



Secondary English Curriculum Overview

Our department's vision

The Reach Academy English department vision is to give pupils at Reach Academy an appreciation of the spoken and written word and equip them with the skills to express themselves confidently in a variety of situations, enabling them to have a life of choice and opportunity.

What knowledge have we selected in our curriculum and why?

Our English curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to enjoy lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

1. Knowledge-rich:

Our curriculum is grounded in a foundation of key knowledge students need to be able to understand, appreciate, and critically evaluate literary texts, and the reading they encounter in the wider world. We put reading complex texts at the heart of our curriculum which is why each term we read a text or series of texts for the purpose of enjoying it as a literary text, and then revisiting key parts to consider the uses of language, structure and form that are used to create meaning within the text. We identify key concepts and vocabulary to be taught and discussed and collate these on our 100% sheets; alongside this, we are responsive to the individual responses of our students and adapt our teaching to accommodate these personal opinions which are part of a rich, deep experience of literary texts. We teach students the importance of the text as a construct and the ways all readers act as 'critics' of texts early on in their study of English, an understanding which is built up through reference to a wide range of writer's methods and perspectives from literary theory as they progress through their English study.

2. Backwards planned:

We have considered what our pupils need to know now, aged 11, 15, or 18, to develop them to be successful English scholars at degree level, and for them to have a broad appreciation of texts and media of all types in the wider world. This needs to include, but not be limited by, authors from the British literary canon. We have backwards planned our content, considering what texts and topics to offer, in which sequence, so as to introduce students to complex ideas while being able to enjoy and appreciate what they read. We have chosen texts which are useful and valuable for our pupils, and provide appropriate levels of challenge. We have sequenced these to build cumulatively on understanding of key concepts over time, We want our pupils to have a comprehensive knowledge of literary periods and movements when they arrive at university, and so, amongst other things, in Year 7



they learn about the traditions of ancient story-telling alongside the fundamental ways language, structure and form are used to convey meaning whilst studying 'Classical Myths'; in Year 8 they revisit these traditions, considering their influential role in tragedy and morality plays whilst studying the play DNA, and read their first Victorian novel, Jekyll and Hyde. In Year 9 they study a range of poems grouped around the themes of 'Culture and Identity', where they explore how these ways of creating meaning have evolved into contemporary poetry, through poems chosen to reflect the diverse profile of our student cohort and to allow them to see the relevance of literature to their own human experience. This ensures that when pupils reach their GCSE texts, they are able to consider their place within the literary canon instead of learning isolated snippets of context; and they feel confident articulating their own opinions about literature and how these relate to the opinions of others. Then by A-Level, pupils are in a great place to engage with synchronic studies of specific texts and consider certain movements, such as the Pre-Raphaelites, in greater depth, with room to pursue their personal interests through coursework. We have also considered in detail how to explicitly sequence threshold concepts, which run through the content of our curriculum, being revisited, consolidated and developed each cycle and year. These include uses and effects of language and structural methods; allusions; and literary contexts and concepts, including socio-philosophical concepts, political and legal systems, morality and ethics.

3. Carefully resourced:

We continually improve the central resources on our drive each year; we adapt them to the learning needs of our groups, co-plan for mixed attainment groups and use our Schemes of Work to ensure every learning objective is delivered. All through our school we use explicit instruction, modelling with worked examples, and using systematic assessment for learning in lessons - our resources reflect this. We carefully select extracts and focus quotations in our independent practice, using scaffolding to ensure our curriculum is accessible to all pupils and interleaving to secure long-term, deep and adaptable understanding of the processes behind English analysis which they can apply in different contexts to explore their own responses to literary texts. All teachers are teachers of literacy: we endeavour to create a vocabulary-rich environment where teachers explicitly teach vocabulary, model using vocabulary accurately in sentence stems and have high expectations for pupils to actively listen and speak in full sentences. This work is supported by appropriate supporting resources such as our 100% sheets which condense key vocabulary and concepts for a unit, and our 'Create a Critical Argument' sheet which helps students construct sophisticated lines of argument within their writing.

