



## 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.

“Poetry is when an emotion has found its thought and the thought has found words.” Robert Frost

### Students will learn:-

**One theme to be studied per term:** Students will study: A 19<sup>th</sup> Century novel, comparative poetry, modern play and Shakespeare play, non-fiction extracts, collection of fiction extracts linked to these themes in each term.

- **Theme 1: Adventure and Exploration** (*Around the World in Eighty Days/Treasure Island/Hound of the Baskervilles, Captain Scott’s and Mary Wordsworth’s diaries, Of Mice and Men/Curious Incident of the Dog in the Night-time, Touching the Void, Romantic & Adventure poetry.*)
- **Theme 2 Reputation and Secrecy** (*Oliver Twist/Pride and Prejudice/Jekyll and Hyde/Silas Marner/Little Women, Purple Hibiscus, The Crucible or Journey’s End, Letters from Paris,*)
- **Theme 3 Power and Ambition** (*Macbeth/Julius Caesar/The Crucible, Life of Pi, Ain’t I A Sorjourner Truth, poetry of power*)

### 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

### 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 and organisational features
- Respond critically to aspects of poetry such as figurative language, vocabulary choice, poetic conventions, characterisation.
- Be able to identify, analyse and manipulate language techniques in a text.
- Be able to identify and analyse the effect of structural choices employed by the writer.
- Develop comparative skills using an anthology of poetry.



### How will we assess students’ attainment and progress?

- 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 can you enhance your learning at home?

- BBC Bitesize
- Poetry By Heart competition.
- Practise past English Language Exam Papers.
- Redraft marked writing exercises from class using more sophisticated language and literary/structural devices.
- Watch inspirational orators on YouTube to improve speech writing.
- Watch and make notes on poetry analysis on YouTube : <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>
- Go to the theatre to watch a modern or Shakespeare play
- Visit the Globe Theatre and watch a play
- Henry Williamson Nature Writing Competition <https://www.henrywilliamson.co.uk/schoolswritingcomp-117/schoolswritingcompetition>

## 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

### International /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 poem inspired by your visit
- Read a novel in translation by a writer from this country

### Wider Reading:

- My name is Mina David Almond
- Soundtrack Julie Bertagna
- Pig-Heart Boy Malorie Blackman
- Noughts & Crosses Malorie Blackman
- Refugee Boy Benjamin Zephaniah
- Inventing Elliot Graham Garner
- Red Sky in the Morning Elizabeth Laird - The impact of having a disabled baby brother.
- Jake's Tower Elizabeth Laird
- My Sister Lives On The Mantelpiece Annabel Pitcher

### Enrichment

- Visit to the Globe Theatre
- Author visits to our library
- RSC Theatre project



### Extra Challenge:

- To Kill a Mockingbird Harper Lee
- Grapes of Wrath John Steinbeck
- Life of Pi Yann Martel
- Dracula Bram Stoker
- Purple Hibiscus Chimamanda Ngozi Adichie

