

ENGLISH

Intent

English enables our students to appreciate the power and impact of both language and literature. A broad and diverse range of experiences supports students in generating informed opinions about the world around them and equips them to communicate their thoughts and perspectives in an effective and appropriate manner. They develop their voice and an appreciation of how this can be used to influence people and investigate change within society.

Assessment & Feedback

Students complete progress checks every two weeks in English as part of a normal learning episode. This progress check is a task designed to check student understanding of single skill from the scheme being taught at that point. These progress checks are marked for SPaG (spelling, punctuation & grammar) and a single AFD (area for development) focussing on the development of the skill assessed. Students are then expected to improve their progress check mark, focusing on improving their AFD (area for development). There are 5 summative assessments for each year group across the academic year, in KS3 students are assessed against the Age-Related skill expectation and KS4 students are assessed against the AQA GCSE criteria. These assessments are again marked for SPaG (spelling, punctuation & grammar), but students are provided with a formative grade rather than an AFD (area for development).

Strands

We believe that two strands underpin the aims outlined in our curriculum intent and will equip students with the tools needed to truly be School Ready; Work Ready; Life Ready.

Textual Analysis - This strand is a combination of the different methods used to understand and interpret texts, looking at literal and deeper meaning. Across the three years of Key Stage 3, students will develop skills that allow them to:

- Analyse language at a word level before developing alternative interpretations and perspectives in response to texts. Students will also analyse the impact of vocabulary used to present character and setting whilst creating perceptive responses.

- Find meaning from multiple texts including biographies and speeches, considering the writer's intentions. This will allow them to respond to a variety of ideas.

- Form opinions on the choices made by writers across a variety of texts to build an effective line of argument and develop alternative perspectives on biased writing.

- Analyse the structure and construction of different texts and media including poetry, graphic novels and online literature. This includes physical and visual structure, but also structure of plot, characters and arguments.

Communication - This strand is a term that consolidates the method of imparting or exchanging information by speaking, writing, or using some other medium. Across the three years of Key Stage 3, students will develop skills that allow them to:

- Develop their use of vocabulary and word choices to manipulate the reader and create specific effects, resulting in the ability to create a deeper or implied meaning.

- Consider their sentence construction including punctuation, sentence types and the order of words used to engage and affect readers.

- Confidently use a range of persuasive language devices for a specific effect and to influence audiences. This will include the use of devices which are suitable for different genres, audiences and purposes.

- Make use of different structural devices when creating poetry, verse and short stories.

Personal Development

- We study 3 'hinge texts' per year across KS3 which have been carefully selected to expose our students to a broad and diverse range of viewpoints and experiences. E.g. Boy 87 in Face, I Am Malala in Y8 and Antony & Cleopatra in Y9. This continues into KS4 with Power & Conflict poetry and text choices at GCSE including An Inspector Calls that link to class systems and redemption.

- These text choices foster respect, questioning and kindness when dealing with viewpoints and experiences different to our own.

- Tasks, such as writing letters to the Prime Minister in Y9, allow students to learn about effecting change within a democracy.

- Students have visited Leeds Playhouse 1.12.22 to watch Charlie & The Chocolate Factory and Parkway Cinema to watch Shakespeare's Othello 23.2.2. We were also visited by a travelling theatre company in March who treated us to performances and workshops of Macbeth and Romeo & Juliet.

'In The Library'

The Horizon Library holds a wide range of fiction and non-fiction books that support our English curriculum. Students can ask either Mrs Wakefield or Miss Dickinson to help them find any of these books.

Teacher's suggestion:

Mr Fletcher's Y7 suggestion: Collected Poems for Children by Ted Hughes. A great introduction to poetry about identity and the natural world; delivered in a humorous and imaginative way.

Miss Bickerton's Y8 suggestion: The Book Thief by Markus Zusak. A tale of hope set during a time of persecution and unimaginable suffering. This book links to our study of I am Malala with its empowering protagonist and messages of strength.

Mr McLellan-Young's Y9 suggestion: Dracula by Bram Stoker. A Gothic classic that is still incredibly creepy. Reading this will also help with understanding of Frankenstein, one of our hinge texts in Year 9.

Miss McDermott's Y10 suggestion: The Time Machine by H.G. Wells. Written in Britain in 1895, this dystopian novel is the product of an era of great anxiety about social class and economic inequality.

Miss Padgett's Y11 suggestion: The Duchess of Malfi by John Webster. A Jacobean play that starts as a tale of love and ends as a nightmarish tragedy. This play links to the study of Shakespeare's Romeo and Juliet due to the universal themes of love, rivalry and revenge.

Image 1

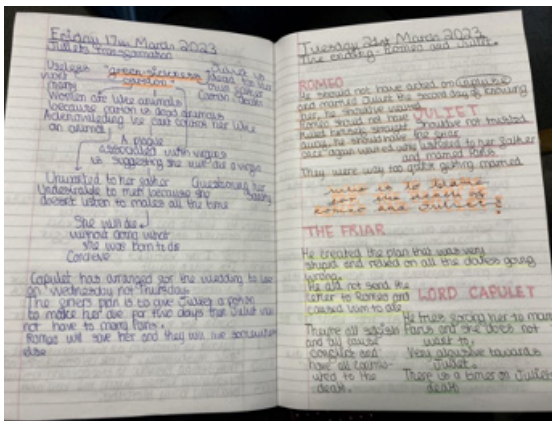
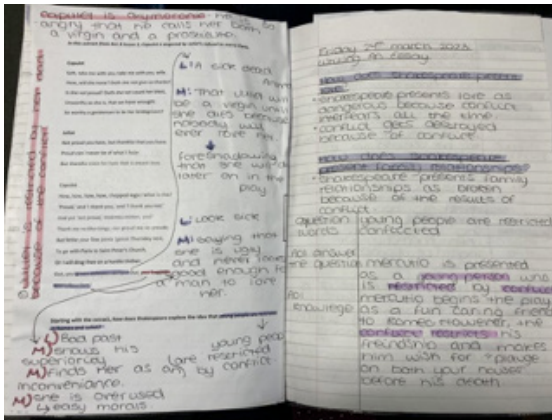


Image 2



What are some of our students currently working on?

From images 1 and 2 you can see examples of Year 10 work, where students are preparing for their mock exams. They are revising key knowledge and skills from Romeo & Juliet, Power & Conflict poetry and a range of language-based reading and writing.

In images 3 and 4 you can see examples of Year 7 work, showing their reading and analysis of poetry related to Edgar Allen Poe's 'Masque of the Red Death'. They are consolidating key communicational and textual analysis skills from across the year to explore themes around hypocrisy, inevitability and morality.

Image 3

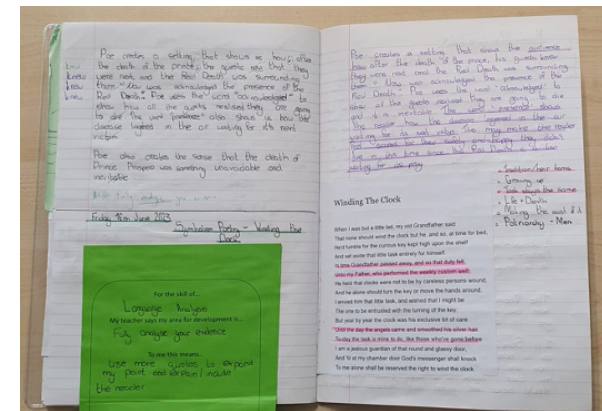


Image 4

