

## English Curriculum




Our aim at Limehurst Academy is to build on the success of the literacy skills developed at primary school and to provide pupils with a broad access to the three key areas of study in English: speaking & listening, reading and writing. This is achieved through work on a series of modules such as: the study of a variety of fiction texts; the development of writing skills; analysis of non-fiction and media texts and the teaching of drama and speaking skills. In addition, we offer a range of extra-curricular opportunities such as reading groups, theatre visits and workshops and competitions.

We aim to foster literacy skills in the English Department which can be adapted and utilised by pupils to access all areas of the curriculum within school.

We believe that reading for pleasure is a vital part of everyday life and as a result, we actively encourage pupils to develop a love of reading. We think this will enable them to interact with and be engaged by texts not only as entertainment, but also at a level which enables them to develop reading and writing skills across the curriculum. These skills will be invaluable to pupils for future studies and careers. Pupils are expected to carry a reading book in their school bags at all times and are encouraged to make full use of the school library.

- Link to Edexcel English Language [here](#)
- Link to Edexcel English Literature [here](#)

## English Road Map

Year Group	Autumn Term		Spring Term		Summer Term	
<b>Year 7</b>	<b>Theme: War and Conflict</b>		<b>Theme: Survival</b>		<b>Theme: Self and Identity</b>	
	<b>Language</b> Fiction Reading  Imaginative Writing	<b>Literature</b> The Boy in the Striped Pyjamas  	<b>Language</b> Fiction Reading  Transactional Writing	<b>Literature</b> The Tempest	<b>Language</b> Non-fiction Reading  Transactional Writing	<b>Literature</b> Poetry Anthology
<b>Year 8</b>	<b>Theme: Childhood</b>		<b>Theme: Love and Relationships</b>		<b>Theme: Food and Travel</b>	
	<b>Language</b> Non-fiction Reading  Transactional Writing	<b>Literature</b> Private Peaceful  	<b>Language</b> Fiction Reading  Imaginative Writing	<b>Literature</b> A Midsummer Night's Dream	<b>Language</b> Non-fiction Reading  Transactional Writing	<b>Literature</b> Poetry Anthology
<b>Year 9</b>	<b>Theme: Love and Family</b>		<b>Theme: Hopes and Dreams</b>		<b>Theme: Place and Time</b>	
	<b>Language</b> Fiction Reading  Imaginative Writing	<b>Literature</b> Romeo and Juliet  	<b>Language</b> Non-fiction Reading  Transactional Writing	<b>Literature</b> Of Mice and Men	<b>Language</b> Fiction Reading  Imaginative Writing	<b>Literature</b> Poetry Anthology
<b>Year 10</b>	<b>Language</b> Language Paper 1: Section A (Reading)	<b>Literature</b> A Christmas Carol  Animal Farm	<b>Language</b> Language Paper 1: Section B (Writing)	<b>Literature</b> Animal Farm  Macbeth	<b>Language</b> Language Paper 2: Section A (Reading)  Language Paper 2: Section B (Writing)	<b>Literature</b> Unseen Poetry
<b>Year 11</b>	<b>Language</b> Language Paper 1: Section B (Writing)	<b>Literature</b> Edexcel Poetry Anthology  Literature Paper 1&2 mock examination prep	<b>Language</b> Language Paper 1&2 Section A (Reading)  Language Paper 2: Section B (Writing)	<b>Literature</b> Literature Paper 1&2	<b>Language</b> Language Paper 1&2	<b>Literature</b> Literature Paper 1&2

## Year 7 Term 1: War and Conflict

### Intent

**Literature:** AO1 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Novel, *The Boy in the Striped Pyjamas*
- Understanding of theme, character, plot and context
- Use of knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Provide a critical opinion of the text offering a personal response
- Select relevant quotations to support interpretations
- Practise the structure of writing CPEARL paragraphs

**Skills Language:**

- Read and respond to a number of unseen fiction extracts from the Year 7 Term 1 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop imaginative writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of reading and writing skills from KS2
- Cross-curricular links to history from both KS2 and KS3

**Links to future study:**

- Both CPETAR and CPEARL paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 1 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 7 tests*

- **Literature:** *The Boy in the Striped Pyjamas* assessment (AO1 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 7 Term 2: Survival

### Intent

**Literature:** AO1 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Play, *The Tempest*
- Understanding and exploration of theme, character, plot and context
- Use of knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPEARL paragraphs
- Provide a critical opinion and offering a personal response
- Select relevant quotations to support interpretations

**Skills Language:**

- Read and respond to a number of unseen fiction extracts from the Year 7 Term 2 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop transactional writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Term 1 reading and writing skills
- Cross-curricular links to history from both KS2 and KS3

**Links to future study:**

- Study of Shakespearean texts will continue into KS4
- Both CPETAR and CPEARL paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 2 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 7 tests*

- **Literature:** *The Tempest* assessment (AO1 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 7 Term 3: Self and Identity

### Intent

**Literature:** AO1, AO2 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Understanding of how writers can convey a sense of self and identity through the form of poetry using the anthology of selected poems
- Use of knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPETALR paragraphs
- Provide a critical opinion and offering a personal response
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects

**Skills Language:**

- Read and respond to a number of unseen non-fiction extracts from the Year 7 Term 3 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop transactional writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Term 1 and 2 reading and writing skills

**Links to future study:**

- Study of poetry texts will continue into KS4
- CPETAR and CPEARL and CPETALR paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 3 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 7 tests*

- **Literature:** Poetry assessment (AO1 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections



## Year 8 Term 1: Childhood

### Intent

**Literature:** AO1 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Novel, *Private Peaceful*
- Understanding and exploration of theme, character, plot and context
- Use of knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Provide a critical opinion of the text offering a personal response
- Select relevant quotations to support interpretations
- Practise the structure of writing CPEARL paragraphs

**Skills Language:**

- Read and respond to a number of unseen non-fiction extracts from the Year 8 Term 1 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop transactional writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Cross-curricular links to history from both KS2 and KS3
- Building on the foundation of learning from Year 7 reading and writing skills

**Links to future study:**

- Both CPETAR and CPEARL paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 1 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 8 tests*

- **Literature:** *Private Peaceful* assessment (AO1 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 8 Term 2: Love and Relationships

### Intent

**Literature:** AO2 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Play, *A Midsummer Night's Dream*
- Understanding and exploration of theme, character, plot and context
- Use of knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPETALR paragraphs
- Provide a critical opinion and offer a personal response to the text
- Select relevant quotations to support interpretations

**Skills Language:**

- Read and respond to a number of unseen fiction extracts from the Year 8 Term 2 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop imaginative writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Year 7 reading and writing skills

**Links to future study:**

- CPETAR, CPEARL & CPETALR paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 2 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 8 tests*

- **Literature:** Poetry assessment (AO2 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 8 Term 3: Food and Travel

### Intent

**Literature:** AO2 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Understanding of how writers can convey a sense of travel and experiencing different food through the form of poetry using the anthology of selected poems
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPETALR paragraphs
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects

**Skills Language:**

- Read and respond to a number of unseen non-fiction extracts from the Year 8 Term 3 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop transactional writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Year 7 reading and writing skills

**Links to future study:**

- CPETAR, CPEARL & CPETALR paragraphs continue to be used up until Y11
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 3 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 8 tests*

- **Literature:** Poetry assessment (AO2 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 9 Term 1: Love and Family

### Intent

**Literature:** AO1, AO2 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Play, *Romeo and Juliet*
- Understanding and exploration of theme, character, plot and context
- Understand conventions of tragedy
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPETAR and CPEARL paragraphs
- Provide a critical opinion and offering a personal response
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects

**Skills Language:**

- Read and respond to a number of unseen fiction extracts from the Year 9 Term 1 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop imaginative writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Year 7 and Year 8 reading and writing skills

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used up until Y11
- Students will study the Shakespearean tragedy, *Macbeth*, in KS4 for GCSE Literature
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 1 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 9 tests*

- **Literature:** *Romeo and Juliet* assessment (AO1, AO2 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections



## Year 9 Term 2: Hopes and Dreams

### Intent

**Literature:** AO1 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Novel, *Of Mice and Men*
- Understanding and exploration of theme, character, plot and context
- Understand conventions of tragic hero using Frye's theory
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPEARL paragraphs
- Provide a critical opinion and offering a personal response
- Select relevant quotations to support interpretations

**Skills Language:**

- Read and respond to a number of unseen non-fiction extracts from the Year 9 Term 2 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop transactional writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Year 7 and Year 8 reading and writing skills

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used up until Y11
- Students will study the tragic hero, Macbeth, in KS4
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 2 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 9 tests*