4. Aspirational, inclusive and diverse:

We have extremely high aspirations for the skills, attributes and qualifications students will develop and achieve throughout their time at Reach Academy, and this aspiration is seen in our curriculum through our high expectations of pupils, and the depth of concepts we expose our students to in lessons. Rigour is embedded into the planning of schemes of work through the texts that we teach as well as the focus questions for each unit and lesson and the weekly coaching all staff receive on their delivery of the curriculum. Students are taught in mixed ability classes, and this allows all students exposure to complex, varied ideas which they are then supported to embed into their own thinking and writing through rich class discussion and careful scaffolding by teachers. The joy felt in studying English at Reach derives from these meaningful discussions and the opportunity to develop these through writing.



We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to our assessment for learning to help more pupils learn, providing learners with worked examples, and dual coding support resources. Our scaffolding is evident in our exposition, questioning and through use of concrete aids where appropriate. We differentiate by time, not task, by pitching high and scaffolding up, and this is illustrated through our commitment to mixed ability groups in Year 7 through to Year 13 to ensure all students are exposed to complex ideas and discussion. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

We look for ways to teach groups of texts that might conventionally be seen as offering limited opportunity for diversity and introducing alternative, more diverse perspectives. For instance, our study of the poetry of World War 1 contains 'canonical' poets such as Wilfred Owen, but alongside consideration of less established voices such as the poetry of Indian political activist Sarojini Naidu. We continue to reflect on where to take these chances - we have most recently developed a scheme of work on Shakespeare's Othello, which provides an excellent platform for contemporary discussions of race and gender when considered in light of its performance contexts. In Years 7 and 8 students also have a weekly Book Club lesson in which they read a text related to the unit they are studying but which provides an opportunity to introduce diverse perspectives to what are often more established canonical texts. Our pupils are 'critics' in English Literature; therefore, our aim is for them to be equipped to comment on and critique both literature and the world around them. The English curriculum is as much about the route taken through a text as the choice of text itself, and so we have planned our units to consider explicitly issues such as gender, race and discrimination. As a small school, our comprehensive knowledge of our students allows us to judge the introduction of these ideas carefully. This in turn contributes to the fundamental work of English as a discipline to consider the perspectives from which texts are constructed and understood. As such, we also reflect throughout the year on the texts we teach, notably at the end of cycles during Pupil Progress Meetings and department meetings, to ensure a diverse range of voices are heard within our poetry units, language topics and book club texts. We are determined to continue to work and think hard on this - our community is diverse and we want all pupils to feel represented and empowered through reading and writing.

5. Rigorously assessed:

We systematically assess pupils (i) in lessons by teaching responsively through a range of AFL strategies, (ii) through low-stakes assessments in quizzing on our 100% sheets, and (iii) in formal assessments three times a year (twice a year from Y10-Y13) after which we deliver Whole Class Feedback. Formal assessments provide robust student data that can be used formatively to re-teach content identified through data analysis and Pupil Progress Meetings, and summatively to consider the snapshot of attainment and progress at that time. All students in Years 7-11 are also assessed on their reading ages using the NGRT reading test, which allows teachers to provide appropriate support to ensure all students are able to access our high-quality curriculum and leave with the requisite literacy skills to be successful in the wider world.

6. Regularly evaluated and reflected upon.

We use structures such as subject management, department meeting time and Pupil Progress Meetings after formal assessments to reflect frequently on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the

next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

Curriculum Maps

See next page for Secondary curriculum maps.

