

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	
Baseline Assessments	Creative Writing scheme (English Language, Paper 1 – Section A)	Shakespeare's <i>Macbeth</i> (English Literature, Paper 1 – Section A)	Writing to Argue and Persuade scheme (English Language, Paper 2 – Section B)	<i>The Strange Case of Dr Jekyll and Mr Hyde</i> (English Literature, Paper 1 – Section B)	Mock examinations (English Language – Papers 1&2)
<i>Blood Brothers</i> (English Literature, Paper 2 – Section A)	Shakespeare's <i>Macbeth</i> (English Literature, Paper 1 – Section B)		<i>The Strange Case of Dr Jekyll and Mr Hyde</i> (English Literature, Paper 1 – Section B)	GCSE Language Papers 1 & 2 schemes.	Love and Relationships Poetry (English Literature, Paper 2 – Section B)
					GCSE Spoken Language Assessment (Speaking and listening)

Year 10 is probably the most challenging year for English students. The curriculum is aimed at introducing students explicitly to the skills and knowledge required in both English Language and English Literature. The primary focus of the year is to complete the detailed study of all key texts for the GCSE English Literature course. The assessment outcomes for Language have been embedded into Literature schemes of work in order to ensure continuous progress in the further development, consolidation and application of these skills. Homework is a tool used to build, develop and consolidate students' English skills as

well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. It is common, at this level, to be set research tasks in order to prepare students for the contextual elements of the course. Homework is recorded in students' homework diaries; they are afforded time to record this during lessons. It can also be viewed on the EduLink mobile app and website.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	3	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
Modern Drama Willy Russell's <i>Blood Brothers</i>	24	<p>Objectives:</p> <ul style="list-style-type: none"> • read a wide 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 reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – 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 • AO4 – evaluate texts critically and support this with appropriate textual references • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Creative Writing	10	Objectives:

Scheme		<ul style="list-style-type: none"> • 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 reading, writing and spoken language. <p>Outcomes:</p> <ul style="list-style-type: none"> • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Shakespeare's <i>Macbeth</i>	34	<p>Objectives:</p> <ul style="list-style-type: none"> • read Shakespeare fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

<p>19th Century Fiction - <i>The Strange Case of Dr Jekyll and Mr Hyde</i></p>	<p>30</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>GCSE English Language Paper 1 scheme</p>	<p>6</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • read a wide 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 reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence

		<p>from different texts</p> <ul style="list-style-type: none"> • AO2 – 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 • AO4 – evaluate texts critically and support this with appropriate textual references • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
English Language Paper 2 scheme	6	<p>Objectives:</p> <ul style="list-style-type: none"> • read a wide 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 reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – 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 • AO3 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Spoken Language	8	Objectives:

		<ul style="list-style-type: none"> • read and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO7: demonstrate presentation skills in a formal setting • AO8: listen and respond appropriately to spoken language, including to questions and feedback on presentations • AO9: use spoken Standard English effectively in speeches and presentations
Love and Relationships Poetry (an introduction)	8	<p>Objectives:</p> <ul style="list-style-type: none"> • read a wide range of poetry fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – read, understand and respond to texts • AO2 – analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – show understanding of the relationships between texts and the context in which they were written • AO4 – use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation