

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.

“Today a reader, tomorrow a leader.” Margaret Fuller

Students will learn:-

One theme to be studied per term. Students will study: A 19th century novel, poetry, modern play, Shakespeare play, non-fiction/media texts:

- **Theme 1 Togetherness and Community** (Stone Cold, The Pearl, Oranges are not the Only fruit, Modern poetry on race, identity, gender and religion, Animal Farm/A Cream Cracker under the Settee, Great Expectations, Hard Times, articles, public speaking)
- **Theme 2 Gothic and Horror** (The Red Room, Frankenstein, The Edge of the Unknown, The Woman in Black, Whispers in the Graveyard, The Landlady, Gothic poetry e.g. The Raven)
- **Theme 3 Love and Relationships:** Romeo and Juliet, Far from the Madding Crowd, Les Miserables, The Hunchback of Notre Dame, Love poetry e.g. Valentine, autobiography, memoirs, diaries, letters.)

Knowledge, understanding & Skills

- Creative Writing
- Language Analysis
- Contextual analysis
- Use of PETAL – focus on connotations
- Structural Analysis
- Analysis and evaluation of literary devices using the correct terminology
- Explanation of writer’s choices of language and devices
- Explanation of Effect on the Reader
- How to summarise

How can you enhance your learning at home?

- Read a challenging book from the book list
- Write a story for the 500 Words competition inspired by one of the genres you have studied.
- Create an anthology of poems around your theme. Write your own to include
- Write a 10 question revision test on a poem from your anthology
- Visit the theatre or watch a live streaming of a play e.g National Theatre Broadcasts, RSC Broadcasts, The Woman in Black
- Create a script for your own short film or a short story employing structural features you have studied e.g cyclical, linear, dual narrative, analepsis, prolepsis, repetitive motifs
- Read a broadsheet newspaper. Write your own discursive article.
- Learn to spell ten challenging, sophisticated words
- Watch a YoutubeClip which analyses a poem you have enjoyed
- Create a mind map/mood board for one of your texts including key quotations.

What does excellence look like?

- Understand inferences, how to refer to evidence and the importance of context.
- Respond critically to aspects of plot and characterisation.
- Speak confidently and effectively through informal contexts such as discussion and debates.
- Draft and execute 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.
- Be able to identify and analyse the impact of language techniques in a text.
- Be able to identify and analyse the effect of structural choices employed by the writer.

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*)



How will we assess impact?

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

- Create descriptive diary entries for notable places you have visited e.g Mont Sant Michel, French markets, Alhambra
- Write a travel blog for your favourite landscape e.g The Camargue, Les Baux de Provence, Fontaine les Vaucluse, Romance Tour in the Rheingau, Lake Como
- Write a city guide for one of the places you have visited that you think everyone should have on their bucket list, Rennes, Madrid, Avignon, Wiesbaden, Florence, Granada, Cadiz, Beijing
- Write a reflection on a place that has inspired settings for novels
- Read a novel in translation by a writer from this country

International Texts within the curriculum

- The Odyssey Homer
- Metamorphosis by Kafka
- Les Miserables by Victor Hugo
- Poetry on identity, race, religion and gender from different cultures and traditions

Extra Challenge:

- Great Expectations by Charles Dickens
- Far From the Madding Crowd by Thomas Hardy
- Jane Eyre by Charlotte Bronte
- Woman in Black by Susan Hill
- Dracula by Bram Stoker
- Wuthering Heights by Emily Bronte

Novels set in Elizabethan/Jacobean England

- King of Shadows Susan Cooper
- Changeling Philippa Gregory
- Children of Winter Berlie Doherty
- Stars of Fortune Cynthia Harnett
- Witch Child Celia Rese

Wider Reading:

- Northern Lights Philip Pullman
- Secret Songs Jane Stemp
- Lord of the Rings J. R. R. Tolkien
- The Dreamwalker's Child Steve Voake
- Mirror Dreams Catherine Webb