Curriculum Maps

Secondary Curriculum		
Year 7		
C1- Classical Myths	C2- Of Mice and Men	C3- Romeo and Juliet
<p>Core knowledge:</p> <ul style="list-style-type: none"> Names of Gods, places, plot and characters from myths and legends of ancient Greek and Roman civilisations. Use of allusions - references to civilizations applied in modern day. Structure of narratives and epics, with reference to the Odyssey. Use of methods in different forms of writing - prose, poetry and drama. Application of narrative writing components including description, language techniques and grammar. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Narrative writing piece based on Greek myth <p>Curriculum sequence: This topic revisits the traditions of storytelling explored in Phases 1 and 2. Pupils build on their</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the Steinbeck novella, with a focus on the depictions of isolation and discrimination. Understanding that texts are products of their times and therefore can be fallible in their depictions, particularly of minority groups. Key terminology, including methods of language, structure and form. Understanding of persuasive methods, particularly in relation to a mock trial scenario. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Persuasive writing based on mock trial → Question about presentation of a key idea in the novella <p>Curriculum sequence:</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the Shakespeare play, with a focus on: rules, rebels and revenge. Key theatre terminology, including methods of language, structure and stagecraft. Non-fiction examples to support idea that Shakespeare's plays/messages are timeless. Persuasive terminology and its application to one's own writing. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Non-fiction reading (mid-cycle assessment) → Question about presentation of a key idea in an extract and in the play as a whole <p>Curriculum sequence:</p>

<p>prior knowledge of Biblical allusions as they explore allusions from the classical world which will reappear later this year and throughout Phases 3-5, particularly in Shakespeare topics. Pupils practise and consolidate grammar and narrative writing skills from Year 6 in imaginative pieces inspired by classical tales. Book Club runs throughout.</p> <p>Links to KS3 National Curriculum: Reading fiction/short stories/historical words/seminal works; reading critically for techniques/conventions; imaginative writing; consolidating grammar; spoken English in classroom discussion.</p>	<p>This topic introduces pupils to an American novella which deals with challenging topics and concepts, including racial and gender-based biases in modern American history. Pupils read the full text, whilst considering, for the first time, that as readers they must be 'critical' of written work, which is a construct of the writer. They are introduced to writing analytically about texts at Key Stage 3 through discussion of the effects of writer's methods and choices. Pupils also revisit the grammar and descriptive writing skills covered in Cycle 1. Book Club runs throughout.</p> <p>Links to KS3 National Curriculum: Reading fiction/seminal works; reading critically for techniques/conventions; in-depth author study: Steinbeck; imaginative writing; consolidating grammar; persuasive writing; spoken English in classroom discussion; participating in formal debates and structured discussions.</p>	<p>This topic introduces pupils to a new Shakespeare play, whilst revisiting and developing understanding of his plays and methods which were met in Phase 2. The topic focuses on the play through a thematic lens, allowing pupils to delve into key scenes in depth - a challenging and rewarding exercise - whilst also having an appreciation for the plot and message of the full work. Classical and Biblical allusions, as well as allusions relating to fate, will be revisited and consolidated ready for use in Year 8 and beyond. Book Club runs throughout.</p> <p>Links to KS3 National Curriculum: Reading fiction/non-fiction/historical words/seminal works/Shakespeare play; in-depth author study: Shakespeare; reading critically for techniques/conventions including stagecraft; persuasive transactional writing; consolidating grammar; spoken English in classroom discussion; improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning; using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
<p>Alongside their English lessons, pupils have one Book Club lesson per week where they read a story at pace as a group, for the pleasure of reading an extended text, and to develop skills which aid comprehension, including retrieving key information, summarising, defining vocabulary, making inferences, and predicting. Year 7 focus on The Epic of Gilgamesh, exposing them to a key canonical myth that provides a new perspective to the Greek classical myths of Cycle 1.</p>		

