

Curriculum Intent

'When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' –

James Earl Jones

English has a pre-eminent place in both education and society. A high-quality education in English teaches students to speak and write fluently, so that they can effectively communicate their ideas and emotions to others. Through reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering students' empathy for others.

Reading in particular, enables students to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables students to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

At St Cuthbert's Catholic High School, it is our intention to develop confident learners and developed young adults, who can communicate effectively in both the written and spoken form, whilst also ensuring that they have the patience and empathy to listen and respect the opinions of others.

Teaching and Learning Pedagogy

In all year groups, each unit of work begins with the reading of a text. The texts, which form the basis of the Scheme of Learning, are from a range of genres, such as novels from the 19th, 20th and 21st centuries, poetry from different periods and cultures, plays and a range of non-fiction texts.

The first two weeks of each unit of work involves the whole class reading of the chosen text. Texts are read in their entirety in order to foster a love of reading and to ensure the plot, characters, relationships and themes are fully understood, before deeper analysis begins. After the initial read, each unit of work progresses to the development of reading skills, through the analysis of a writer's craft, before transitioning to the development of writing skills, across both fiction and non-fiction texts. The focus for this writing stems from the source text at the beginning of the unit.

This interleaving of skills throughout each year group, ensures that skills are consistently revisited and built upon, leading to improved knowledge and a stronger mastery of the skills required

Teaching and Learning sequence

Shared read of source text



Analysis of features and the affect they have (language and structural features)



Shared writing (modelling)



Guided writing (scaffolding)



Independent writing

Analysis of texts

The analysis of texts is an integral part of any English curriculum and as such, it is a prominent feature of the curriculum offered in each year group. As students progress through KS3 and into KS4, the difficulty of the texts they read increases, as does the level of analysis expected. Using 'Bloom's Taxonomy', the following depth of analysis has been agreed on for each year group.

Year 7: identify and comment

Year 8: explore

Year 9: examine/analyse

Year 10: thoroughly examine/analyse

Year 11: perceptively examine/analyse and evaluate

It is important to note that these serve as a guide and therefore there is some flexibility regarding the expectations of particular cohorts of students in each year group. Teachers are required to use the different pathway objectives (KS3) and assessment objectives (KS4) to ensure the level of analysis matches the ability of students.

Grammar and vocabulary

Throughout Key Stage 3 and 4 lessons pupils are taught to consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying their grammatical knowledge (as identified in English Appendix 2 to the key stage 1 and 2 programmes of study) to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech

Year 7

Term 1a

The year begins with the reading of *Abomination* by Robert Swindells. The novel has been chosen due to its engaging narrative and the PSHE and Citizenship issues it raises. The novel highlights the issues faced by teenagers, promoting an open and frank discussion about the effects of bullying and the responsibility children have to each other- important issues for discussion, during the transition to secondary education. The focus is on information retrieval and the use of inference and deduction skills, when explaining the writer's use of language. Students then produce their own narratives, stemming from the issues raised.



Term 1b

The 2nd half term focuses on the analysis of non-fiction texts, linked to the theme of bullying. Again, these issues originate from the reading of *Abomination*, in the first half term. By close reference to texts, students are encouraged to explain how language is used to show the writer's perspective, before using these techniques to produce their own non-fiction texts, in the form of speeches and leaflets.

Term 2a

The unit focuses on a selection of Roald Dahl short stories. Students will be familiar with the work of Dahl from their primary education; however, the issues raised in these short stories are more age appropriate for KS3 students. Character analysis is completed to lay the foundations for further study in subsequent years. Students are then introduced to the features of newspaper articles, before writing their own. The unit then ends with a return to narrative writing, recapping the skills from Term 1a, before adapting them to write a short story about a time when things went wrong.

Term 2b

This non-fiction unit is based in the world of celebrity, which raises important discussion points about society's obsession with celebrities, leading to a discussion about the advantages and disadvantages of being a celebrity. Comparisons are made between the opposing views of writers and the methods they use to establish their viewpoint. The focus then returns to article writing but this time the skills from Term 2a are adapted to focus on writing for web articles for a different audience.

Term 3a

This unit of work focuses on William Shakespeare. There is a brief introduction into his life and works, as this is the first time students will study the playwright and poet in KS3. *Macbeth* is then read in its entirety, before completed a guided analysis of how Shakespeare uses language to show the change in Macbeth's character. Key scenes are studied in further detail to enable students to understand the change in character and the factors, which contribute to this change. This lays the foundations for further study in subsequent year groups, as each year contains a study of a Shakespearean play. Fictional writing then becomes the focus, using some of Shakespeare's techniques to create mood and setting, when students are asked to produce their own descriptive texts.

