

English

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The English department offers a range of skills and topics in reading, writing, speaking and listening. All pupils study a range of engaging fiction and non-fiction texts from 19th, 20th and 21st Centuries in various forms that cover the requirements of national curriculum and the exams. To further support KS3 pupils develop their writing skills, the Fresh Start intervention is offered to pupils who have been identified through the assessment. Throughout the year, other pupils have the opportunity to have intervention sessions when needed. The department offers Step Up to English Entry Level Certificate, Functional Skills and GCSE English Language courses in KS4 to ensure that all pupils successfully achieve accredited qualifications before they leave school.

Schemes of work:

*Year 7 curriculum subject to change by Nurture teachers

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	<p>Example focuses Fiction- traditional tales and alternative traditional tales, incorporating ghost stories Non-fiction – labels, lists and captions Poetry – playing with words</p> <p>Reading objectives focus Identify the features different text type Comment on obvious features of language</p> <p>Writing Accurate use of punctuation Make simple connections between ideas (use of nouns and pronouns)</p> <p>Speaking and Listening Share thoughts and opinions with another person/the group. Read part of a text to a staff member. Answer verbal questions. Listen to other people speak.</p>	<p>Example focuses Fiction- Myths and legends e.g. King Arthur, Minotaur Non-fiction – alphabetical order, index, letter writing</p> <p>Reading objectives focus Identify a few basic features of well know stories (good and bad characters) Make reasonable inference at a basic level</p> <p>Writing Accurate use of punctuation Use a range of sentence starters Sentence structures formed by chaining clauses together e.g. used ‘and’</p> <p>Speaking and Listening Share thoughts and opinions with another person/the group on different topics. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p>Example focuses Fiction Longer narrative Spiderwick Non Fiction Reviews, diary entry</p> <p>Reading objectives focus Identify interests within a text Simple points of from familiar text recalled</p> <p>Writing Accurate use of punctuation Ideas put into an appropriate order e.g. actions listed in sequence Correct use of past and present</p> <p>Speaking and Listening Share thoughts and opinions with another person/the group on different topics. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p>Example focuses Fiction Superheroes Longer narrative text, e.g. Harry Potter Non Fiction Newspaper reports Reading objectives focus Question the meanings of part of a text e.g. changes in font style Make comments about preferences</p> <p>Writing Accurate use of punctuation Some basic purpose established, e.g. main features of a report Some adventurous word choices</p> <p>Speaking and Listening Respond to discussion prompts and listen to others. Read part of a text to a staff member. Answer verbal questions and give some reasoning. Listen to other people speak.</p>	<p>Example focuses Fiction Longer narrative, e.g. The one and only Ivan Non Fiction Non chronological reports Poetry Riddles (what am I?) Reading objectives focus Show an awareness of authors view point Awareness that books are set in different times and places Use fluency and expression when reading</p> <p>Writing Accurate use of punctuation Some descriptive language used. Opening and closing signalled</p> <p>Speaking and Listening Contribute to small group discussions. Read part of a text to a staff member. Answer verbal questions and give reasoning. Listen to other people speak.</p>	<p>Example focuses Fiction Longer narrative, e.g. The one and only Ivan Non Fiction Persuasive text, recounts</p> <p>Reading objectives focus Identify patterns of language Develop a clear idea of where to look for information</p> <p>Writing Accurate use of punctuation Information and ideas conveyed through appropriate word choices. Show awareness of the purpose for the reader</p> <p>Speaking and Listening Contribute to group discussions. Read part of a text to a staff member. Answer verbal questions and give reasoning. Listen to other people speak.</p>