Year 8		
C1- WW1 Poetry	C2- Jekyll and Hyde	C3- Modern Play - DNA
<p>Core knowledge:</p> <ul style="list-style-type: none"> Contextual understanding of the British Empire, propaganda, WW1 battlefields and lasting impact of war on individuals/society. Study poems written about/by British soldiers and the WW1 experiences of forgotten voices of the Britain Empire. Key poetry terminology, including methods of language, structure and form. Application of descriptive writing components including language techniques and grammatical features. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Descriptive writing based on stimulus → Question about presentation of war in a Wilfred Owen poem <p>Curriculum sequence:</p> <p>This topic introduces pupils to poetry analysis: drawing meaning from methods. Pupils read non-fiction texts to explore context surrounding WW1 poetry, considering the impact of extreme patriotism on much British literature of the time. Pupils are taught a new approach to structuring</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the Stevenson novella, The Strange Case of Dr Jekyll and Mr Hyde. Key narrative terminology, including methods of language, structure and form. Contextual understanding of the Victorian era and tropes of Gothic/C.19th literature, taught via non-fiction reading. Application of narrative writing components including description, language techniques and grammar. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Narrative writing piece → Question about presentation of a theme in an extract and in the novella as a whole <p>Curriculum sequence:</p> <p>This topic introduces pupils to a 19th Century novella, whilst revisiting method analysis from previous Cycles. Pupils meet new, and complex, vocabulary and grammatical features which provide solid grounding for later study of older, unfamiliar texts. Pupils learn new, whole-text methods to use in their own narrative writing.</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of the modern Dennis Kelly play, as well as philosophical concepts such as the Trolley Problem. Key theatre terminology, including methods of language, structure and stagecraft. Application of persuasive terminology to own non-fiction writing, with a focus on articles and speeches. Application of spoken English in formal debating structure and via play scripts. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Persuasive non-fiction writing piece → Question about presentation of a theme in the play as a whole <p>Curriculum sequence:</p> <p>This topic revisits and develops an understanding of features of Ancient Greek theatre with a focus on tragedy plays. Pupils read the full play DNA, exploring the legal and moral issues raised and considering the effect of the writer's methods, as well as how moments could/should be staged for maximum impact. Pupils revisit the grammar and</p>

<p>their descriptive writing, alongside consolidation of language techniques and grammar. Book Club runs throughout.</p>	<p>Book Club runs throughout.</p>	<p>persuasive writing skills covered in Year 7, referring to examples of published non-fiction as models for their own writing. Book Club runs throughout.</p>
<p>Alongside their English lessons, pupils have one Book Club lesson per week where they read a story at pace as a group, for the pleasure of reading an extended text, and to develop skills which aid comprehension, including retrieving key information, summarising, defining vocabulary, making inferences, and predicting. Year 8 focus on Pig Heart Boy, exposing them to a broader range of philosophical questions which prepare students for those in other texts such as DNA.</p>		
<p>Year 9</p>		
<p>C1- Poetry - Culture and Identity</p>	<p>C2- Kafka's Metamorphosis</p>	<p>C3- Shakespeare play : Othello</p>
<p>Core knowledge:</p> <ul style="list-style-type: none"> ● Contextual understanding of poetry through the ages with a focus on the human condition. ● Understand position of texts in the canon and how these can be evaluated, explored through religious writings, Shakespeare's plays/poems, non-fiction texts and poetry. ● Key poetry terminology, including methods of language, structure and form. ● Application of descriptive writing components including language techniques and grammatical features. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment 	<p>Core knowledge:</p> <ul style="list-style-type: none"> ● Plot, characters, themes and allegorical messages of Kafka's short story Metamorphosis. ● Understanding of texts read through 'critical lenses' - family, Marxist, philosophical - and key terminology associated with those. ● Key narrative terminology, including methods of language, structure and form, to analyse. ● Application of narrative writing components including 5-part structure, description, language techniques and grammar. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment 	<p>Core knowledge:</p> <ul style="list-style-type: none"> ● Plot, characters and themes of the Shakespeare play. ● Critical engagement with the texts as products of their time/timeless entities debate. ● Key theatre terminology, including methods of language, structure and stagecraft. ● Application of persuasive terminology to own non-fiction writing in a range of forms/topics. ● Application of spoken English via play scripts. <p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → NGRT reading assessment → Threshold concepts assessment → Persuasive non-fiction writing piece

