

English Curriculum Map							
A. Formal Curriculum Key Stage 4							
Core Content & Skills		<p>By the end of key stage FOUR we want all students of English language and English literature to know and do the following things:</p> <p>In GCSE English language: identify and interpret explicit and implicit information and ideas, selecting and synthesising evidence from different texts; explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; evaluate texts critically and support this with appropriate textual references; communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences, and organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts; use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation; demonstrate presentation skills in a formal setting, listening and responding to spoken language, including to questions and feedback on presentations, using spoken Standard English effectively in speeches and presentations.</p> <p>In GCSE English literature: articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression; analyse ways in which meanings are shaped in literary texts through astute discussion of form, structure and language; and demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p>					
Prior Knowledge & Skills		<p>In KS4, students of English language and English literature will build on the following prior learning:</p> <p>Wide, varied and challenging reading: students will have read whole books in depth and for pleasure and information. Students will have developed their knowledge of and skills in writing, having refined their drafting skills and developed resilience to write at length. Students will have written formal and academic essays as well as writing imaginatively and for a variety of purposes and audiences across a range of genres. Students will have gained a wide knowledge of vocabulary and grammar. Students will understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Students will have consciously crafted their speaking and writing, understanding why sentences are constructed as they are and using Standard English. Students will begin GCSE understanding and using age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language.</p>					
Future Knowledge		<p>The curriculum in KS4 English language and English literature will prepare students for the following future learning:</p> <p>Reading and writing skills that are fluent, expressive, sustained and automatic ensuring students can manage the rigorous demands of the curriculum in Years 12 and 13 across all subjects and disciplines and not just in English; reading widely and independently texts they have selected for themselves, sharpening time-management skills and the ability to work independently; writing analytically, critically, comparatively and creatively, developing and refining discriminatory skills of acuity, evaluation and summation; and exhibiting curiosity, empathy and assiduity.</p>					
Year 11	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1 <ul style="list-style-type: none"> <i>An Inspector Calls</i> (Literature Paper 2) Language Paper 2: Writers' viewpoints and perspectives Spoken Language Endorsement Skills assessed: READING: analyse, review, comment WRITING: argue, persuade, advise SPEAKING AND LISTENING: inform, explain, describe; argue, persuade; advise	Term 2	Term 3 <ul style="list-style-type: none"> Power and Conflict Poetry and Unseen Poetry (Literature Paper 2); Revision of <i>Macbeth</i> and <i>Frankenstein</i> (Literature Paper 1) Revision of Language Paper 1: Explorations in creative reading and writing Skills assessed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain	Term 4	Term 5 <ul style="list-style-type: none"> Revision of All Papers: Language P1 and P2, and Literature P1 and P2 GCSE Examinations 	Term 6
	Key assessment points	<ul style="list-style-type: none"> Mock Examinations Practice essays on <i>An Inspector Calls</i> Practice of English language P2 questions Speech (spoken language task) 		<ul style="list-style-type: none"> March Mock Examinations Practice essay on Power and Conflict poetry Practice essay on unseen poetry Practice of English language P1 questions 		<ul style="list-style-type: none"> External GCSE examinations 	
Year 10	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1 <ul style="list-style-type: none"> <i>Frankenstein</i> (Literature Paper 1) Language Paper 1: Explorations in creative reading and writing Skills assessed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain	Term 2	Term 3 <ul style="list-style-type: none"> <i>Macbeth</i> (Literature Paper 1) Language Paper 1: Explorations in creative reading and writing Skills assessed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain	Term 4	Term 5 <ul style="list-style-type: none"> <i>An Inspector Calls</i> (Literature Paper 2) Language Paper 2: Writers' viewpoints and perspectives Skills assessed: READING: analyse, review, comment WRITING: argue, persuade, advise	Term 6
	Key assessment points	<ul style="list-style-type: none"> Practice essays on <i>Frankenstein</i> Practice of English language questions P1 		<ul style="list-style-type: none"> Practice essays on <i>Macbeth</i> Practice of English language questions P1 		<ul style="list-style-type: none"> End of Year Exam Practice of English language questions P2 	
B. Holistic development (trips/events/other cultural capital activities)							
<p>Respect for others; curiosity and enthusiasm; responsibility; self-discipline; independence and making moral judgements; sensitivity to the environment; sympathy with and insight into others' cultures; intolerance of cruelty and prejudice; perseverance in completing tasks; capacity to make reasoned judgements; capacity to put one's own interests second to those of others; reading for pleasure, reading for emotional, cultural and intellectual discovery and reading for academic advancement, to realise potential.</p> <p>In terms of extra-curricular opportunities: watching theatre productions; attending author visits; writing for the school newsletter <i>The Chattler</i>; participating in the Equality, Diversity and Acceptance club; attending English workshops.</p>							

