AO6)</li> <li>• To understand different planning and checking strategies. (AO5/AO6)</li> <li>• To read and write a variety of text types. (AO1/AO2)</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• To read and enjoy a variety of poetry (AO1)</li> <li>• To start to identify poetic techniques including: similes, metaphors, personification, rhyme and rhythm (AO2)</li> <li>• Explain some ideas the writer is trying to convey and make comments upon those ideas AO2/AO3)</li> <li>• Start to use PEEZ to explain your ideas (AO1/AO2/AO3)</li> </ul>
A Midsummer Night's Dream	<ul style="list-style-type: none"> <li>• Study an abridged Shakespeare text – basic plot, character and some themes. (AO1)</li> <li>• Explore Shakespeare's life and times (AO3)</li> </ul>





	<ul style="list-style-type: none"> <li>• Make comments on the writer's ideas and intentions. (AO2)</li> <li>• Link context to the writer's ideas (AO3)</li> <li>• Choose relevant quotations (evidence) and explode language (AO2)</li> <li>• Use PEE(Z) to write about Shakespeare's ideas and intentions (AO1, AO2)</li> <li>• Use summary to show understanding (AO1)</li> <li>•</li> </ul>
<p>Non-Fiction</p>	<ul style="list-style-type: none"> <li>• Explain the differences between Fiction and Non-Fiction (AO3)</li> <li>• Identify non-fiction language and/or structure features (AO2)</li> <li>• Identify features of a newspaper (AO2)</li> <li>• Identify and explain bias in an article (AO1/AO3)</li> <li>• Reproduce features in own writing (AO5/AO6)</li> <li>• Identify and analyse features of a speech (AO2)</li> <li>• Reproduces features of a speech in own writing (AO5/AO6)</li> </ul>
<p>Novel: Trash or Goldfish Boy</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the text using inference (AO1) (AO2)</li> <li>• To understand the social and historical context of the novel (AO3)</li> <li>• To understand and explain the writer's intentions (AO2)</li> <li>• To choose relevant quotations and use these to create PEEZ paragraphs (AO1, AO2)</li> <li>• To identify and comment on setting and character using retrieval and inference (AO2)</li> <li>• To produce our own writing inspired by the text (AO5/AO6)</li> </ul>
<p>Fiction Writing and Oracy</p>	<ul style="list-style-type: none"> <li>• Explore and expand our vocabulary (AO5/AO6)</li> <li>• Understand and use language techniques to create meaning (AO5)</li> <li>• Be able to check for accuracy, edit and correct our own writing. (AO6)</li> <li>• To present our work in presentations, explaining our ideas and responding to feedback. (AO5/AO6)</li> </ul>





<p>Frankenstein Playscript</p>	<ul style="list-style-type: none"> <li>• To understand the social and historical context of the 19<sup>th</sup> century. (AO3)</li> <li>• To identify key features of the Gothic genre. (AO2)</li> <li>• To choose relevant quotations and other evidence from the text to Explore language using PEEZ(AO1/AO2)</li> <li>• To identify the structure of the playscript and link this to the writer's intentions (AO2)</li> <li>• Explore the writer's ideas and link to context (AO3)</li> </ul>
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**English Curriculum Learning Journey**

Year 8 English SOW

<p><b>AUTUMN 1</b></p> <p>*Literacy Boot Camp*</p> <p style="text-align: center;">POETRY</p> <p>LRC: Inference</p>			<p><b>AUTUMN 2</b></p> <p style="text-align: center;">Twelfth Night</p> <p>LRC: Literacy</p>				<p><b>SPRING 1</b></p> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Oracy</li> </ul> <p>LRC: Inference</p>				
			<p>Poetry</p>				<p>Poetry</p>		<p>Shakespeare</p>		
<p><b>SPRING 2</b></p> <p style="text-align: center;">Of Mice and Men</p> <p>LRC: Literacy</p>			<p><b>SUMMER 1</b></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Oracy</li> </ul> <p>LRC: Inference</p>				<p><b>SUMMER 2</b></p> <p style="text-align: center;">Dracula (Playscript)</p> <p>LRC: Literacy</p>				
Poetry	Shakespeare	Non-Fiction	Poetry	Shakespeare	Non-Fiction	OMA	Poetry	Shakespeare	Non-Fiction	OMA	Fiction

This scheme of work is designed to build on the Language and Literature skills and knowledge students have developed in Year 7. The scheme incorporates the Literature and Language content







and skills that students will require to equip them for GCSE. Oracy also plays a key role in allowing students the opportunity to explore and articulate their ideas.