<ul style="list-style-type: none"> → Non-fiction reading analysis questions and descriptive writing based on stimulus → Question comparing presentation of a theme in two poems <p>Curriculum sequence: In this topic, pupils learn the context and common features of literature from the Renaissance, through to late 20th and early 21st Centuries. This ensures that when pupils reach their GCSE texts in Year 10, they are able to consider their place within the literary canon instead of learning isolated snippets of context. Pupils practise key non-fiction reading skills as well consolidating their use of language techniques and accurate grammar in descriptive writing.</p>	<ul style="list-style-type: none"> → Narrative writing piece → Question about presentation of a theme in an extract and in the play as a whole <p>Curriculum sequence: This topic introduces pupils to an allegorical short story, whilst revisiting method analysis from previous Cycles. Pupils develop their critical approach to reading texts through three 'lenses', and meet new vocabulary and grammatical features. Pupils continue to develop their use of sophisticated whole-text methods in their own narrative writing, as part of the Phase 4 approach.</p>	<ul style="list-style-type: none"> → Question about presentation of a character/theme in the play as a whole <p>Curriculum sequence: This topic revisits and develops understanding of theatre techniques through a new play. Pupils read the full play, exploring the moral issues raised and considering the effect of the writer's methods, as well as how moments could/should be staged for maximum impact. Pupils revisit the grammar and persuasive writing skills covered in Phase 3, referring to examples of published non-fiction as models for their own writing and presentations.</p>
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Year 10

C1- Power and Conflict Poetry	C2- Lord of the Flies	C3- Shakespeare play: Macbeth
<p>Core knowledge:</p> <ul style="list-style-type: none"> ● 10 of 15 GCSE Anthology poems covered: narrative voice/plot/methods/message. ● Historical context for each poem and poet. ● Sophisticated poetry terminology, including methods of language, structure and form. ● Introduction to GCSE Language non-fiction reading paper; application of approaches to questions. 	<p>Core knowledge:</p> <ul style="list-style-type: none"> ● Plot, characters and themes of Golding's modern novel. ● Critical engagement with the texts as products of their time/timeless entities debate (including context of WW2 and Cold War). ● Key theatre terminology, including methods of language, structure and form. ● Application of descriptive writing components including language techniques and grammatical features. 	<p>Core knowledge:</p> <ul style="list-style-type: none"> ● Plot, characters and themes of the Shakespeare play. ● Critical engagement with the texts as products of their time/timeless entities debate. ● Key theatre terminology, including methods of language, structure and stagecraft. ● Application of persuasive terminology to own non-fiction writing in a range of forms/topics.

