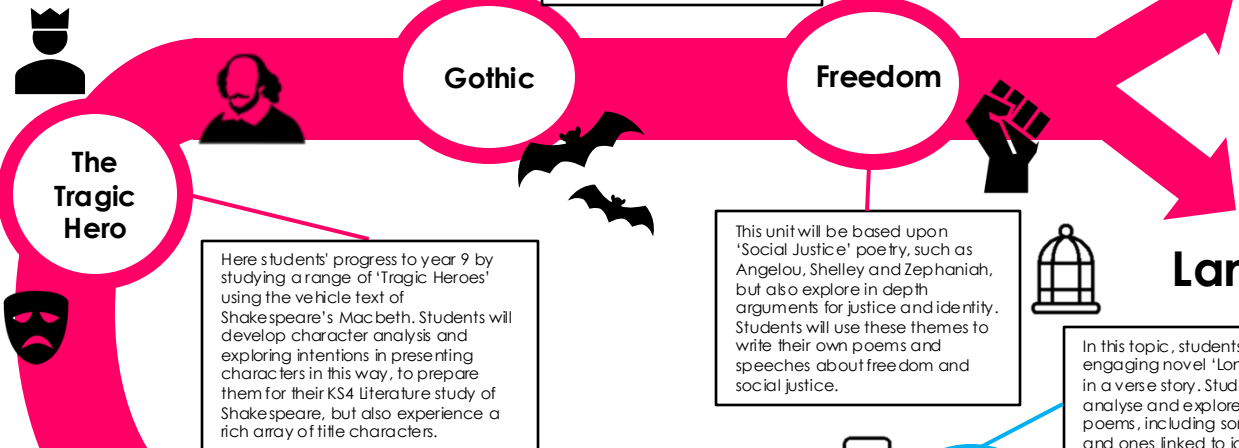


# ENGLISH

KS4  
Literature

KS4  
Language

KS3

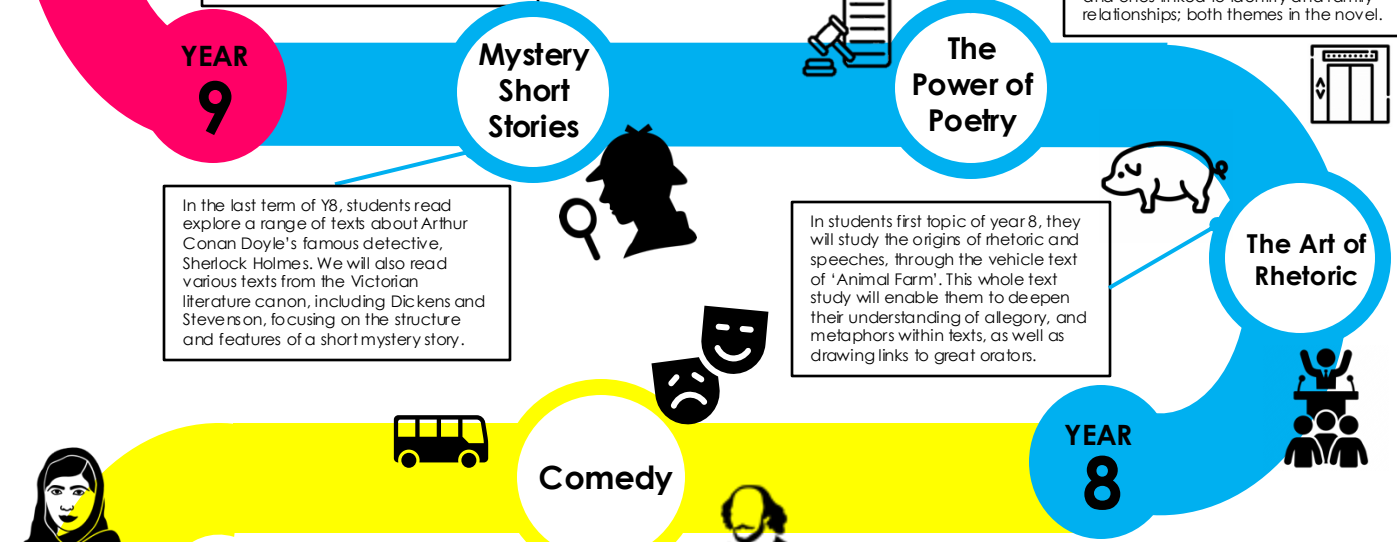


In Gothic writing, we use the vehicle text of 'The Woman in Black' as a stimulus for writing. We focus on the setting of the text and what are gothic tropes within the literature canon, and how it portrayed Victorian anxieties.

Here students' progress to year 9 by studying a range of 'Tragic Heroes' using the vehicle text of Shakespeare's Macbeth. Students will develop character analysis and exploring intentions in presenting characters in this way, to prepare them for their KS4 literature study of Shakespeare, but also experience a rich array of title characters.

