THE SWEYNE PARK SCHOOL

CURRICULUM INTENT: **English**

As an English department, we are passionate about developing pupil confidence with regard to reading, writing, speaking and listening. It is our mission to ensure every child leaves the school with an English qualification and is equipped to embark on the next stage of their life. The department aims to:

- Nurture an appreciation for modern and classic English literature.
- Encourage pupils to be inquisitive and analytical readers.
- Develop creative and analytical writing skills so that students can express themselves precisely, accurately, and in detail.
- Shape pupils into confident communicators, where pupils are encouraged to express and appreciate different opinions.
- Foster an enjoyment of reading and writing, giving pupils the space to take their own risks and become independent learners.

Key Stage 3 English lessons are engaging and culturally relevant and the curriculum is carefully designed to promote interest in the subject, and to inspire a love of language in our pupils. At Key Stage 3, pupils explore a range of literature including poetry, novels and non-fiction, from the 19th century to contemporary texts. They begin to develop an understanding and appreciation of language, contexts and the writer's craft. Pupils build on their prior knowledge of a writer's purpose and begin to analyse language and its effects. They also apply these skills and begin to develop their own writing. They plan, draft and edit their work in order to progress as sophisticated writers. Key Stage 3 focuses on shaping pupils into confident communicators, through discussion-based tasks, where pupils are encouraged to express and appreciate different opinions. We foster an enjoyment of reading and writing, giving pupils the space to take their own risks and become independent learners.

English lessons at **KS4** aim to nurture an appreciation for modern and classic English literature. Pupils explore a wide range of literature including poetry, novels and non-fiction, from the 19th century to contemporary texts. Pupils are encouraged to be inquisitive and analytical readers through the detailed exploration of language and structure and become compelling, persuasive and creative writers. There are opportunities to explore the contextual effect of the texts they are reading, thinking deeply about the impact in which they are received by different eras and audiences. Pupils will develop their speaking and listening skills, responding appropriately to any questions and feedback during spoken presentations.

The study of English at **KS5** encourages learners to develop their interest in and enjoyment of language and literature as they read widely and independently both set texts and others that they have selected for themselves. Students engage critically and creatively with a substantial body of texts and ways of responding to them; developing and effectively applying their knowledge of literary analysis and evaluation in writing. Students use linguistic and literary approaches in their reading and interpretation of texts and develop their skills as producers and interpreters of language. There are opportunities to consider the contexts of the texts they are reading and the contexts in which they are produced and received.

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CURRICULUM MAP: **English**

Year	Knowledge (Topics / contexts) What pupils will '**know'**.	Skills acquired What pupils will be able to '**do'**.	Concepts developed What pupils will '**understand'**.	Assessments How do we and the pupils know what has been learnt?
7	Modern Fiction: *Hatchet* by Gary Paulsen Creative Writing: 'Escape from Kraznir' Fiction and Non-Fiction Extracts: Myths and Legends Myths and Monstrous Poetry Shakespeare: *A Midsummer Night's Dream/Tempest/ Twelfth Night* Short stories: *Lamb to the Slaughter/The Landlady/The Canterville Ghost*	➢ Analyse language and use inference across different forms. ➢ Develop their own narratives including narrative hooks, characterisation, effective endings etc. ➢ Write accurately using grammatical structures, correct spelling of advanced words, a range of sentence constructions and develop their vocabulary. ➢ Make a comparison between characters in a text. ➢ Use and apply context to help gain a better understanding of the text read. ➢ Evaluate a text effectively. ➢ Perform a monologue or group performance of a small section of a Shakespearean text.	➢ How language is used to convey meaning. ➢ How writers use inference to create meaningful characters and establish setting. ➢ What makes an effective narrative and how to apply this to their own writing. ➢ How to explore the similarities and differences between characters. ➢ How writer's use different methods to present their characters. ➢ How to explore links between the text and context to illicit meaning. ➢ How to form and develop informed opinions based on a text. ➢ How to vary sentence structures and openings to interest the reader. ➢ How to spell many common words accurately.	➢ Baseline reading and writing assessments. ➢ The level of engagement pupils show in lessons. ➢ Regular questioning for retrieval as part of a starter activity. ➢ Developed questioning throughout the lesson to consolidate learning. ➢ Regular opportunities to revisit skills and track character and thematic progression in a text. ➢ Regular questioning and tasks to check understanding and misconceptions. ➢ Spelling tests ➢ Quality of written feedback and homework tasks. ➢ Regular written and verbal feedback from teachers. ➢ Opportunities to revisit and redo work to allow opportunities to develop skills and address targets. ➢ Quizzes