**Literacy Boot camp:** This unit is interleaved with the Poetry scheme either as whole lessons or via memory platforms. It is designed to revisit Year 7 basic literacy skills so that standards are set for all written work during the course of the year. Where appropriate, teachers will return to this unit throughout the year to reinforce and revise skills.

**Poetry:** Students are introduced to War Poetry, this enables them to use the skills they developed in Year 7, whilst exploring the idea that context informs the writer’s ideas. There is a stronger focus on writer’s ideas and the effect on the reader. Students will learn to analyse poetry at word level and write about it using PEEZL.

**Twelfth Night:** Students study an entire Shakespeare play in much more detail than in Year 7. There is a focus on themes and how these link to writer’s ideas and context. Students are able to link back to the comic genre first introduced in a Midsummer Night’s Dream. The theme of love will be explored in more detail in Year 9, eventually leading us to the tragedy of Romeo and Juliet.

**Non-Fiction Reading, writing and oracy:** Building on Year 7, students look at media test types and consider bias, argument and persuasion.

**Novel:** students will read Of Mice and Men. Reading a whole novel in class gives students the opportunity to study plot, character, and writer’s ideas. Students will consider the cyclical structure of the novel and link this to writer’s intent. There is also a greater link to context and the effects this has on both the writer’s ideas and the effect on the reader.

**Fiction:** students will use Of Mice and Men as a springboard for their own writing. There is a focus on exploring the themes of the novel through our own creative ideas.

**Dracula (playscript):** This develops the student’s understanding of nineteenth century ideas and context. It looks more closely at the writer’s intentions. Students also consider the audience’s reaction to the story as a play and how dramatic devices are used to convey themes and ideas.

**A3 – Student Outcomes**

Year 8 Learning Outcomes

Topic	Learning Outcomes
Literacy Boot Camp	<ul style="list-style-type: none"> <li>• Revise basic expectations</li> <li>• Revise writing skills from Y7 – LAO5, LAO6</li> <li>• Revise Ed, ing, ly sentences – LAO6</li> <li>• Revise subordinate clause – LAO6</li> <li>• Revise embedded clause sentences – LAO6</li> <li>• To evaluate and re-draft our own writing – LAO5</li> <li>• To plan our own writing effectively – LAO5</li> <li>• To use a variety of punctuation – LAO6</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Introduction to war poetry and why it is created – AO3</li> <li>• Read and understand poems and effects on reader – AO1</li> <li>• Identifying poetic techniques and comment on effect – AO2</li> <li>• Finding quotations as evidence – AO1</li> <li>• Compare ideas and methods in two poems – AO1</li> <li>• Write a poem using language and structure to create effects – LAO5, LAO6</li> </ul>