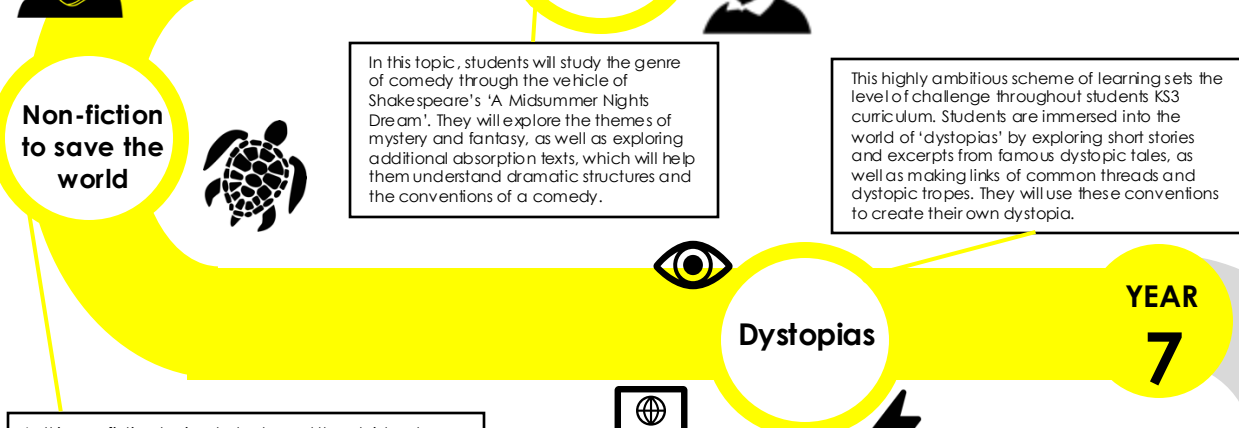
This unit will be based upon 'Social Justice' poetry, such as Angelou, Shelley and Zephaniah, but also explore in depth arguments for justice and identity. Students will use these themes to write their own poems and speeches about freedom and social justice.

In this topic, students will read the engaging novel 'Long Way Down', told in a verse story. Students will also analyse and explore symbolism in other poems, including some BAME poets and ones linked to identity and family relationships; both themes in the novel.



In the last term of Y8, students read explore a range of texts about Arthur Conan Doyle's famous detective, Sherlock Holmes. We will also read various texts from the Victorian literature canon, including Dickens and Stevenson, focusing on the structure and features of a short mystery story.

In students first topic of year 8, they will study the origins of rhetoric and speeches, through the vehicle text of 'Animal Farm'. This whole text study will enable them to deepen their understanding of allegory, and metaphors within texts, as well as drawing links to great orators.



In this topic, students will study the genre of comedy through the vehicle of Shakespeare's 'A Midsummer Nights Dream'. They will explore the themes of mystery and fantasy, as well as exploring additional absorption texts, which will help them understand dramatic structures and the conventions of a comedy.

This highly ambitious scheme of learning sets the level of challenge throughout students KS3 curriculum. Students are immersed into the world of 'dystopias' by exploring short stories and excerpts from famous dystopic tales, as well as making links of common threads and dystopic tropes. They will use these conventions to create their own dystopia.

In this non-fiction topic, students read the abridged version of 'I am Malala', which has been adapted for a teenage readership. Students will also explore a range of societal issues through human rights campaigns and environmental problems, to try and instill change in the world, writing their own letters, articles and speeches. "One book, one pen, one child, and one teacher can change the world." Malala Yousafzai

In addition to each scheme of learning lesson, students will also have one hour a week of reading for pleasure, which includes a choice of class readers, suitable for their reading ages. Students will be able to make links to the texts they are reading in the English curriculum and the books for enjoyment, and to build their confidence reading aloud, and listening to others. We utilise Doug Lemov reading strategies, from 'Reading Reconsidered', to ensure students' progress with their reading skills. Oracy and listening skills are also essential components of these lessons.

We believe that CYP deserve a diverse and ambitious English curriculum. The English Curriculum has been designed to enable all CYP to foster a love of literature through the reading of a wide range of challenging texts. Each scheme is driven by a 'vehicle text' which acts as the foundation. This approach allows students to explore a central text in depth while making connections to other works, broadening their literary and linguistic horizons. The vehicle text serves as an anchor, around which we can introduce diverse materials, thereby enriching the learning experience and providing multiple perspectives.



# KS5 Language

# ENGLISH LANGUAGE



Teachers will use QLA from the mock exams to plan and prepare their own lessons, making them bespoke to the individual needs of learners, to prepare them for the summer examinations.

Mock exam Paper 1 and 2

## The Final Climb



## Paper 2, Section B

Students will hone in on skills of writing for real purposes, creating speeches, letters, articles and reports.