- **Literature:** *Of Mice and Men* assessment (AO1 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 9 Term 3: Place and Time

### Intent

**Literature:** AO2 & AO3

**Language:**

- Reading AO2 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Understanding of how writers can convey a sense of place and time through the form of poetry using the anthology of selected poems
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects

**Skills Literature:**

- Students will practise, develop and improve their writing of CPETALR paragraphs
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects

**Skills Language:**

- Read and respond to a number of unseen fiction extracts from the Year 9 Term 3 anthology
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing CPETAR and CPEAR paragraphs (analysis and evaluation)
- Hone and develop imaginative writing skills using the Weekly Writing Challenge lessons

**Links to previous study:**

- Building on the foundation of learning from Year 7 and Year 8 reading and writing skills

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used up until Y11
- Students will study the Edexcel poetry anthology in KS4
- Writing skills are practised and built upon throughout KS3 and KS4
- Analysis and evaluation skills are honed and developed throughout KS3 and KS4

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 3 in preparation for the end of topic summative assessments.*

### **Summative assessment**

*Summative assessments use adapted versions of the Edexcel Year 9 tests*

- **Literature:** Poetry assessment (AO2 & AO3)
- **Language:** Reading assessment (AO2 & AO4)
- **Language:** Writing assessment (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 10 Term 1

### Intent

**Literature:** AO1, AO2, AO3 & AO4

**Language:**

- Reading AO1, AO2 & AO4

**Knowledge:**

- Novels, *A Christmas Carol* & *Animal Farm*
- Understanding and exploration of theme, character, plot and context
- Understand conventions of tragic hero using Frye's theory
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text

**Skills Literature:**

- Students will practise, develop and improve their writing of exam style responses using tailored structures and ingredients
- Identify and analyse features of language, form and structural techniques used by the writer to achieve effects
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Interpretation of how context has influenced a text

**Skills Language:**

- Read and respond to a number of unseen 19<sup>th</sup> century fiction extracts
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing TEAR and PEAR paragraphs (analysis and evaluation)

**Links to previous study:**

- Building on the foundation of learning from KS3 reading and writing topics

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used for language and literature examinations

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

**Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 1 in preparation for the end of topic summative assessments.*

**Summative assessment**

*Summative assessments use adapted versions of the Edexcel GCSE examinations*

- **Literature:** *A Christmas Carol* assessments (AO2 & AO1)
- **Language:** Language Paper 1 Section A assessment (AO1, AO2 & AO4)

**Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 10 Term 2

### Intent

**Literature:** AO1, AO2, AO3 & AO4

**Language:**

- Reading AO1, AO2, AO3 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Novel, *Animal Farm*
- Play, *Macbeth*
- Understanding and exploration of theme, character, plot and context
- Understand conventions of tragic hero using Frye's theory
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text

**Skills Literature:**

- Students will practise, develop and improve their writing of exam style responses using tailored structures and ingredients
- Identify and analyse features of language, form and structural techniques used by the writer to achieve effects
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Interpretation of how context has influenced a text

**Skills Language:**

- Read and respond to a number of unseen 19<sup>th</sup> century fiction extracts
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing TEAR and PEAR paragraphs (analysis and evaluation)
- Hone and develop imaginative writing skills

**Links to previous study:**

- Building on the foundation of learning from KS3 reading and writing topics

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used for language and literature examinations

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

**Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 2 in preparation for the end of topic summative assessments.*

**Summative assessment**

*Summative assessments use adapted versions of the Edexcel GCSE examinations*

- **Literature:** *Animal Farm* assessment (AO1, AO3 & AO4)
- **Literature:** *Macbeth* assessments (AO2, AO1 & AO3)
- **Language:** Language Paper 1 Section B assessment (AO5 & AO6)

**Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections



## Year 10 Term 3

### Intent

**Literature:** AO1 & AO2

**Language:**

- Reading AO1, AO2, AO3 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Understanding of how writers can convey ideas through the form of poetry
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text

**Skills Literature:**

- Students will practise, develop and improve their writing of exam style responses using tailored structures and ingredients
- Identify and analyse features of language, form and structural techniques used by the writer to achieve effects
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Interpretation of how context has influenced a text

**Skills Language:**

- Read and respond to a number of unseen 20<sup>th</sup> and 21<sup>st</sup> century non-fiction extracts
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing exam style paragraphs (analysis, evaluation and comparison)
- Hone and develop transactional writing skills