	<ul style="list-style-type: none"> <li>• Introduction to love poetry and why it is created – AO3</li> <li>• To identify and comment on form and structure – AO2</li> </ul>
Twelfth Night	<ul style="list-style-type: none"> <li>• Revise ideas and context from Y7 – AO3</li> <li>• Explore ideas about love and romance – AO1</li> <li>• Understand the plot – AO1</li> <li>• Identify the main characters – AO1</li> <li>• Analyse language and its effects – AO2</li> <li>• Use quotations to support ideas – AO1</li> <li>• Consider audience reactions – AO3</li> <li>• Consolidate understanding of plot and characters – AO1</li> <li>• Explore the purpose of the sub-plot – AO3</li> <li>• Evaluate the effectiveness of comedy in the play – AO1, AO3</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>• Explain the difference between fiction and non-fiction – LAO3</li> <li>• Identify the difference between biography and autobiography – LAO3</li> <li>• Identify main ideas in a text – LAO1, LAO3</li> <li>• Summarise main ideas in a text – LAO1, LAO3</li> <li>• Explain how writer's use language to convey thoughts and feelings – LAO2, LAO3</li> <li>• Identify features of a biography – LAO2</li> <li>• Identify language features in a speech – LAO2</li> <li>• Explain effects of language – LAO2</li> <li>• Adapt tone, style and register for different forms and purposes – LAO5</li> <li>• Organise information and ideas in a structured way – LAO5</li> <li>• Identify features of travel writing – LAO2</li> <li>• Evaluate effectiveness of features – LAO4</li> <li>• Use a range of vocabulary for purpose and effect – LAO6</li> <li>• Identify persuasive techniques – LAO2</li> <li>• Listen and respond appropriately to spoken language – LAO8</li> <li>• Use spoken Standard English effectively - LAO9</li> </ul>
Of Mice and Men	<ul style="list-style-type: none"> <li>• To understand the social and historical context of the novel</li> <li>• To explore the writer's intentions</li> <li>• To identify and explain some of the language and structural features of the novel using PEEZL</li> </ul>
Fiction	<ul style="list-style-type: none"> <li>• Explore and expand our vocabulary</li> <li>• Understand and use language techniques to create meaning</li> <li>• Be able to check for accuracy, edit and correct our own writing.</li> </ul>
Dracula Playscript	<ul style="list-style-type: none"> <li>• Identify/revise previous knowledge</li> <li>• Understand context – AO3</li> <li>• Identify elements of Gothic Horror – AO3</li> <li>• Explain how they are used in the text – AO3</li> <li>• Read and understand the plot and characters – AO1</li> <li>• Consider audience response – AO3</li> <li>• Use evidence to support ideas – AO1</li> <li>• Understand character and context – AO3</li> <li>• Explain how the writer presents characters and how audience perceives them – AO2</li> <li>• Identify language and structure and explain effects – AO2</li> <li>• Explore use of genre - AO3</li> <li>• Explain how writer creates setting and atmosphere – AO2, AO3</li> <li>• Link context to ideas in text – AO3</li> </ul>





	<ul style="list-style-type: none"> <li>• Compare ideas across a text – AO1</li> <li>• Use evidence from across a text – AO1</li> <li>• Adapt writing for different purposes – AO5</li> </ul>
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Year 9 English SOW

English Curriculum Learning Journey

<b>AUTUMN 1</b>  *Literacy Boot Camp*  POETRY  Love & Relationships   LRC: Inference			<b>AUTUMN 2</b>  Romeo and Juliet  LRC: Literacy				<b>SPRING 1</b>  Non-Fiction <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• 19<sup>th</sup> Century</li> </ul> LRC: Inference				
			Poetry				Poetry		R&J		
<b>SPRING 2</b>  19 <sup>th</sup> century Short Stories (The Withered Arm, The Body Snatchers, The Masque of the Red Death)  LRC: Literacy			<b>SUMMER 1</b>  Fiction <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading</li> </ul> LRC: Inference				<b>SUMMER 2</b>  Exam Preparation  Blood Brothers  LRC: Literacy				
Poetry	Shakespeare	Non-Fiction	Poetry	Shakespeare	Non-Fiction	19 <sup>th</sup> century	Poetry	Shakespeare	Non-Fiction	19 <sup>th</sup> century	Fiction

This scheme of work is designed to build on the Language and Literature skills and knowledge students have developed in Years 7 and 8. The scheme incorporates and develops the Literature and





Language content and skills that students will require to equip them for GCSE. Structured Talk also plays a key role in allowing students the opportunity to explore and articulate their ideas.

**Literacy Boot camp:** This unit is interleaved with the Poetry scheme either as whole lessons or via memory platforms. It is designed to revisit Year 7 basic literacy skills so that standards are set for all written work during the course of the year. Where appropriate, teachers will return to this unit throughout the year to reinforce and revise skills.