Year 8	<p>Novel Holes, Curious incident of the dog in the Night time or other text</p> <p>Reading To identify information from a text. To make predictions. To summarise parts of story. To use simple, plausible inference about events and information. To study the setting, plot and characterisation.</p> <p>Writing To write for a range of purposes and audiences. To draw on new vocabulary and grammatical constructions from their reading and use these in their writing. To plan, draft, edit and proof-read through long writing tasks.</p> <p>Assessment N/F – To write to inform.</p> <p>Assessment F – To write a story using a prompt.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen and make some responses to discussions in English. • Read part of a text out to the group. • Ask questions to clarify meaning. • Listen to other people speak. 	<p>Poetry Understanding poetic language</p> <p>Reading To identify recognising a range of poetic conventions. To be able to discuss the use of the poetic conventions. To rehearse and perform poetry in order to discuss language use.</p> <p>Writing To use different of poetic conventions. To write a poem based on a specific theme.</p> <p>Assessment N/F – To write to persuade.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Build confidence with listening and responding to discussions in English. • Read part of a text out to the group. • Ask questions to clarify meaning. • Actively listen to other people speak. 	<p>Shakespeare Twelfth Night</p> <p>Reading To identify information from a text. To make predictions. To summarise parts of story. To make inferences and refer to evidence in the text. To study the setting, plot and characterisation. To make comparisons between texts.</p> <p>Writing To write for a range of purposes and audiences. To draw on new vocabulary and grammatical constructions from their reading and to use these in their writing. To plan, draft, edit and proof-read through long writing tasks.</p> <p>Assessment F - To write a story using a prompt.</p> <p>Assessment N/F – To write to persuade.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to group discussions in English and other subjects. • Read part of a text out to the group. • Ask questions to clarify meaning. • Actively listen to other people speak. 	<p>Media Understanding Media</p> <p>Reading To identify ways information is communicated and delivered. To identify features. To identify persuasive devices.</p> <p>Writing To develop analytical annotations and paragraphing. To use persuasive devices. To use subject specific language. To comment on ways that media is written and marketed to a specific target audience.</p> <p>Assessment To write a story using a prompt.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to group discussions in English and other subjects. • Read part of a text out to the group. • Ask questions to clarify meaning. • Actively listen to other people speak.
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<p>Novel Cirque du Freak, Private Peaceful or other text</p> <p>Reading To identify specific information from a text. To make predictions using clues from the text. To summarise parts of story. To use inference about events and information, using evidence from the text. To study the setting, plot and characterisation.</p> <p>Writing To write for a wide range of purposes and audiences. To apply their growing knowledge of vocabulary, grammar and text structure to their writing. To select the appropriate form. To make comparisons between texts. To plan, draft, edit and proof-read through long writing tasks.</p> <p>Assessment F – To write a description.</p> <p>Assessment NF – To write to persuade.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to a variety of discussions in English as well as a variety of subjects. • Read part of a text out to the group. • Ask questions to clarify meaning and paraphrase to show understanding. • Listen and respond to others. 	<p>ELC Step Up to English Silver/Gold award</p> <p>Reading To identify the purpose, audience and form of a text. To identify specific information.</p> <p>Writing To write for a range of purposes and audiences. To know and understand the differences associated with formal and informal registers.</p> <p>Assessment ELC Step Up to English Silver/Gold Step Component 1 NEA task x2</p> <p>ELC Step Up to English Silver/Gold Step Component 2 NEA task x1</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to a variety of discussions in English as well as a variety of subjects. • Confidently read part of a text out to the group. • Ask questions to clarify meaning and paraphrase to show understanding. • Listen and respond to others. 	<p>Poetry War poetry</p> <p>Reading To identify a range of poetic conventions and understand how these have been used. To rehearse and perform poetry. To discuss the use of language and meaning.</p> <p>Writing To use a range of poetic conventions. To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</p> <p>Assessment F – To write a poem.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to a variety of discussions in English as well as a variety of subjects. • Confidently read part of a text out to the group. • Ask questions to clarify meaning and paraphrase to show understanding. • Listen and respond to others. 	<p>Novel The Hunger Games/Stone Cold</p> <p>Reading To extract and interpret information from texts. To infer and deduce meaning, using the writer’s intentions. To discuss how texts are composed to create meaning and produce effects. To discuss how writer’s present ideas and issues to have an impact on the reader. To discuss how texts relate to the social, historical and cultural context in which they are written.