

English

A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Non-fiction Texts	Discovering Different Cultures	Dystopia (novel) Creative Writing (500 words)	Playing the Detective	Globetrotters Film Adaptation	Shakespeare

Homework is a tool used in order to build, develop and consolidate students' English skills as well as an opportunity to teach them about responsibility.

Homework is set once per week in English.

All homework is documented on the VLE.

Spelling and grammar will form one aspect of the weekly homework.

Individual homework will be set by the class teacher and be relevant to the topic being covered.

Any research homework will include notes and this should be documented clearly in their jotters or English exercise books.

'Thinking' homework activities will not suffice unless there is a written outcome and it is linked explicitly to our Programmes of Study.

Planning and preparation is an appropriate task as there will be written material to evidence this.

Homework must be recorded no later than Friday, Period 4.

All homework responses should be written in students' exercise books.

Pieces of paper are unacceptable.

Any word processed work must be securely attached to current work.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Non-fiction texts	32	<ul style="list-style-type: none">• Read a wide range of texts fluently and with good understanding• Read critically, and use knowledge gained from wide reading to inform and improve their own writing• Write effectively and coherently using Standard English appropriately• Use grammar correctly, punctuate and spell accurately• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for writing
Discovering different Cultures	16	<ul style="list-style-type: none">• Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning• Recognising a range of poetic conventions and understanding how these have been used• Studying setting, plot, and characterisation, and the effects of these• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts• Studying setting, plot, and characterisation, and the effects of these• Making critical comparisons across texts Stories, scripts, poetry and other imaginative writing• Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

<p>Dystopian Novel (Reading)</p>	<p>20</p>	<ul style="list-style-type: none"> • understand increasingly challenging texts through: <ul style="list-style-type: none"> ○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ○ making inferences and referring to evidence in the text ○ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense ○ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ○ recognising a range of poetic conventions and understanding how these have been used ○ studying setting, plot, and characterisation, and the effects of these ○ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts
<p>Creative Writing (500 words)</p>	<p>8</p>	<ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> ○ well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing ○ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ○ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing ○ plan, draft, edit and proof-read ○ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

Playing the Detective	28	<ul style="list-style-type: none"> • understand increasingly challenging texts through: <ul style="list-style-type: none"> ○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ○ making inferences and referring to evidence in the text ○ knowing the audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense ○ knowing how figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and understanding how these have been used ○ studying setting (including atmosphere and tension building) plot, and characterisation, and the effects of these
Globetrotters	12	<ul style="list-style-type: none"> • understand increasingly challenging texts through: <ul style="list-style-type: none"> ○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ○ making inferences and referring to evidence in the text ○ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense ○ Identifying how language is used to express opinion and biased of a time or place ○ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ○ recognising a range of poetic conventions and understanding how these have been used to present a time or place
Film Adaptation	4	<ul style="list-style-type: none"> • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • Studying setting, plot, and characterisation, and the effects of these

Introduction to Shakespeare	16	<ul style="list-style-type: none"> • Understand increasingly challenging texts through: <ul style="list-style-type: none"> ○ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ○ making inferences and referring to evidence in the text ○ knowing the purpose, audience, form and context of the writing and drawing on this knowledge to support comprehension • Studying setting, plot, and characterisation, and the effects of these • Reading a wide range of poems and plays with a wide coverage of genres and historical periods by Shakespeare • Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
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