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			➢ Use more adventurous and relevant vocabulary for effect. ➢ To understand how to speak and express themselves using tone, gesture and staging to suit the audience.	➢ Modelling of good quality responses and scaffolding to support pupils. ➢ Checking pupils' application of what they have learnt to their own work through marking. ➢ Peer and self-assessment
8	Exploring Narrative Structure and Voice: *Animal Farm* by George Orwell Genre Study: Dystopian Worlds War: Poetry and Non-fiction Gothic Literature Noughts and Crosses (play) Powerful Voices: Non-fiction speeches	➢ Analyse language and structure and use inference across different text types. ➢ Compare writers' presentations of thoughts and feelings in poetry. ➢ Use and apply context to help gain a better understanding of the text read. ➢ Develop their own persuasive writing including persuasive techniques, structural devices, and developing arguments. ➢ Write accurately using grammatical structures, correct spelling of advanced words, a range of sentence constructions and use advanced vocabulary. ➢ Debate their point of view on the use of capital punishment.	➢ How structure is used to engage and interest readers. ➢ How poets use techniques to create meaning. ➢ Analyse how the effect on the reader has been created. ➢ How to embed evidence into their writing and show a detailed understanding of what has been read in their own analytical writing. ➢ How writers use rhetoric to create powerful speeches and apply this to their own craft focusing on both content and technical accuracy. ➢ How to present their view point orally using developed vocabulary and responding clearly to opposing perspectives in the class.	➢ The level of engagement pupils show in lessons. ➢ Regular questioning for retrieval as part of a starter activity. ➢ Developed questioning throughout the lesson to consolidate learning. ➢ Regular opportunities to revisit skills and track character and thematic progression in a text. ➢ Regular questioning and tasks to check understanding and misconceptions. ➢ Spelling tests ➢ Quality of written feedback and homework tasks. ➢ Regular written and verbal feedback from teachers. ➢ Opportunities to revisit and redo work to allow opportunities to develop skills and address targets.

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				➢ Quizzes ➢ Modelling of good quality responses and scaffolding to support pupils. ➢ Checking pupils' application of what they have learnt to their own work through marking. ➢ Peer and self-assessment
9	Exploring drama: *A View from the Bridge/Blood Brothers* American Literature: *Of Mice and Men/To Kill a Mockingbird* 19th Century Literature: Childhood and Education/Women/Setting/Adventure and Mystery Fiction and Non-Fiction: Technology Shakespeare: *Macbeth/The Merchant of Venice/Much Ado About Nothing/* Culture and Identity: Poetry	➢ Analyse language and structure and use inference across different text types. ➢ Evaluate a text by developing and applying their own critical judgement. ➢ Analyse language and structure and use inference across different text types. ➢ Compare writers' presentations of attitudes towards the self and identity in poetry. ➢ Compare writers' presentations of themes in 19th Century literature. ➢ Develop their own persuasive writing including persuasive techniques, structural devices, and developing arguments. ➢ Write accurately using grammatical structures, correct spelling of sophisticated words, a range of sentence constructions and use complex vocabulary.	➢ How writers present moral issues within society and their impact. ➢ How to offer a developed and well-informed critical judgement about a text. ➢ Confidently understand how a viewpoint is developed in a text. ➢ Confidently create and show their own point of view in their writing. ➢ Confidently craft their own writing by being technically accurate in relation to grammar, vocabulary, spelling and sentence construction. ➢ How to thoughtfully analyse how techniques, language and structure are used by a writer to create meaning. ➢ How a writer uses structural choices in order to support and develop the themes in a text. ➢ How to present their view point orally using sophisticated	➢ The level of engagement pupils show in lessons. ➢ Regular questioning for retrieval as part of a starter activity. ➢ Developed questioning throughout the lesson to consolidate learning. ➢ Regular opportunities to revisit skills and track character and thematic progression in a text. ➢ Regular questioning and tasks to check understanding and misconceptions. ➢ Spelling tests ➢ Quality of written feedback and homework tasks. ➢ Regular written and verbal feedback from teachers. ➢ Opportunities to revisit and redo work to allow opportunities to develop skills and address targets.