</p> <p>Writing To write for a wide range of purposes and audiences. To apply their growing knowledge of vocabulary, grammar and text structure to their writing. To select the appropriate form. To make comparisons between texts. To plan, draft, edit and proof-read through long writing tasks.</p> <p>Assessment F – To write to inform.</p> <p>Assessment F – To write a story using a prompt</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Contribute to a variety of discussions in English as well as a variety of subjects. • Confidently read part of a text out to the group. • Ask questions to clarify meaning and paraphrase to show understanding. • Listen and respond to others.
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Year 10	<p>AQA GCSE English Language Chapter 1: Bugs</p> <p>Unit 1.1- All creatures great and small</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Identify and interpret information and ideas (AO1) Analyse how the writer uses rhetorical questions and languages for emotive effect (AO2) <p>Unit 1.2. Obsession</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Evaluate how effectively the writer creates character and atmosphere (AO5) Write clearly and accurately (AO6) <p>Assessment Past GCSE Paper 1 Question 5 (June 2018 Paper 1)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Actively contribute to a variety of discussions in English as well as a variety of subjects. 	<p>AQA GCSE English Language Chapter 1: Bugs</p> <p>Unit 1.3 - Caught in the Spider’s web</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Communicate imaginatively, focusing in particular on creating character and atmosphere (AO5) Write clearly and accurately (AO6). <p>Unit 1.4 - The collecting bug</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Examine how the writer uses whole text structure and sentence forms to achieve effects (AO2) Compare writer’ ideas and perspectives (AO3) <p>Assessment Past GCSE Paper 1 Question 5 (June 2018 Paper 2)</p> <p>Functional Skills exams *ELC for pupils who have yet to complete it</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Plan a short (3 - 5 minute) presentation for the Functional Skills Level 1 Speaking and Listening element. Record the short presentation for the Functional Skills Speaking and Listening element. Actively contribute to a variety of discussions in English as well as a variety of subjects. 	<p>AQA GCSE English Language Chapter 2: Fight for freedom</p> <p>Unit 2.1 - Written in black and white</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit ideas (AO1) Select evidence from texts (AO1). <p>Unit 2.2 - Speaking out</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Organise information in order to communicate clearly and effectively (AO5) Check the clarity and accuracy of your work (AO6) <p>Assessment Past GCSE Paper 1 Question 5 (November 2018 Paper 1)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Actively contribute to a variety of discussions in English as well as a variety of subjects. 	<p>AQA GCSE English Language Chapter 2: Fight for freedom</p> <p>Unit 2.3 - Big Brother</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> Analyse how writers use language and structure to achieve effects (AO2) Compare how writers convey their perspectives using language and structure (AO3). <p>Assessment Past GCSE Paper 1 Question 5 (November 2018 Paper 2)</p> <p>Functional Skills – NEA</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Actively contribute to a variety of discussions in English as well as a variety of subjects. 	<p>AQA GCSE English Language Chapter 3: Trapped</p> <p>Unit 3.1 - Survival</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> To identify and interpret ideas and information (AO1) To select and summarise evidence from different texts (AO1) To compare writers’ perspectives and how they convey them (AO3) <p>Unit 3.2 - Let’s talk about it</p> <p>Skills and objectives</p> <ul style="list-style-type: none"> To communicate imaginatively, in particular through dialogue (AO5) To organise your ideas so that your writing is structured and accurate. (AO6) <p>Assessment Past GCSE Paper 1 Question 5 (June 2019 Paper 1)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Plan a short (3 - 5 minute) presentation for the Functional Skills Level 1 Speaking and Listening element. Record the short presentation for the Functional Skills Speaking and Listening element. Actively contribute to a variety of discussions in English as well as a variety of subjects. 	<p>AQA GCSE English Language Chapter 3: Trapped</p> <p>Unit 3.3 - Under threat</p> <p>Skills and objectives:</p> <p>To evaluate how effectively the writer creates tension (AO4)</p> <p>Unit 3.4. A giant in science</p> <p>Skills and objectives:</p> <ul style="list-style-type: none"> To examine how the writer uses structure and connectives to link ideas and influence the reader (AO2) To communicate effectively, structuring ideas to present a point of view (AO5) To write clearly and accurately (AO6). <p>Assessment Past GCSE Paper 1 Question 5 (June 2019 Paper 2)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Actively contribute to a variety of discussions in English as well as a variety of subjects.
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AQA GCSE English Language Chapter 4: All in the mind