**Poetry:** Students are introduced to GCSE style analysis, annotation and exam style questions, using the AQA Love and Relationship anthology, which is not the anthology we study at GCSE. In this way we can develop and embed the knowledge that students will need to approach the GCSE course, without stifling their interest or narrowing the scope of their study by starting on the actual GCSE poems too early. There is an emphasis on personal response, which also supports the Unseen Poetry element at GCSE.

**Romeo and Juliet:** Students study another Shakespeare play in its entirety. Again, this is not the text they will study at GCSE. There is a focus on deeper textual analysis, using PEEZL to explore ideas and link these to themes and the writer's intentions. Creating this link within students' writing is a shift towards a deeper understanding of the text and the context in which it was written.

**Non-Fiction Reading, Writing and Structured Talk:** Building on Years 7 and 8, students begin to develop the skills they will need at GCSE. They are introduced to non-fiction writing from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century, comparing ideas, methods and structures. Students will also produce their own opinion pieces, following structured talk exercises to support the development of their own ideas as well as giving students the opportunity to listen and respond to the ideas of others.

**19<sup>th</sup> Century Fictions:** Building on the knowledge they have acquired in Years 7&8 students study a selection of 19<sup>th</sup> Century short Stories (The Withered Arm, The Body Snatchers and The Masque of the Red Death)). There is a focus on the Gothic tradition, language and other methods used by 19<sup>th</sup> Century writers to convey ideas as well as a strong link to social and historical context. This will prepare the groundwork for teaching a 19<sup>th</sup> Century novel at GCSE.

**Fiction:** students will use a modern set of stories based around the theme of Refugees as a springboard for their own writing. There is a focus on accuracy, planning and structure as well as building a broader range of vocabulary. The scheme ties into International Refugee day and the PD curriculum.

**Blood Brothers (playscript):** Students are given the opportunity to study a GCSE play, but not the text they will actually be studying at GCSE. Themes, character, language, dramatic techniques and context are all identified and linked to the writer's intentions. Students have the opportunity to act out sections of the play and watch a performance (DVD) to consider the effects on the audience and a possible range of staging choices.

Year 9 Learning Outcomes

Topic	Learning Outcomes
Literacy Boot Camp	<ul style="list-style-type: none"><li>To revisit writing skills required in English (AO5, AO6)</li><li>Use a variety of Sentence structures in our writing (AO5)</li></ul>





	<ul style="list-style-type: none"> <li>• Use Ed, ing, ly sentences, subordinate and embedded clauses (AO5)</li> <li>• Plan, shape and edit our writing (AO5, AO6)</li> <li>• To produce a pices of planned, edited and accurate writing (AO5, AO6)</li> </ul>
<p>Poetry: Love and Relationships</p>	<ul style="list-style-type: none"> <li>• Revisit poetic techniques and build on our knowledge (AO2)</li> <li>• To consider the methods writers use to create mood and tone (AO1, AO2)</li> <li>• Comment on Writer’s ideas and methods using PEEZEL (AO1, AO2)</li> <li>• Link writer’s ideas to context (AO2, AO3)</li> <li>• Use PEEZL to explain your ideas (AO1, AO2, AO3).</li> <li>• Compare poems based on ideas, intentions and methods (AO1, AO2, AO3)</li> </ul>
<p>Romeo and Juliet</p>	<ul style="list-style-type: none"> <li>• Study a complete Shakespeare text (AO1)</li> <li>• Identify and explore themes: Love, Family, Gender, Fate (AO2, AO3)</li> <li>• Explore the writer’s use of language and structure and the effect on the reader(AO2)</li> <li>• Link context to the writer’s ideas (AO3)</li> <li>• Use PEEZEL to write in detail about the text (AO1, AO2, AO3)</li> </ul>
<p>Non-Fiction Reading and Writing</p>	<ul style="list-style-type: none"> <li>• Revisit features of Broadsheet and tabloid newspapers (AO2)</li> <li>• Adapt our own writing to suit the appropriate form and audience. (AO5, AO6)</li> <li>• Compare articles with differing viewpoints. (AO3)</li> <li>• Identify the effectiveness of Writer’s methods (AO4)</li> <li>• Apply our analysis of a range of non-fiction texts to create our own opinion pieces. (AO5,AO6)</li> </ul>
<p>19<sup>th</sup> Century Fiction Short Stories</p>	<ul style="list-style-type: none"> <li>• To understand the social and historical context of 19<sup>th</sup> Century fiction (AO3)</li> <li>• To explore the writer’s intentions and ideas (AO2, AO3)</li> <li>• To identify and explain some of the language and structural features of the Gothic Genre (AO2)</li> </ul>