<p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → Language Paper 2 reading section (Q1-4) → Question comparing presentation of a theme in two poems <p>Curriculum sequence: In this topic, pupils learn the possible messages, contexts and methods of a majority of their GCSE Literature anthology poems. Building upon their diachronic understanding from Year 9, pupils are able to position these poems within a literary timeline which aids in identifying common topics and tropes. Pupils practise key non-fiction reading skills and apply these to one of the GCSE Language assessment papers.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> → Cumulative knowledge % → Language assessment → Question about presentation of a character/theme in the play as a whole <p>Curriculum sequence: This topic revisits and develops understanding of allegorical texts and their techniques through pupils' modern GCSE novel. Pupils read the full novel, exploring the moral issues raised and considering the effect of the writer's methods in presenting characters/his message. Pupils revisit the grammar and writing skills covered in previous years, referring to examples of Golding's writing as models for their own descriptive writing.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; understand and critically evaluate texts; literary traditions and social, historical and cultural context; make an informed personal response; descriptive writing; consolidating grammar; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>	<ul style="list-style-type: none"> ● Application of spoken English via play scripts. <p>Revision:</p> <ul style="list-style-type: none"> ● Revise GCSE poetry anthology, 19th Century novel and modern novel. ● Application of essay-writing components. ● Revise and consolidate Language Paper approaches taught so far. ● Plan and complete Spoken English element of Language qualification.
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Year 11		
C1- 19th Century Text	C2- Unseen Poetry, and Revision	C3- Revision
<p>Core knowledge:</p> <ul style="list-style-type: none"> Plot, characters and themes of a 19th Century novel: A Christmas Carol, Jane Eyre, Great Expectations (class/cohort dependent). Critical engagement with the texts products of their time/timeless entities debate (including Victorian context). Key novel terminology, including methods of language, structure and form. Introduction to GCSE Language fiction reading paper; application of approaches to questions; revision of descriptive/narrative writing. <p>Assessment (Year 10 mocks):</p> <ul style="list-style-type: none"> → Full Language Paper → Question about presentation of a character/theme in the novel as a whole <p>Curriculum sequence:</p> <p>In this topic, pupils read and explore their 19th Century GCSE novel, building upon the vocabulary/contextual knowledge first met in Year 8. They read the text at pace in the early weeks of the cycle to build plot knowledge, then return to explore key moments in depth. Pupils revisit the essay writing approach built upon each year to consolidate their application to this text. Pupils practise key fiction reading skills using the core</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Approach to answering unseen poetry element of GCSE Literature assessment. Remaining GCSE Anthology poems covered: narrative voice/plot/methods/context/message. Sophisticated poetry terminology, including methods of language, structure and form. Revise and consolidate Language Paper 2 Reading and Writing approaches. <p>Revision:</p> <ul style="list-style-type: none"> Revise GCSE poetry anthology, 19th Century novel and modern novel. Application of essay-writing components. Revise and consolidate Language Paper 1 and 2 Reading and Writing approaches (fiction and non-fiction). <p>Assessment:</p> <ul style="list-style-type: none"> → Full Literature and Language papers (mocks) <p>Curriculum sequence:</p> <p>Pupils learn an approach to the final element of the Literature specification (unseen poetry) and complete learning of Anthology poems. Pupils revise/practise all other elements for both qualifications.</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> Revise GCSE Shakespeare play, poetry anthology, 19th Century novel, modern novel and unseen poetry. Application of essay-writing components. Revise and consolidate Language Paper 1 and 2 Reading and Writing approaches (fiction and non-fiction). <p>Assessment:</p> <ul style="list-style-type: none"> → GCSE examinations <p>Curriculum sequence:</p> <p>Pupils revise/practise key knowledge and approaches to all elements of the two qualifications.</p> <p>Links to KS4 National Curriculum:</p> <p>Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions; speak confidently.</p>

<p>text, as well as additional extracts from the time period/topic, and apply these to another of the GCSE Language assessment papers.</p> <p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions.</p>	<p>Links to KS4 National Curriculum: Reading high-quality, challenging literature/extended non-fiction; appreciate rich and varied literary heritage; understand and critically evaluate texts; literary traditions and social, historical and cultural context; re-reading literature and other writing as a basis for making comparisons; plan, revise, edit and proof-read; spoken English in classroom discussion; participating in structured discussions; speak confidently; planning speeches/presentations for different purposes and audiences.</p>	
<p>Pupils learn core knowledge and develop key skills which will support their success in their AQA GCSE English Language and English Literature examinations at the end of Year 11.</p>		

Year 12 - English Literature

Students will cover all of the content for Years 12 and 13 before sitting their A-level examination at the end of Year 13. The order in which content is set out here is adaptable to cater to the needs of individual groups, and may therefore vary with the order set out here.

C1-	C2-	C3-
<p>Core knowledge:</p> <ul style="list-style-type: none"> • Drama - Othello: plot, characters, themes, context, interpretations, critical readings. • A Streetcar Named Desire: plot, characters, themes, context, interpretations. • Prose: Dracula and Beloved: plot, characters, themes, context, interpretations. • Poetry - Christina Rossetti: themes, context, interpretations. • Contemporary poetry: Poems of the Decade - themes and interpretations • NEA - two texts of choice linked to anchoring theme/trope. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment: → AP1: contemporary poetry</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • Drama - Othello: plot, characters, themes, context, interpretations, critical readings. • A Streetcar Named Desire: plot, characters, themes, context, interpretations. • Prose: Dracula and Beloved: plot, characters, themes, context, interpretations. • Poetry - Christina Rossetti: themes, context, interpretations. • Contemporary poetry: Poems of the Decade - themes and interpretations • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment: → AP2: essay questions on texts taught so far.</p> <p>Curriculum sequence:</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • Revision of all elements taught so far <p>Assessment: → AP3: Summative examination on content taught so far.</p> <p>Curriculum sequence: Pupils revise and refine writing about their modern and Shakespeare drama texts, comparing their prose texts, writing about Victorian poetry and comparing the contemporary poetry anthology with unseen poems.</p>