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		➢ Debate the advantages and disadvantages of technology in different settings.	vocabulary and responding eloquently to opposing perspectives in the class.	➢ Quizzes ➢ Modelling of good quality responses and scaffolding to support pupils. ➢ Checking pupils' application of what they have learnt to their own work through marking. ➢ Peer and self-assessment
KS4	➢ *An Inspector Calls* ➢ *Romeo and Juliet* ➢ *Jekyll and Hyde* ➢ Exploring poetry: Unseen and anthology poetry (Love and Relationships) ➢ Reading modern fiction ➢ Reading non-fiction ➢ Writing to describe and narrate ➢ Writing to argue, persuade and express a viewpoint ➢ Spoken Language	➢ Retrieve quotations ➢ Analyse language ➢ Analyse structure ➢ Evaluate a text ➢ Write descriptively ➢ Clearly express a persuasive viewpoint ➢ Compare writers' viewpoints ➢ Summarise differences within texts ➢ Apply contextual understanding ➢ Vocalise and articulate viewpoints	➢ Recognise the possibility of and evaluate different responses to a text ➢ Identify themes and distinguish between themes ➢ Analyse and evaluate how language, structure, form and presentation contribute to quality and impact ➢ Use understanding of writers' social, historical and cultural contexts to inform evaluation ➢ Make an informed personal response to texts	➢ Informal quotation exercises ➢ Quizzes ➢ Peer-assessed responses ➢ Timed responses to individual questions ➢ Full mock paper responses
KS5	➢ As part of **A Level English Language and Literature**, students will study: A range of Non-fiction texts that are both written and spoken. These range from historical diaries and speeches to satire and contemporary music reviews and podcasts.	➢ Students will be shown critical approaches and contextual approaches to their set texts and will be required to demonstrate a range of interpretations and opinions as supported by critical analysis of language, form and structure.	➢ Students will work with a variety of texts and critical approaches in their learning. ➢ Students will explore contextual approaches to their set texts and will be	➢ Students will be assessed broadly and holistically through in person tutorials, lesson engagement and discussion. ➢ Students will regularly take part in extended writing tasks in both low control environments and high control environments.

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	Students study an anthology of poetry in the form of Carol Ann Duffy's 'Rapture' As a narrative study, students will study 'The Great Gatsby' considering how the text has been crafted and using this as inspiration for narrative and creative writing. Finally, as part of their Independent study (coursework) students will produce their own creative non-fiction and will produce a comparison of two texts of their choosing. ➢ As part of **A Level English Literature**, students will study: Drama and plays in the form of Shakespeare's play 'Hamlet' and Henrik Ibsen's 'A Doll's House'. A collection of pre-1900 poetry from Christina Rossetti Students will complete a comparative and contextual study of 'Nineteen Eighty-Four' by George Orwell and 'The Handmaid's Tail' by Margaret Atwood. In order to explore and appreciate Dystopian literature, students will look at a range of texts and extracts from this genre. ➢ Finally, as part of their Independent study (coursework) students will complete a close analysis or recreation of 'A Streetcar Named Desire' and a detailed exploration and comparison	➢ Students will explore historical and literary context to develop different ways of reading. ➢ Students will explore ways of comparing and contrasting texts, contexts and genres. ➢ Students will develop their own creative and narrative writing and be able to replicate narrative and dramatic style. ➢ Students will learn a range of critical theories and concepts in context.	required to demonstrate a range of interpretations and critical opinions. ➢ Students will develop critical analytical skills and consider how meaning is shaped by language, form, and structure. ➢ Students are expected to utilise historical and literary context to consider different ways of reading. ➢ Students will draw and comparisons across texts and genres using critical approaches to consider how meaning is shaped and created in context. ➢ Students will develop a range of narrative writing techniques and approaches to develop a sophisticated understanding of how to read like a writer and write like a reader. ➢	➢ Students will complete independent work and group working tasks (for example, presentations) to discuss and present key learning and concepts.

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	of Carol Ann Duffy's 'The World's Wife' and Chimamanda Ngozi Adichie's 'Purple Hibiscus'			