	<ul style="list-style-type: none"> <li>To apply our learning to our own writing (AO5, AO6)</li> </ul>
Reading Fiction (Language Paper 1)	<ul style="list-style-type: none"> <li>To explore different types of fiction (AO1)</li> <li>To analyse how the writer uses language techniques to create meaning (AO2)</li> <li>To consider how the writer uses structural techniques to shape his writing and create effects on the reader (AO2)</li> <li>To understand how to write about what we have read (AO1, AO2, AO3)</li> </ul>
Blood Brothers Playscript	<ul style="list-style-type: none"> <li>To understand the social and historical context of the 1980s (AO3)</li> <li>To identify key features of the modern playscript (AO2)</li> <li>Explore language and structure using PEEZL (AO1, AO2)</li> <li>Explore the writer's ideas and link to context (AO2, AO3)</li> </ul>

Year 10 English SOW

<b>AUTUMN 1</b> (Lang 3 Lessons)	<b>AUTUMN 1</b> (Lit 3 Lessons)	<b>AUTUMN 2</b> (Lang 3 Lessons)	<b>AUTUMN 2</b> (Lit 3 lessons)	<b>SPRING 1</b> (Lang 3 Lessons)		<b>SPRING 1</b> (Lit 3 lessons)	
Bootcamp Paper 1 Reading	Poetry/ Unseen	Paper 2 Reading	A Christmas Carol	Paper 1 Writing		Macbeth	
		Paper 1 Skills	Poetry/ Unseen skills	Paper 1 Reading	Poetry	Paper 2 Reading	ACC
<b>SPRING 1</b> (Lang 3 Lessons)	<b>SPRING 1</b> (Lit 3 Lessons)	<b>SUMMER 1</b> (Lang 3 Lessons)	<b>SUMMER 1</b> (Lit 3 Lessons)	<b>SUMMER 2</b> (Lang 3 Lessons)		<b>SUMMER 2</b> (Lit 3 Lessons)	
An Inspector Calls	Paper 2 Writing	Responsive teaching: Exam Revision	Revision: Macbeth & ACC	Final revision – Exams  Responsive teaching		Final revision- Exams  Poetry (responsive teaching)	





Poetry	ACC	Macbeth	Poetry	A C C	Macbeth	AI C	Poetry	ACC	Macbeth	AI C	Lang 1&2
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This scheme is designed to teach all of the Literature texts required for AQA English Literature GCSE, whilst also introducing all of the Reading and Writing elements of the English Language exams. The scheme relies heavily on interleaving and memory platforms to embed knowledge and assist with recall and revision.

**Poetry Golden Seven:** As an introduction to the Power and Conflict poetry anthology, seven of the fifteen poems are taught in detail: Ozymandias, Bayonet Charge, Charge of The Light Brigade, Storm on the Island, My Last Duchess, Poppies and Remains. These seven poems encompass all of the themes required for this anthology and enable students to explore and develop their skills of language and structural analysis. Students learn to link the methods used by poets to context, ideas and intentions. This scheme relies heavily on the groundwork that has been developed and embedded in KS3. The remaining eight poems will be taught at spaced intervals throughout Years 10 and 11, and build up the skills and knowledge students have developed in this unit of work.

