

# English

## Overview

The study of English is crucial to the success of every student; both in their academic progress and also in their adult lives. We are committed to providing students with a broad and varied curriculum that motivates and engages learners, enables them to maximise their potential and prepares them for the future.

## KS3 curriculum

We have developed a literary led KS3 curriculum that allows students of all abilities to progressively develop the skills and knowledge required for GCSE and beyond. A wide variety of challenging novels, extracts, poetry and non-fiction texts are explored, ranging from Shakespeare to Bill Bryson, Keats to Willy Russell, allowing students to experience an eclectic mix of language, audience, purpose and styles. This literary springboard provides students with a range of quality models through which to develop their own writing skills. Spelling, grammar and punctuation are explicitly taught using the texts as exemplars and all students are required to produce at least one extended piece of writing for a particular audience or purpose each week. Speaking and listening is used to encourage independent analysis and evaluation of texts and to explore and extend ideas before written tasks.

Progress is tracked throughout the key stage and intervention and extra support or scaffolding, both in class and small group withdrawal, is provided quickly if a student falls below target or finds an element particularly challenging. All students are expected to make good progress and we put provision in place to ensure that they do.

To support and supplement their learning, students are offered lunchtime book clubs for each year group, visits from authors and theatre trips.

## KS4 curriculum

Students of all ability study both language and literature to GCSE level in an attempt to provide as rich and broad a curriculum as possible. We believe that through exposure to a wide range of texts and extensive and rigorous practice of the writing and analytical skills, all students can achieve their potential in both. Progress is tracked throughout the course and intervention and extra support or scaffolding, both in class and small group withdrawal, is provided quickly if a student falls below target or finds an element particularly challenging. All students are expected to make good progress and we put provision in place to ensure that they do.

To support and supplement their learning, students are offered lunchtime book clubs for each year group, weekly revision sessions and visits from authors and theatre trips.

## Year 11 2015-2016

Language study develops students' ability to interpret layers of meaning in a text, evaluate the effectiveness of a text in terms of audience and purpose and analyse the effects of language choices upon a reader. Students read a range of different non-fiction texts (such as: letters, diaries, articles, leaflets, advice sheets, webpages, reviews), 'Of Mice and Men' by John Steinbeck (controlled assessment) and a spoken language transcript (controlled assessment); they respond to them in a critical and analytical way. Students develop their skills at writing accurately for a range of different audiences and purposes, including to: argue, persuade, advise, inform, entertain and describe and learn to adapt and manipulate language in appropriate ways. Speaking and listening is still a fundamental part of English (although it no longer counts towards their GCSE) in that it allows students the forum to explore and extend ideas in preparation for tasks and they learn to adapt talk for a range of different audiences and purposes.

For further information on the WJEC English language specification visit:

[http://www.wjec.co.uk/uploads/publications/16212.pdf?language\\_id=1](http://www.wjec.co.uk/uploads/publications/16212.pdf?language_id=1)

For Literature, students study 'Macbeth' and a range of Browning's poetry, analysing and comparing the main protagonists flaws in these texts in their controlled assessment. They study 'The Woman in Black' by Susan Hill, exploring the gothic genre and Hill's provocative use of language and 'Of Mice and Men' exploring the significance of context upon a readers' understanding of a text. A range of poetry with the theme of relationships develops students' ability to make comparisons and links between texts and the study of this cluster from the anthology equips them with the skills they need to approach the unseen element of the examination.

For further information on the AQA English literature specification visit:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-9715>

## Year 10 2015-2016

Although now assessed entirely through examination, the skills that underpin the course remain the same as the previous specification. Language study develops students' ability to interpret layers of meaning in a text, evaluate the effectiveness of a text in terms of audience and purpose and analyse the effects of language choices upon a reader. A range of different non-fiction texts are studied from the 19<sup>th</sup> Century to the 21<sup>st</sup> Century (such as: letters, diaries, articles, leaflets, advice sheets, webpages, reviews) and students are required to make subtle comparisons between them. Extracts of prose from the 20<sup>th</sup> Century are explored and analysed requiring the skills of inference to be applied. Students develop their skills at writing accurately for a range of different audiences and purposes, including to: argue, persuade, advise, inform, entertain and describe and learn to adapt and manipulate language in appropriate ways. Speaking and listening is still a fundamental part of English (although it no longer counts towards their GCSE) in that it allows students the forum to explore and extend ideas in preparation for tasks and they learn to adapt talk for more formal situations.

For literature, students study 'Macbeth', 'The Woman in Black' and 'Dr Jekyll and Mr Hyde'. We are approaching these, quite challenging texts, in a very interactive, multi-sensory way since the aim is that students can remember and write analytically, at length, in timed conditions, without the book (the examinations are closed text). So we are including drama, visual stimulus, class displays, mind maps, flash cards amongst other strategies to help students remember and recall key moments and key quotes needed to respond to the questions alongside the rigour of timed practice. A range of poetry from William Wordsworth to Wilfred Owen develops students' ability to make comparisons and links between texts and the study of this cluster from the anthology equips them with the skills they need to approach the unseen element of the examination.

For further information on the WJEC English language and literature specifications visit:

<http://www.wjec.co.uk/qualifications/english/english-gcse/>

## KS5 Curriculum

### Year 12 – 2015-16

In Year 12 students who take English study an integrated language and literature course. At AS-level we follow the AQA specification [7706] which is assessed through two examinations in the Summer Term. In Year 13, the second year of the course leads to the full A-level qualification [7707].