<p>Curriculum sequence: Pupils are introduced to the key interpretative strategies and writing styles of A-Level English.</p>	<p>Pupils develop their writing about their modern and Shakespeare drama texts, prose texts and poetry.</p>	
<p>Pupils cover texts and components detailed on the Edexcel A Level English Literature specification, to prepare them for their examinations at the end of Year 13.</p>		
<p>Links to KS5 National Curriculum:</p> <p>Read widely and independently; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them; exploration of changing traditions; reading of the major literary genres of poetry, prose and drama; ways in which writers shape meanings in texts; ways in which individual texts are interpreted by different readers; ways in which texts relate to one another and to the contexts in which they are written and read; ways in which texts are interpreted by different readers, including over time; ways in which texts relate to one another and to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts; use literary critical concepts and terminology with understanding and discrimination; make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.</p>		

Year 13 - English Literature

Students will cover all of the content for Years 12 and 13 before sitting their A-level examination at the end of Year 13. The order in which content is set out here is adaptable to cater to the needs of individual groups, and may therefore vary with the order set out here.

C1-	C2-	C3-
<p>Core knowledge:</p> <ul style="list-style-type: none"> • Drama - Othello: plot, characters, themes, context, interpretations, critical readings; A Streetcar Named Desire: revision. • Prose: Dracula and Beloved: revision. • Poetry - Christina Rossetti: themes, context, interpretations. • NEA - two texts of choice linked to anchoring theme/trope. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <ul style="list-style-type: none"> → AP4: essay questions on A Streetcar Named Desire, Othello, Dracula and Beloved comparison and poetry comparison → NEA deadline <p>Curriculum sequence: Pupils revise and refine writing about their modern drama text, comparing their prose texts</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • Drama - Othello: plot, characters, themes, context, interpretations, critical readings; A Streetcar Named Desire: revision. • Prose: Dracula and Beloved: revision. • Poetry - Christina Rossetti: themes, context, interpretations. Revision of contemporary poems and unseen poem element. • Method terminology: language, structure, form. • Essay writing approaches. <p>Assessment:</p> <ul style="list-style-type: none"> → AP5: essay questions on A Streetcar Named Desire, Othello, Dracula and Beloved comparison, poetry comparison and Chaucer <p>Curriculum sequence: Pupils revise and refine writing about their modern and Shakespeare drama texts, comparing their prose texts and writing about</p>	<p>Core knowledge:</p> <ul style="list-style-type: none"> • Revision of all elements <p>Assessment:</p> <ul style="list-style-type: none"> → A Level examinations <p>Curriculum sequence: Pupils revise and refine writing about their modern and Shakespeare drama texts, comparing their prose texts, writing about Victorian poetry and comparing the contemporary poetry anthology with unseen poems.</p>

<p>and comparing their set contemporary poems. Pupils complete the NEA component of course, for which they are required to write a 2500-3000 word essay about two texts.</p>	<p>Victorian poetry. Pupils explore the unseen element of contemporary poetry comparison.</p>	
<p>Pupils cover texts and components detailed on the Edexcel A Level English Literature specification, to prepare them for their examinations at the end of Year 13.</p>		
<p>Links to KS5 National Curriculum: Read widely and independently; engage critically and creatively with a substantial body of texts and ways of responding to them; develop and effectively apply their knowledge of literary analysis and evaluation; explore the contexts of the texts they are reading and others' interpretations of them; exploration of changing traditions; reading of the major literary genres of poetry, prose and drama; ways in which writers shape meanings in texts; ways in which individual texts are interpreted by different readers; ways in which texts relate to one another and to the contexts in which they are written and read; ways in which texts are interpreted by different readers, including over time; ways in which texts relate to one another and to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts; use literary critical concepts and terminology with understanding and discrimination; make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.</p>		