**Language Paper 1 Writing:** Students build upon their writing skills developed at KS3. Using pictures and images as a springboard, students focus on planning, crafting and writing coherent and compelling pieces of creative writing that are well-organised and accurate.

**A Christmas Carol:** Students read the novel in its entirety, focussing on the writer's intentions, language and other methods the writer uses. They explore the effects of writer's methods on the reader, and the impact and influence of social and historical context. Students look at the popularity of the ghost story genre and Dickens' use of social, moral and Christian values. Students develop their exam writing skills and use PEEZL to assist them in structuring and developing extended exam-style answers.

**Language Paper 2 Reading:** Students become familiar with 19<sup>th</sup> Century non-fiction texts as well as 20<sup>th</sup> and 21<sup>st</sup> Century non-fiction. Students compare these texts based on themes, perspectives and feelings. The analysis of language and writer's intentions is developed further, based on the knowledge embedded at KS3.

Year 10 Learning Outcomes

Topic	Learning Outcomes
Poetry Power and Conflict AQA Anthology	<ul style="list-style-type: none"> <li>To read, understand and respond to texts. (AO1)</li> <li>To develop a critical style (AO1)</li> <li>To choose relevant and appropriate quotations. (AO1)</li> <li>To analyse language, form and structure and their effects on the reader. (AO2)</li> </ul>



# English Curriculum Learning Journey



	<ul style="list-style-type: none"> <li>To show understanding of the relationships between texts and the contexts in which they were written. (AO3)</li> <li>To write about and compare texts using PEEZEL (AO1, AO2, AO3)</li> </ul>
A Christmas Carol	<ul style="list-style-type: none"> <li>To read, understand and respond to the novel. (AO1)</li> <li>To develop a critical style (AO1)</li> <li>To choose relevant and appropriate quotations. (AO1)</li> <li>To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>To show understanding of the context in which the novel was written and link this to the writer's ideas (AO3)</li> <li>To write about the novel using PEEZEL</li> </ul>
Macbeth	<ul style="list-style-type: none"> <li>To read, understand and respond to the play. (AO1)</li> <li>To develop a critical style (AO1)</li> <li>To choose relevant and appropriate quotations. (AO1)</li> <li>To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>To show understanding of the context in which the play was written and link this to the writer's ideas. (AO3)</li> <li>To write about the play using PEEZEL</li> </ul>
An Inspector Calls	<ul style="list-style-type: none"> <li>To read, understand and respond to the play. (AO1)</li> <li>To develop a critical style (AO1)</li> <li>To choose relevant and appropriate quotations. (AO1)</li> <li>To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>To show understanding of the context in which the play was written and link that to the writer's ideas. (AO3)</li> <li>To write about the play using PEEZEL</li> </ul>
Language paper 2 Reading and writing	<ul style="list-style-type: none"> <li>Identify and interpret explicit information and ideas</li> <li>Select and synthesise evidence from the text.</li> <li>Explain and analyse language and structure and the effects on the reader.</li> </ul>





# English Curriculum Learning Journey



	<ul style="list-style-type: none"> <li>• Compare writer's ideas and perspectives</li> <li>• Evaluate texts critically and support with appropriate textual references.</li> <li>• Communicate clearly, effectively and imaginatively.</li> <li>• Select and adapt tone, style and register to match form, purpose and audience.</li> <li>• Organize ideas using structural and grammatical features.</li> <li>• Use a range of vocabulary and sentence structures</li> <li>• Use accurate spelling and punctuation.</li> </ul>
<p>Exam skills Revision (Macbeth, A Christmas Carol, language paper 2)</p>	<ul style="list-style-type: none"> <li>• See all of the above for Macbeth, A Christmas Carol, Language paper 2)</li> </ul>
<p>English Language Paper 1 Writing</p>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively.</li> <li>• Select and adapt tone, style and register to match form, purpose and audience.</li> <li>• Organise ideas using structural and grammatical features.</li> <li>• Use a range of vocabulary and sentence structures</li> <li>• Use accurate spelling and punctuation.</li> </ul>