Our AS English language and literature specification draws on the academic field of stylistics in order to create an integrated English language and literature course which brings together literary and non-literary discourses. This specification integrates literary and linguistic fields via

shared concepts about the way language choices create representations, both in literary and non-literary texts: words create worlds, both in literature and elsewhere.

In the first half of Autumn Term, students will begin to study in depth their two main literary texts for AS level:

- Imagined Worlds – “The Lovely Bones” by Alice Sebold.
- Poetic Voices – an anthology of 15 poems by Seamus Heaney.

In the second half of the Autumn Term, students will begin detailed study of an Anthology of non-fiction texts on the theme of “Paris”:

- Remembered Places – analysis and comparison of non-fiction texts.
- Re-creative Writing & Critical Commentary – based on the “Paris” Anthology.

From the spring term onwards, students will be deepening their understanding and developing their skills in preparation for the summer examinations. This will involve timed-essays, detailed feedback, improvement tasks and additional revision sessions.

To support and supplement their learning Year 12 students also have the opportunity to engage in a number of extra-curricular and enrichment activities. These include becoming a reading mentor, or paired-reading buddy, as well as 1:1 coursework clinics, and other English events and activities throughout the year.

For further information on the AQA English Language and Literature specification visit:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707>

## Year 13 – 2015-16

In Year 13 students who take English study a combined language and literature course. We follow the AQA specification B [2725] which is assessed through a coursework unit [ELLB4] and an examination in the Summer Term [ELLB3]. These units are combined with the AS-level units to form the full A-level qualification.

In the autumn term, students focus on the coursework unit, which consists of two parts:

- The Transformation – an extended piece of creative writing based on two source texts.
- The Commentary – a detailed analysis of the student’s own work and the process of writing it.

From mid-November onwards, we focus on the examination unit, which is divided into two sections:

- Talk in Life and Literature – comparison of a range of spoken language texts.
- “The Crucible” – a play by Arthur Miller.

From the Spring term onwards, students will be deepening their understanding and developing their skills in preparation for the summer examinations. This will involve timed-essays, detailed feedback, improvement tasks and additional revision sessions.

For further information on the AQA English Language and Literature specification visit:

<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-b-2725>

## External assessment and controlled assessment KS4

### Year 11 2015-2016

#### WJEC English language

##### Paper 1: Reading non-fiction

- 1 hour
- 30% of qualification

##### Paper 2: Transactional writing

- 1 hour
- 30% of qualification

#### Controlled assessment:

- Narrative writing
- Descriptive writing
- Of Mice and Men – analytical response
- Spoken language study – analytical response
- Speaking and listening – unweighted
- 20% of qualification

#### AQA English literature

##### Paper 1: The Woman in Black (modern text) and Of Mice and Men (exploring cultures)

- 1 hour 30 mins
- 40% of qualification

##### Paper 2: Relationships poetry cluster and unseen poetry

- 1 hour 15 mins
- 35% of qualification

#### Controlled assessment: Shakespeare and poetry comparison

- 25% of qualification

### Year 10 2015-2016

#### WJEC English language

##### Component 1: 20th Century Literature Reading and Creative Prose Writing

- 1 hour 45 minutes
- 40% of qualification

##### Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

- 2 hours
- 60% of qualification

##### Component 3: Spoken Language (the new name for speaking and listening)

- Non-exam assessment – Unweighted
- 

#### WJEC English literature

##### Component 1: Shakespeare (Macbeth) and poetry (from a given anthology)

- 2 hours
- 40% of qualification

##### Component 2: post-1914 prose/ drama (The Woman in Black), 19th Century prose (Dr Jekyll and Mr Hyde) and unseen poetry

- 2 hours and 30 minutes
- 60% of qualification

KS5

Year 12 2015-16

AQA English language and literature [7706]

Paper 1: Views and Voices

- Imagined worlds – point of view and genre in prose
- Poetic voices – the forms and functions of poetic voice
- Methods of language analysis are integrated into the activities
- Written exam: 1 hour 30 minutes
- 75 marks
- 50% of AS level
- Questions
- Section A – Imagined worlds

One compulsory question on prose set text (35 marks)

This section is closed book.

- Section B – Poetic voices

One compulsory question on poetry set text (40 marks)

This section is closed book.

Year 13 2015-16

AQA English language and literature – specification B [2726]

Unit 4 – ELLB4

Text Transformations

Coursework Unit

20% of A-level

64 marks

Two-part assignment on chosen pair of texts: discussion of a set theme in relation to the texts; a piece of creative writing, demonstrating understanding of texts as a whole

Unit 3 - ELLB3

Talk in Life and Literature

2 hour written examination

30% of A-level

96 marks

Two questions: one based on extract from prescribed play; one requiring comparison of unseen texts

Some students will take the opportunity to re-sit the AS examination in 2016 :

Unit 1 - ELLB1F

Introduction to language and literature study

60% of AS, 30% of A-level

1 hour 45 minutes written examination

96 marks

Two questions: one on an unseen text(s) related to the theme(s) of the Anthology, produced by AQA as a set text; the second on the Anthology itself.

## **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.