**Links to previous study:**

- Building on the foundation of learning from KS3 reading and writing topics

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used for language and literature examinations

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 3 in preparation for the end of topic summative assessments.*

### **Summative assessment**

**MOCK EXAMS:** *adapted versions of the Edexcel GCSE examinations*

- **Language:** Language Paper 1 Section A (AO1, AO2 & AO4)
- **Language:** Language Paper 1 Section B (AO5 & AO6)
- **Language:** Language Paper 2 Section A (AO1, AO2, AO3 & AO4)
- **Language:** Language Paper 2 Section B (AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 11 Term 1

### Intent

**Literature:** AO1, AO2, AO3 & AO4

**Language:**

- Writing AO5 & AO6

**Knowledge:**

- Understanding and exploration of theme, character, plot and context
- Understanding of how writers can convey conflict through the form of poetry
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text

**Skills Literature:**

- Students will practise, develop and improve their writing of exam style responses using tailored structures and ingredients
- Identify and analyse features of language, form and structural techniques used by the writer to achieve effects
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Interpretation of how context has influenced a text

**Skills Language:**

- Hone and develop imaginative and transactional writing skills

**Links to previous study:**

- Building on the foundation of learning from KS3 reading and writing topics

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used for language and literature examinations

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

**Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 1 in preparation for the end of topic summative assessments.*

**Summative assessment**

- **Language:** Language Paper 1 Section B (AO5 & AO6)
- **Literature:** Poetry assessment (AO2 & AO3)

**MOCK EXAMS:** *adapted versions of the Edexcel GCSE examinations*

- **Literature:** Literature Paper 1 (AO1, AO2, AO3 & AO4)
- **Literature:** Literature Paper 2 (AO1, AO2 & AO3)

**Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

## Year 11 Term 2

### Intent

**Literature:** AO1, AO2, AO3 & AO4

**Language:**

- Reading AO1, AO2, AO3 & AO4
- Writing AO5 & AO6

**Knowledge:**

- Understanding and exploration of theme, character, plot and context
- Understanding of how writers can convey ideas through the form of poetry
- Understanding of how a writer uses language, form and structure to create meaning and achieve effects
- Using knowledge to develop a personal response to a text
- Understanding a range of contextual factors and how they influence a text

**Skills Literature:**

- Students will practise, develop and improve their writing of exam style responses using tailored structures and ingredients
- Identify and analyse features of language, form and structural techniques used by the writer to achieve effects
- Provide a critical opinion and offer a personal response
- Select relevant quotations to support interpretations
- Interpretation of how context has influenced a text

**Skills Language:**

- Read and respond to a number of unseen 19<sup>th</sup> century fiction extracts
- Read and respond to a number of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction extracts
- Select relevant quotations to support interpretations
- Identify and analyse language and structural techniques used by the writer to achieve effects
- Practise the structure of writing exam style paragraphs (analysis, evaluation and comparison)
- Hone and develop imaginative and transactional writing skills

**Links to previous study:**

- Building on the foundation of learning from KS3 reading and writing topics

**Links to future study:**

- Paragraph structures used for language and literature components will continue to be used for language and literature examinations

### Implementation

**Number of lessons:** approx. 24

**Main resources:** SOW and individual lesson resources on English shared area to be adapted to suit individual teaching classes

### **Methods of assessment**

*Students will complete a number of formative assessments in line with the English dept. marking policy throughout Term 2 in preparation for the end of topic summative assessments.*

### **Summative assessment**

- **Language:** Language Paper 2 Section B (AO5 & AO6)

### **MOCK EXAMS: PiXL WAVE**

- **Language:** Language Paper 1 (AO1, AO2, AO4, AO5 & AO6)
- **Language:** Language Paper 2 (AO1, AO2, AO3, AO4, AO5 & AO6)

### **Use of assessment results:**

- Formative assessment results used to inform teaching before students complete the end of topic summative assessments for both the Language and Literature components
- Summative assessment results entered onto G4S to help inform data collections

### **Year 11 Term 3**

This is the final part of the GCSE English course. Students spend time recapping work from across the specification in preparation for the public examinations in May and June.

#### **Intent**

To prepare students for the three public examinations that take place in May and June of Year 11.

#### **Implementation**

Gap analysis to identify the areas from the specification that students are most confident with and those areas that need addressing. Analysis is used in conjunction with previous assessment information to build the most suitable programme of study for the final weeks of the course for each group of students.