English Curriculum Map							
A. Formal Curriculum Key Stage 3							
Core Content & Skills		By the end of key stage THREE we want all students of English to know and do the following things: Respond to unfamiliar texts using skills of interpretation and inference; analyse ways in which writers create meaning, using subject terminology to discuss methods; understand the influence of context on meaning and interpretation; make connections across texts; understanding that texts can be interpreted in different ways; communicate clearly, accurately and appropriate to the task and the audience; maintain clear and sustained focus on increasingly challenging texts; develop, expand and apply increasingly sophisticated vocabulary and grammatical structures; and enjoy reading for pleasure through exposure to texts of a variety of genres and subject matter, and from different historical periods.					
Prior Knowledge & Skills		In KS3, students of English will build on the following prior learning: Demonstrate reading and writing skills that are sufficiently fluent and effortless for students to manage the general demands of the curriculum in Year 7 across all subjects and not just in English, as there will be a need for pupils to learn subject-specific vocabulary; reflect on understanding of audience and purpose by selecting appropriate vocabulary and grammar; consciously control sentence structure in writing and understand why sentences are constructed as they are; understand distinctions in vocabulary choice and employ age-appropriate, academic vocabulary; consolidate, practise and discuss language usage; and extend confidence, enjoyment and mastery of language through public speaking, performance and debate.					
Future Knowledge		The curriculum in KS3 English will prepare students for the following future learning: Study of English will lay the foundations for wide and critical reading, equipping students with the skills needed to plan and craft academic essays, journalistic and creative pieces, presentations and speeches – all of which are fundamental requirements of the KS4 curriculum and working life beyond school.					
Year 9	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Theme: Love and Relationships Core text: Shakespeare <i>To read, understand, discuss and write about challenging texts with maturity, studying setting, plot, and characterisation, and the effects of these in depth</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain		Theme: Trapped <i>To read and write a selection of well-structured formal expository and narrative pieces, exploring a theme that is both literal and metaphorical</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain		Theme: Personal, Social and Cultural identity Core text: Worlds and Lives poetry anthology <i>To read critically through making comparisons across texts, and to write creatively, exploring one's place in the world personally, emotionally, culturally and socially</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain SPEAKING AND LISTENING: inform, explain, describe	
	Key assessment points	Analysis of structure and language (fiction)	Analytical essay on Shakespeare text	<ul style="list-style-type: none"> Examination Imaginative and entertaining piece of writing 	Analysis of structure and language	Comparative analytical essay on Worlds and Lives poems	<ul style="list-style-type: none"> Informative and explanatory piece of writing Presentation on society / culture
Year 8	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Theme: Family and Friendship Core text: Dickens's <i>A Christmas Carol</i> <i>To read and study a high-quality work from pre-1914, and to write accurately, fluently, effectively and at length on a variety of interrelated empathetic tasks</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; argue, persuade, advise		Theme: War and Peace Core text: poetry of the First World war <i>To write well-structured formal expository and narrative essays, stories, scripts and poetry, having considered with sensitivity an emotive topic</i> Skills developed: READING: analyse, review, comment WRITING: imagine, explore, entertain		Theme: Crime and Punishment <i>To understand how the work of writers is communicated effectively through story, setting and character, and how critical reading allows for different interpretations, and to read and write pieces that require decoding and generate suspense</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe SPEAKING AND LISTENING: argue, persuade, advise	
	Key assessment points	<ul style="list-style-type: none"> Baseline comprehension test (non-fiction) Explanatory and descriptive writing task 	Analytical essay on <i>A Christmas Carol</i>	Analytical essay on poem by Sassoon (1)	Analytical essay on poem by Sassoon (2)	<ul style="list-style-type: none"> Examination Descriptive writing task 	Presentation on true crime
Year 7	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Theme: Heroes and Villains <i>To develop an appreciation and love of reading and writing at length, and to read increasingly challenging material; to deliver short presentations, expressing own ideas and keeping to the point, having participated in formal debates and structured discussions, summarising and / or building on what has been said</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain SPEAKING AND LISTENING: argue, persuade, advise; inform, explain, describe		Theme: New Horizons <i>To write exploratory pieces that reflect the audience and purpose for which they were intended, and to read critically, making inferences and referring to evidence in the text</i> Skills developed: READING: analyse, review, comment WRITING: inform, explain, describe; imagine, explore, entertain		Theme: The Natural World <i>To learn new vocabulary and concepts, relating them explicitly to known vocabulary and ideas, understanding them with the help of context; to explore these elements through exposure to new genres and tasks</i> Skills developed: READING: analyse, review, comment WRITING: argue, persuade, advise; inform, explain, describe	

	Key assessment points	<ul style="list-style-type: none"> Baseline comprehension test (fiction) Writing to imagine and entertain 	Presentation on hero / villain	Analytical writing (fiction)	Informative, explanatory and descriptive writing	<ul style="list-style-type: none"> Examination Argumentative and persuasive piece of writing 	Analytical writing (non-fiction)
B. Holistic development via Enrichment/Personal Development Curriculum							
<p>Respect for others; curiosity and enthusiasm; responsibility; self-discipline; independence and making moral judgements; sensitivity to the environment; sympathy with and insight into others' cultures; intolerance of cruelty and prejudice; perseverance in completing tasks; capacity to make reasoned judgements; capacity to put one's own interests second to those of others; reading for pleasure, reading for emotional, cultural and intellectual discovery and reading for academic advancement, to realise potential.</p> <p>In terms of extra-curricular opportunities: watching theatre productions; attending author visits; writing for the school newsletter <i>The Chattler</i>; and participating in the Equality, Diversity and Acceptance club.</p>							