

Curriculum Intent

English has a dominant place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development and reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; therefore, we intend to develop our students to speak, read and write fluently and confidently to allow them to reach their full potential and flourish within society.

'You know you've read a good book when you turn the last page and feel a little as if you have lost a friend.'
Paul Sweeney

Students will learn:-

How to analyse and appreciate a range of literature around the following themes:-

- **Theme 1 Culture and Identity** (Face, Hamlet, Stories & poems from Around the World, letters, diaries and articles)
- **Theme 2 War and Displacement** (Boy in the Striped Pyjamas, Children of Willesden Lane, private Peaceful, Holocaust Poetry, Julius Caesar, War time speeches)
- **Theme 3 Fantasy and Imagination** (Alice in Wonderland, The Hobbit, Northern Lights, A Midsummer Nights' Dream or The Tempest, Newspaper articles, fantasy poetry)

Knowledge, understanding & Skills

Skills derived from the texts taught with a particular end of unit assessment on the skills in bold:

- Speaking and Listening including discussion and persuasive arguments
- Creative Writing
- Language Analysis
- Use of PETAL paragraphs to analyse text
- Identification and evaluation of literary devices using the correct terminology
- Explanation and evaluation of the writer's choices of language
- Explanation of Effect on the Reader
- Correct use of Spelling, Punctuation and Grammar (SPAG)

What does excellence look like?

- Understand inferences, how to refer to evidence and the importance of context.
- Be able to identify and analyse language techniques
- Respond critically to aspects of plot and characterisation
- Speak confidently and effectively through informal contexts such as discussion and debates
- Draft imaginative writing for different audiences and purposes.
- Use a range of literary and rhetorical devices and vocabulary.
- Develop a critical understanding of vocabulary choice, grammar, text structure, organisational features, setting and plot.
- Respond critically to aspects of poetry such as figurative language, vocabulary choice, poetic conventions, characterisation.

How can you enhance your learning at home?

- Read a challenging book from the book list
- Write a story for the 500 Words competition.
- Create an anthology of poems around your theme
- Write a 140 character Tweet summarising a text you have studied
- Visit the theatre or watch a live streaming of a play e.g National Theatre Broadcasts, RSC Broadcasts.
- Read a broadsheet newspaper.
- Write a short speech/diary entry from the point of view of the central protagonist from one of your texts.
- Create a mind map/mood board for one of your texts including key quotations.
- 500 word competition
<https://www.bbc.co.uk/programmes/p00rfvk1>
- Mini-saga competition – get published!
<https://www.youngwriters.co.uk/competitions/KS3-4/sos-missing>
- Greek myths <https://www.classics.cam.ac.uk/open-days-and-events/-1>



How will we assess impact?

- Teacher assessment of on-going class and homework in class such as frequent listening/reading/writing tasks. *(in red pen)*
- End of unit tests by every half term.
- Peer and self-assessment *(in green pen)*

Students will be able to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. Their vocabulary will be broad and wide-ranging and they should be able to demonstrate correct grammar through their written work. Students will take an interest in reading and demonstrate fluency when reading aloud. Most importantly, students will emerge as open-minded, inquisitive, tolerant individuals who recognise they have the ability to seek and create a better society.

International Opportunities

Visits Programmes

Whilst at Eblinghem, in Northern France, students study:-

- First world war poetry, reciting "In Flanders Fields" in the cemetery where John McCrae was buried.
- Read extracts from Les Miserables, whilst visiting the site where novel was set.
- Study and write diary entries and travel writing blogs.
- Create examples of instructional writing when recording recipes for first world war biscuits, bread and pancakes.

Within the curriculum: Books about Culture and Identity:

- Life in Afghanistan under the Taliban Deborah Ellis
- Daughter of the Wind Suzanne Fisher
- Under the Persimmon Tree Suzanne Fisher
- Lost for Words Elizabeth Lutzeier
- The Other Side of Truth Beverley Naidoo
- Zlata's Diary Zlata Filipovic
- Thura's Diary Thura Al-Windawi
- White Stranger Susan Gates
- The Wheel of Surya Jamilla Gavin
- The Garbage King Elizabeth Laird-
- Turning Back Beverley Naidoo
- Motherland Vineeta Vijayaraghavan

Wider Reading: War and Displacement

- Carrie's War Nina Bawden
- PoW Martin Booth
- Kezzie Theresa Breslin
- Remembrance Theresa Breslin
- The Diary of Anne Frank / Diary of a Young Girl Anne Frank
- When Hitler Stole Pink Rabbit Judith Kerr
- The Silver Sword Ian Serraillier
- Last Train from Kummersdorf
- Goodnight Mr Tom Michelle Magorian

Wider Reading: Fantasy and Imagination

- The Hunger Games series Suzanne Collins
- The Dark is Rising series Susan Cooper
- Dark Ground Gillian Cross
- Shadow of the Minotaur Alan Gibbons
- Across the Nightingale Floor Liam Hearn
- Tom's Midnight Garden Philippa Pearce
- Percy Jackson series Rick Riordan
- The Snow Spider Jenny Nimmo

Extra Challenge:

- The Railway Children Edith Nesbit
- Little Women Louisa May Alcott
- Watership Down Richard Adams

'Books can be dangerous. The best ones should be labelled, 'This could change your life.' Helen Exley