Students will return to non-fiction reading, comparing two texts, similar in topic. We will delve into past papers, as well as a range of engaging articles from current affairs.

## Paper 2, Section A



YEAR 11

In year 11, the focus of each module is for each examination paper, and section. Students will complete booster sessions on past papers, focusing on question at a time. In this module, we focus on Paper 1, reading.

## Paper 1, Section A revision



## Paper 1, Section B

Mock exam Paper 1

Mock exam Paper 2

Building on from oracy topics such as 'The Art of Rhetoric' and 'Freedom', students will have the opportunity to write their own speech based on a topic they feel passionately about, either arguing a point of view, or persuading the audience. This is for their NEA component of Language.

Here we give students time to practice and develop their descriptive and narrative writing, making specific choices for their readers. Students become writers, engaging readers in their worlds.

## Spoken Language



## Non-fiction reading



Paper 1 assessment

## Narrative writing



Students will be exposed to reading and analysing Fiction extracts, from novels and short stories, with a common theme and idea such as food, gender and power. The extracts and themes will link to our Literature texts. Students will analyse how the writers use language and structure to create effects. Students will focus on inference, deduction and analysis.

Students will read a breadth of non-fiction texts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century, including articles, essays, speeches, letters and autobiographies. Students will explore the purpose of the texts and the writers' intentions.

In this topic, students will explore and develop the skills of storytelling, using the extracts from the reading sections as their stimuli. This includes understanding narrative structures, character development, setting and atmosphere, plot development and dialogue writing.

## Fiction Reading



## Descriptive writing and evaluation



YEAR 10

Students will start their KS4 writing journey by exploring descriptive writing. Students will explore sensory details that make writing more immersive, literary devices to enhance descriptions and plan and structure their piece to have a clear focus. Students will also explore the critique element of the assessment objectives (AO4), giving opinions on texts and evaluating the impact.

# KS4



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Teachers will use QLA from the mock exams to plan and prepare their own lessons, making them bespoke to the individual needs of learners, to prepare them for the summer examinations.

Mock exam Paper 1 and 2

## The Final Climb



Students will revise their knowledge of An Inspector Calls; practicing essay writing, working through past exam questions, and engaging in activities like group discussions and role-playing to deepen their understanding and prepare for their exams.

## Power and change

Students will revise for key themes in the GCSE Literature examination through the themes of 'love and loss' and 'Power and Control'. For love and loss, students will focus on Romeo and Juliet and Love and Relationships poems in particular, as well as extracts from ACC (Belle) and AIC (Gerard and Eric). For power and change, students will focus on social responsibility A Christmas Carol, and An Inspector Calls, as well as power in some of the Love and Relationships poems.

## Love and loss

## Paper 2, Section A revision

## Paper 2, Unseen Poetry

Mock exam Paper 2 – Section A and B

In the unseen poetry element of the GCSE English Literature exam, students will work through analysing and interpreting poems they have not previously studied. To prepare, they will practice close reading techniques, focusing on understanding themes, language, and structure. Students will be exposed to a broad range of poetry from different cultures, perspectives and times.

YEAR 11



Mock exam Paper 1 – ACC and R+J

Students will be guided through how to develop a well thought out essay before their mock examinations. Within the schemes, they have been developing some responses based on theme and character, but now they are explicitly taught the structure and argument of an essay for literature.

## Love and Relationships

## Essay writing

## Romeo and Juliet

In this unit, students delve into the Victorian era, with Dickens's most famous novella, A Christmas Carol. Students will track the motifs, characters, themes and ideas presented by Dickens. Within this unit, students will also have a series of absorption texts to help with contextual understanding, as well as studying two poems from their anthology, that are linked to the novella thematically: "Waking Away" by Cecil Day-Lewis (change and letting go) and "Mother, Any Distance" by Simon Armitage (passage of time and family).

Students will study the remaining nine poems from the anthology, which they are yet to explore. We pair the poems based on themes, so that students can start to make links of comparison, which will help them with their analysis.

One of Shakespeare's most loved tragedies, students will consolidate their understanding of the 'tragic hero' in year 9 and examine key scenes, character motivations, and the dramatic techniques Shakespeare uses to engage the audience. This study helps develop critical thinking, textual analysis, and essay-writing skills. The poems linked for this topic are: "Sonnet 29 – 'I think of thee!'" by Elizabeth Barrett Browning (romantic love and longing) and "When We Two Parted" by Lord Byron (pain of separation).

ACC assessment

AIC assessment

## A Christmas Carol

## An Inspector Calls

YEAR 10

Their next set text for their GCSE is the J.B. Priestley play, An Inspector Calls. This political play explores the themes of injustice, social responsibility and guilt, which are all themes linked to the prose study (ACC). Students will also study two poems from the anthology that are linked thematically: "The Farmer's Bride" by Charlotte Mew (power dynamics and control) and "Porphyria's Lover" by Robert Browning (obsession and control).



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