Unit 4.1 - Fear and the mind.
Skills and objectives:

- To identify and interpret explicit and implicit ideas (AO1)
- To analyse how writers, use language to create effects (AO2)

Unit 4.2 - Places and perceptions.
Skills and objectives:

- To communicate imaginatively, adapting tone and style for a specific form (AO5)
- To use a range of vocabulary for effect with accuracy (AO6)
- To evaluate a text support with textual references (A04)

Assessment
Past GCSE Paper 1 Question 5 (November 2019 Paper 1)

Speaking and Listening

- Actively contribute to a variety of discussions in English as well as a variety of subjects.

AQA GCSE English Language Chapter 4: All in the mind

Unit 4.3 - Altering the mind
Skills and objectives:

- To compare writers' perspectives and how these are conveyed (AO3)
- To write for different purposes, forms and audiences, organising ideas (AO5)

Unit 4.4 - Fighting the mind
Skills and objectives:

- To identify explicit information and interpret implicit ideas, and to summarise evidence from different texts. (AO1)
- To analyse how writers, use language to achieve effects (AO2)
- To evaluate texts and support with evidence (AO4).

Assessment
Past GCSE Paper 1 Question 5 (November 2019 Paper 2)

Functional Skills (Nov) exam/re-sits
Speaking and Listening

- Actively contribute to a variety of discussions in English as well as a variety of subjects.
- Plan and practice for the Spoken Language endorsement for GCSE English Language.

AQA GCSE English Language Chapter 5: Town and country

Units 5.1 - Brick Lane
Skills and objectives:

- To identify explicit ideas in texts (AO1).
- To interpret implicit ideas and select evidence (AO1)

Unit 5.2 - The city of London
Skills and objectives:

- To analyse how writers, use language and structure to create effects (AO2)
- To evaluate how effective writers are at crating character and settings through language (AO4)

Unit 5.3 - Rambling into danger
Skills and objectives

- To analyse how writers, use structure to influence readers (AO2)
- To evaluate how effective writers are at presenting characters (AO4).

Assessment
Past GCSE Paper 1 Question 5 (November 2020 Paper 1)

Speaking and Listening

- Actively contribute to a variety of discussions in English as well as a variety of subjects.
- Record (audio-visual) the Spoken Language

AQA GCSE English Language Chapter 5: Town and country

Units 5.4 - Distant forests
Skills and objectives:

- To explore how writers, use language and structure to create effects (AO2)
- To write a narrative piece, using a range of structural and linguistic features (AO5, AO6)

Unit 5.5 - Sounds of the city
Skills and objectives:

- To summarise and compare writers' ideas, with reference to the language they use (AO3)
- To write clearly and organise ideas (AO5).

Assessment
Past GCSE Paper 1 Question 5 (November 2020 Paper 2)

Functional Skills (March) exam/re-sits

AQA GCSE English Language Chapter 6: Revisiting the Assessment Objectives

1.Objective 1 (AO1)
2.Objective 2 (AO2)
3. Objective 3 (AO3)
4. Objective 4 (AO4)
Revision Guides AQA

Assessment
Past GCSE papers: 2022

AQA GCSE English Language Chapter 6: Revisiting the Assessment Objectives

5. Assessment objectives 5 and 6 (AO5, AO6)
Full sample papers
Revision Guides AQA

			endorsement for GCSE English Language. (Deadline May)			
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Syllabus materials KS4:

[AQA | English | ELC | Step Up to English](#)

[AQA | English | Functional Skills | English](#)

[AQA | English | GCSE | English Language](#)

Careers in English:

[1438 My Learning My Future English inspiration guide_012021.pdf](#) (careersandenterprise.co.uk)