Term 3b

Gothic Literature is studied in detail in Y10, so this unit is designed to lay the foundations for further study in KS4. Students are introduced to the conventions of Gothic Literature, through a study of Gothic poetry, a Gothic Short Story and various extracts from well-known Gothic texts. There is a specific focus on how Gothic writers create setting and character and the skills employed to create tension. Students then use these skills to produce their own opening to a Gothic novel.

Year 8

Term 1a

The year begins with the study of a modern play. The chosen play is *Our Day Out* by Willy Russell. This lays the foundations for further study of Russell's work, in the form of *Blood Brothers* at KS4. The contextual issues raised by the play are studied, so this can be used to as the basis for students' contextual

knowledge at KS4. The development of character is explored by exploring the playwright's techniques. This builds on the skills developed in Y7 in the character development of Macbeth.

Term 1b

This unit of work is non-fiction based and covers a range of issues relating to school days. Students will read a range of articles before comparing writers' perspectives and the methods used to establish viewpoint. Students will then use these techniques to produce their own articles and formal letters.

Term 2a

This unit involves the study of a novel from world literature. The novel is *Of Mice and Men*. The relationships between the characters and the important themes raised in the novel are studied through an exploration of Steinbeck's craft. A detailed focus on two themes is carried out as an alternative way of exploring literature. This is an important skill at GCSE.

Term 2b

This poetry unit focuses on the issues raised by migration. Important PSHE and Citizenship issues are raised, alongside the consideration of British Values. Students read a range of poems, before exploring the techniques used by the poets to communicate their ideas. Both fiction and non-fiction texts are written as a response to the issues raised, through a first person narrative and a persuasive speech.

Term 3a

The Tempest by William Shakespeare is read in its entirety. This time the unit goes straight in to establishing the context of the play, without reference to facts about Shakespeare, as this was completed in Year 7. The unit explores the key characters, their relationships and the idea of themes is introduced to extend the breadth of study completed in Y7. The unit ends with a consideration of utopian and dystopian settings before, using these as a guide for students to produce their own narratives.

Term 3b

Students have the opportunity to produce their own narratives linked to the theme of travel. The stimulus for this unit is in the form of eyewitness accounts of natural disasters and the use of film to create the inspiration for emotive writing. There is a clear focus on pathetic fallacy, and the structural features employed by writers to build tension. This builds on the narrative writing unit from Year 7 but also deepens students' skills when structuring their own narratives.

Year 9

Term 1a

The Year begins with a unit of work based on *Animal Farm* by George Orwell. Students explore the themes of the novel with increasing independence using the skills taught in Year 8. There is a stronger focus on the relationship one character has with others from the novel rather than individual character analysis of a range of characters. The unit ends with the analysis of non-fiction texts with students using these as the basis for their own articles linked to the themes from the novel.



Term 1b

In preparation for the *Power and Conflict* poetry studied at GCSE, students complete a unit of work on War Poetry. A range of well-known poems, by different poets, about WWI and II and other conflicts, which have occurred, are studied. Students complete a guided comparison of two poems in preparation for the skills required at GCSE. The unit ends with the poems acting as the stimulus for independent narratives and descriptions set in war zones.

Term 2a

An Inspector Calls is the stimulus for this unit of work. It is the second opportunity students have to study a modern play at KS3, so this time the characters and themes are more challenging. Again, there is a focus on the contextual background of the play. Students analyse how the characters and their relationships reflect the themes of the play, by independently tracing these themes. The unit ends with the students producing their own transcripts, as a way of showing their understanding of character, relationships and themes.

Term 2b

This is a non-fiction unit, which involves the reading of two texts linked to the theme of crime and punishment. Students analyse how the two writers use language to express their viewpoints and make an independent analysis of the methods they employ to establish their viewpoint. There is then the study of fictional crime detectives, and how language is used to create character before students uses these techniques to produce their own characters and crime story.

Term 3a

This unit involves a thematic study of a number of Shakespeare plays. Using an overview of 2 plays in particular, along with selected extracts of key scenes, the context of patriarchal society will be explored and the position of women within this society. Students will examine how this theme is portrayed in Shakespeare's work through the language he uses to establish character and relationships. This lays the foundations for the thematical study of a Shakespeare play in Key Stage 4.