Year 11 SOW

English Curriculum Learning Journey

<b>AUTUMN 1</b> (Lang 3 Lessons)		<b>AUTUMN 1</b> (Lit 3 Lessons)		<b>AUTUMN 2</b> (Lang 3 Lessons)		<b>AUTUMN 2</b> (Lit 3 lessons)		<b>SPRING 1</b> (Lang 3 Lessons)		<b>SPRING 1</b> (Lit 3 lessons)	
Paper 2 Reading & Writing		Literature Paper 2		Paper 1 Reading & Writing		A Christmas Carol? Mabeth		Alternating topics in response to exams		Paper 1 Revision	
				Paper 2 Revision (Trial Exam)		Paper 2 Revision (Trial Exam)		Friday Qs		Friday Qs	
<b>SPRING 1</b> (Lang 3 Lessons)		<b>SPRING 1</b> (Lit 3 Lessons)		<b>SUMMER 1</b> (Lang 3 Lessons)		<b>SUMMER 1</b> (Lit 3 Lessons)					
Interleaved Revision in response to Friday Qs		Interleaved Revision in response to Friday Qs		Interleaved Revision in response to Friday Qs		Interleaved Revision in response to Friday Qs					
Poetry	ACC	Macbeth	Poetry	A C C	Macbeth	AI C	Poetry	AC C	Macbeth	AI C	Lang 1&2

**Autumn 1:** In both Literature and Language, students are revising for their Trial exams, building on the knowledge and skills gained in Y10. The focus is on paper 2 for both Language and Literature.

**Autumn 2:** Students have a final 2 weeks of revision for their Trial exams and then move onto

**Spring 1 & 2:** Every week students complete a 'Friday Question' in exam conditions. This is marked quickly and returned to students with targeted feedback to enable gaps in knowledge to be addressed quickly. Teaching is responsive, based upon clear gaps in knowledge.





Topic	Learning Outcomes
<p>Poetry Power and Conflict AQA Anthology</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to texts. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the relationships between texts and the contexts in which they were written. (AO3)</li> <li>• To write about and compare texts using PEEZEL (AO1, AO2, AO3)</li> </ul>
<p>A Christmas Carol</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the novel. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the context in which the novel was written and link this to the writer's ideas (AO3)</li> <li>• To write about the novel using PEEZEL</li> </ul>
<p>Macbeth</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the play. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the context in which the play was written and link this to the writer's ideas. (AO3)</li> <li>• To write about the play using PEEZEL</li> </ul>
<p>An Inspector Calls</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the play. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> </ul>



# English Curriculum Learning Journey



	<ul style="list-style-type: none"> <li>To show understanding of the context in which the play was written and link that to the writer's ideas. (AO3)</li> <li>To write about the play using PEEZEL</li> </ul>
<p>Language paper 2 Reading and writing</p>	<ul style="list-style-type: none"> <li>Identify and interpret explicit information and ideas</li> <li>Select and synthesize evidence from the text.</li> <li>Explain and analyse language and structure and the effects on the reader.</li> <li>Compare writer's ideas and perspectives</li> <li>Evaluate texts critically and support with appropriate textual references.</li> <li>Communicate clearly, effectively and imaginatively.</li> <li>Select and adapt tone, style and register to match form, purpose and audience.</li> <li>Organize ideas using structural and grammatical features.</li> <li>Use a range of vocabulary and sentence structures</li> <li>Use accurate spelling and punctuation.</li> </ul>
<p>Exam skills Revision (Macbeth, A Christmas Carol, language paper 2)</p>	<ul style="list-style-type: none"> <li>See all of the above for Macbeth, A Christmas Carol, Language paper 2)</li> </ul>
<p>English Language Paper 1 Writing</p>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively.</li> <li>Select and adapt tone, style and register to match form, purpose and audience.</li> <li>Organise ideas using structural and grammatical features.</li> <li>Use a range of vocabulary and sentence structures</li> <li>Use accurate spelling and punctuation.</li> </ul>

