

Curriculum overview: English Language and Literature

Key Stage 2

Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures/traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Writing and SPAG

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Create atmosphere, and integrating dialogue to convey character and advance action.
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.
- Use passive and modal verbs mostly appropriately.
- Use a wide range of clause structures, sometimes varying their position within the sentence.
- Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
- Use mostly correctly:
 - Inverted commas
 - Commas for clarity
 - Punctuation for parenthesis
- Make some correct use of:
 - Semi-colons
 - Dashes
 - Colons
 - Hyphens
- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Key skills/content requirements at GCSE

- Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.
- Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature. Distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation;

making an informed personal response that derives from analysis and evaluation of the text. Reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes. Identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not.

- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation and analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.
- Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references. Also, to write for different purposes and audiences to: narrate, instruct and to give and respond to information. Selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining and consistent point of view; maintaining coherence and consistence across a text.
- Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.
- Writing for impact: Selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions and parenthesis).
- Accurate Standard English: accurate spelling, punctuation and grammar.
- Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches.
- Responding to spoken language: listening to and responding appropriately to any questions and feedback.
- Spoken standard English: expressing ideas using standard English whenever and wherever appropriate.

Curriculum Overview

Reading	Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> ▪ Identify and interpret explicit and implicit information and ideas ▪ Select and synthesise evidence from different texts ▪ Explain, comment on and analyse how writers use language, form and structure to achieve meanings, effects and influence readers, using relevant subject terminology to support their views ▪ Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. ▪ Evaluate texts critically and support this with appropriate textual references. ▪ Show understanding of the relationships between texts and the contexts in which they were written. <p>Develop a personal response.</p>	Analysis of an extract from George Orwell's '1984'.	Analysis of an extract from the Crime / Detective genre.	Analysis of how language and devices are used within a gothic extract.	Analysis of how a character is presented within Jekyll and Hyde.	Analysis of how language/devices are used within an extract from An Inspector Calls / Blood Brothers. Analysis of how a theme is presented within Jekyll & Hyde.
	Analysis of how a character is presented within the novel studied.	Analysis of how a theme is presented within the novel studied.	Analysis of how a character is presented within the novel studied.	Analysis of how a theme is presented within Jekyll and Hyde. AQA paper 2 reading response.	Analysis of how language/devices are used within Macbeth. AQA paper 1 reading mock.
	Analysis of how the theme of nature is presented in a poem studied.	Comparison of how the theme of power and conflict is presented within 2 poems studied.	Comparison of how the theme of power and conflict is presented within 2 poems studied.	Comparison of how the theme of power and conflict is presented within 2 poems studied.	Comparison of how the theme of power and conflict is presented within 2 poems studied.
	AQA paper 2 reading response.	AQA paper 1 reading response.	Unseen AQA paper 2 reading response.	AQA unseen paper 1 reading response. Unseen poetry response.	AQA paper 1 & 2 reading mock. Analysis of a Jekyll and Hyde extract. Analysis of An Inspector Calls/Blood Brothers extract.

	Analysis of how language and devices are used within a poem studied.	Comparison of how the theme of power and conflict is presented within 2 poems studied.	Comparison of how the themes of power and conflict are presented within 2 poems studied.	Analysis of how language/devices are used to present a character within An Inspector Calls / Blood Brothers	Comparison of two poems from the power and conflict anthology. Unseen poetry response.
	Comparison of how rhetorical devices are used across two key speeches studied.	Analysis of how language and dramatic devices are used within an extract of 'Romeo and Juliet'.	Analysis of how language and devices are used to present a character within Macbeth.	AQA paper 1 mock. AQA paper 2 mock. Analysis of how language/devices are used to present a theme within Macbeth.	Exam leave
Writing	Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> 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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	Review of a Sci-Fi text.	Description of a detective entering a narrative piece.	Creative writing piece.	Creative writing piece.	AQA paper 1 writing response.
	Alternative ending to the novel studied.	Own opening chapter.	Review of the novel studied.	Unseen AQA paper 2 writing response.	AQA paper 1 writing mock.
	Formal letter to a poet of one of the poems studied.	Review of a poem studied.	Creative writing piece.	Creative writing piece.	AQA paper 2 writing mock.
	Descriptive writing (nature poetry stimulus)	Text transformation using conflict poetry as stimulus.	Unseen AQA paper 2 writing response.	Unseen AQA paper 1 writing response.	AQA paper 1 & 2 writing mock.
	Article using poetry as a stimulus.	AQA paper 1 creative writing task.	Creative writing piece.	Unseen AQA paper 2 writing response.	AQA paper 1 writing response.
	Speech – motivating an army (Henry V stimulus).	Article using Romeo and Juliet as a stimulus.	Formal letter using Macbeth as a stimulus.	AQA paper 1 & 2 mock.	Exam leave
Speaking and Listening	Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting. Listen and respond appropriately to spoken language, including to questions and feedback on presentations. Use spoken standard English 				Speaking and listening assessment.	
			Speaking and listening assessment.		
					Speaking and listening assessment.

effectively in speeches and presentations.				Speaking and listening assessment.	
		Speaking and listening assessment.			
	Speaking and listening assessment.				

GCSE external assessment: English language

English language uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Explorations in Creative Reading and Writing (50% of qualification)
- Paper 2: Writers' Viewpoints and Perspectives (50% of qualification)
- Non-examination Assessment: Spoken Language (the new name for speaking and listening) Non-exam assessment (Unweighted)

GCSE external assessment: English literature

English literature uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Shakespeare (Macbeth) and the 19th-century novel (Dr Jekyll and Mr Hyde) (40% of qualification)
- Paper 2: Modern texts (Blood Brothers or An Inspector Calls) and poetry (from an anthology and unseen poetry) (60% of qualification).

SMSC in English

Spiritual development in English

Pupils' spiritual development is shown by their: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral development in English

Pupils' moral development is shown by their: ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions, interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social development in English

Pupils' social development is shown by their: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively, acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development in English

Pupils' cultural development is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding

and appreciation of the range of different cultures within school and further afield
as an essential element of their preparation for life in modern Britain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in
continuing to develop Britain willingness to participate in and respond positively to artistic, sporting and cultural opportunities interest in exploring, improving understanding of and showing
respect for different faiths and cultural diversity, and the extent to which they understand,
accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global
communities.