Term 3b

This non-fiction unit is used to address many of the issues facing society today, with particular interest in those facing teenagers. Comparison of articles linked to youth crime, gang violence and arranged marriages are completed. All of these issues are raised within the work of Shakespeare, showing his ability to transcend time. Students will then complete a piece of non-fiction writing in the shape of a formal letter to express an opinion on the issues raised by this unit.

Key Stage 4

The following areas form the basis of the KS4 curriculum:

English Language

Reading: The ability to independently analyse unseen fictional extracts and non-fiction texts, showing a perceptive understanding of an author's craft and making comparison between the methods they use to establish their viewpoint.

Writing: The ability to write a range of fictional texts (narratives and descriptions across a range of themes) and the ability to produce letters, speeches and articles, which express an opinion about a range of topics.

Speaking and Listening: The ability to articulate their own point of view and respond to the opinion of others, through presentations and debates.

Throughout Key Stage 4, language tasks are interwoven in to the scheme of learning to ensure the skills required are explicitly taught at various points across the two years. Therefore, there are many opportunities for students to develop their ability to analyse a range of texts and to improve their writing craft.

English Literature

Shakespeare: *Romeo and Juliet*. The play is revisited at various points throughout Year 10 and 11 with a different focus each time. Firstly, the plot and an understanding of characters are established before a detailed analysis of the themes contained in the play.

19th Century Prose: *A Christmas Carol*. This is initially read in Y10 term 1b but is then revisited on numerous occasions throughout Y10 and Y11, each time focusing on different characters and themes

Modern text: *Blood Brothers*. This is initially read in y10 with a clear focus on context, character and relationships. Each time it is revisited different characters and themes are thoroughly analysed ensuring the students deepen their knowledge of the play, and the skills they acquire are revisited at three separate points across KS4

Power and Conflict poetry. The poems are broken down into three discrete categories: War, Nature and Oppression. By splitting the poems into three sections it enables staff to revisit the techniques used by poets to establish theme on three separate occasions throughout KS4, ensuring students frequently use these skills



Key Stage 4 Overview of Literature Texts

	Romeo and Juliet	A Christmas Carol	Blood Brothers	Poetry
Year 10	<p>Study of central characters and their relationships through key scenes to explore the issues raised by a patriarchal society</p> <p>Nurse and Juliet Loyalty Familial love Friendship</p>	<p>Context-Social, cultural, historical</p> <p>Plot-all staves</p> <p>Role of the ghosts Scrooge and his transformation</p>	<p>Context-Social, cultural, historical</p> <p>Plot</p> <p>Mrs Johnstone Mrs Lyons Edward Mickey Linda</p> <p>Class</p>	<p>Nature Kamikaze Exposure The Prelude Storm on the Island</p> <p>War Bayonet Charge Charge of the Light Brigade War Photographer Poppies Remains</p>
Year 11	<p>Violence Conflict Love-romantic love Fate</p>	<p>Cratchits Family Poverty/Class Fred Belle Fezziwig</p>	<p>Nature v Nurture Sammy Violence Superstition Narrator Religion</p>	<p>Control/oppression London The Emigree My Last Duchess Ozymandias Checking out Me History Tissue</p>

Assessment opportunities

In each half term, there are two formative assessments, which enable teachers to monitor the progress being made by students. When responding to these tasks, staff identify the strength in student's work and key areas for development. This enables both individual and class misconceptions to be addressed in readiness for the summative assessment, which takes place toward the end of each half-term, which tracks the progress made by students in each unit of work. As these, cover a range of language and literature skills this enables staff to form a holistic view of student progress.



Progression in key words/skills and concepts

Year 7	Year 8	Year 9	Year 10	Year 11
Identify	Explain/Explore	Examine/Analyse	Thoroughly analyse	Perceptively analyse
Comment	Foreshadowing	Intention	Evaluate	Evaluate
Evidence	Bias	Conscience	Apt	Validate
Perspective	Pathos	Connotation	Alternative	Judicious
Language	Cyclical	Writer's message	Embedded	Conceptualised
Structure	Context	Satirical/Satire	Continuous prose	Perceptive
Engage	Ethos	Tension	Caesura	Critical
Genre	Logos	Comparison	Enjambment	Assonance
Fiction and Non-fiction	Theme	Prologue	Sibilance	Consonance
Persuasive	Context	Patriarchal	Fricative	Anaphora
Discursive	Oxymoron	Conflict		Quatrain
Narrator/narrative	Alliteration	Dramatic irony		Volta
Soliloquy	Stanza	Rhyme		
Gothic		Rhythm		
Elizabethan				
Simile				
Metaphor				
Personification				
Imagery				