CURRICULUM AND ASSESSMENT PLAN



CURRICULUM INTENT:

The curriculum and assessment of students at this stage of education has been carefully designed to build on the skills developed during KS3 to enable students to be fluent communicators. It begins to introduce students to the deep learning of English Language,

and aims to begin to develop them into confident and critical writers. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and

its issues. Students are introduced to a wide range of genres and text types, developing their knowledge of form and structure and allowing them the opportunity to begin writing for a range of contexts, helping them to start developing functional and transferable skills applicable to everyday contexts.

PRIOR LEARNING	Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.
PERSONAL DEVELOPMENT & CURRICULUM LINKS	 Reading and writing skills are present in the majority of subjects. History and Classics use inference, interpretation and evaluation skills. PRE explore social and ethical issues, and employ debating and discussion skills.
EXTRA-CURRICULAR & CULTURAL CAPITAL	After school club and lunchtime clubs, visits from poets and authors, writing competitions.

AUTUMN 1 AUTUMN 2 SPRING 1 SPRING 2 SUMME					SUMMER 1	SUMMER 2
Т	UNDERSTANDING	UNDERSTANDING AND	UNDERSTANDING AND	UNDERSTANDING AND	UNDERSTANDING AND	UNDERSTANDING
0	AND ANALYSING	ANALYSING CREATIVE	ANALYSING NON-	ANALYSING NON-FICTION	ANALYSING CREATIVE	AND ANALYSING
PI C /K N O	CREATIVE TEXTS -	TEXTS - GREAT NOVELS	FICTION TEXTS -	TEXTS - TRAVEL AND	TEXTS - CHARACTER AND	CREATIVE TEXTS -
	GREAT NOVELS	All students will know:	TRAVEL AND	TRANSPORT	THEIR EXPERIENCES	CHARACTER AND
	All students will know:	How writers manipulate	TRANSPORT	All students will know:	All students will know:	THEIR EXPERIENCES
	How writers manipulate	language and structure to	All students will know:	How writers manipulate	How writers manipulate	All students will know:
W	language and structure	create meaning for	How writers manipulate	language and structure to help	language and structure to	How writers manipulate
L	to create meaning for	readers. They will read and	language and structure to	convey their attitudes and	create meaning for readers.	language and structure
E	readers. They will read	understand a range of	help convey their attitudes	beliefs. They will read and	They will read and	to create meaning for
D	and understand a range	fiction texts, taken from	and beliefs. They will read	understand a range of non-	understand a range of fiction	readers.
D G E	of fiction texts, taken	great literature from across	and understand a range	fiction texts, based around the	texts, taken from great	They will read and
	from great literature	history, society and culture,	of non-fiction texts, based	theme of travel and modes of	literature from across history,	understand a range of
	from across history,	to help them to understand	around the theme of travel	transport, helping them to	society and culture, to help	fiction texts, taken from
	society and culture, to	a writer's intentions. They	and modes of transport,	understand a writer's	them to understand a writer's	great literature from
	help them to understand	will know how to identify	helping them to	intentions. They will identify	intentions. They will know	across history, society
	a writer's intentions.	and explore methods	understand a writer's	and explore methods	how to identify and explore	and culture,
	They will know how to	employed by writers.	intentions. They will	employed by writers. Students	methods employed by writers.	to help them to
	identify and explore	Students will know how to	identify and explore	will know how to craft their own	Students will know how to	understand a writer's
	methods employed by	craft their own writing by	methods employed by	writing by manipulating their	craft their own writing by	intentions. They will
	writers. Students will	manipulating their use of	writers. Students will	use of language, structure and	manipulating their use of	know how to identify and
	know how to craft their	language, structure and	know how to craft their	form. Students develop their	language, structure and form.	explore methods
	own writing by	form.	own writing by	critical thinking skills to enable		employed by writers.
	manipulating their use		manipulating their use of	them to evaluate and		Students will know how
	of language, structure		language, structure and	summarise information from a		to craft their own writing
	and form.		form. Students develop	text.		by manipulating their
			their critical thinking skills			use of language,
			to enable them to			structure and form.
			evaluate and summarise			
S	-Making inference.	-Making inference.	information from a textLiteral and inferential	-Literal and inferential	-Making inference.	-Literal and inferential
KI	-Selecting judicious textual	-Selecting judicious textual	comprehension.	comprehension.	-Naking inferenceSelecting judicious textual detail.	comprehension.
L	detail.	detail.	-Critical reading.	-Critical reading.	-Evaluation of a writer's choice of	-Critical reading.
L	-Evaluation of a writer's	-Evaluation of a writer's choice	-Evaluation of a writer's	-Evaluation of a writer's choice of	vocabulary.	-Evaluation of a writer's
S	choice of vocabulary.	of vocabulary.	choice of vocabulary.	vocabulary.	-Analysing the writer's use of	choice of vocabulary.
	-Analysing the writer's use	-Analysing the writer's use of	-Comparison of texts.	-Comparison of texts.	methods.	-Comparison of texts.
^	of methods.	methods.	Chudanta willl-t-	le aleas accessors and	la alana annonemente en el	Chudanta will as assistant
AS	In class assessments	Students will complete a	Students will complete a	In class assessments and	In class assessments and	Students will complete
SSE	and practice questions	GCSE English Language	GCSE English Language	practice questions completed.	practice questions completed.	an end of year mock
Ě	completed	Paper 1 assessment.	Paper 2 assessment.			examination covering
S						both GCSE English
S						Language Paper 1 and Paper 2.
M						Paper 2.
E						
N T						
V	Characterisation,	Characterisation, structure,	Audience, perspective,	Audience, perspective,	Characterisation, structure,	Audience, perspective,
Ó	structure, plot, imagery,	plot, imagery, metaphor,	attitudes, beliefs,	attitudes, beliefs, structure,	plot, imagery, metaphor,	attitudes, beliefs,
0	metaphor, narrative	narrative voice, dialogue,	structure, compare,	compare, inference,	narrative voice, dialogue,	structure, compare,
Α	voice, dialogue, setting,	setting, tone, adjective,	inference, interpretation,	interpretation, summary,	setting, tone, adjective,	inference, interpretation,
В	tone, adjective, adverb,	adverb, simile, methods,	summary, methods,	methods, synthesis, whereas	adverb, simile, methods,	summary, methods,
	simile, methods,	inference, interpretation	synthesis, whereas		inference, interpretation	synthesis, whereas.
	inference, interpretation.					-,,
		L	L	L		

READING SKILLS

- Inference
 - Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

CAREER LINKS

Journalism, Law, Medicine, Law Enforcement, Education, Digital.

SUPPORTING STUDENTS AT HOME

BBC bitesize includes relevant information on English Language skills (www.bbc.co.uk/ bitesize). Students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors.

CURRICULUM AND ASSESSMENT PLAN



CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Language and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and its issues. Giving students the opportunity to write for a range of contexts helps to develop functional and transferable skills applicable to everyday contexts.

	PRIOR LEARNING	Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.
Y	PERSONAL DEVELOPMENT & CURRICULUM LINKS	 Reading and writing skills are present in the majority of subjects History and Classics use inference, interpretation and evaluation skills PRE explore social and ethical issues, and employ debating and discussion skills
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Opportunities for OAT conferences for students to attend.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
то	UNDERSTANDING AND	UNDERSTANDING AND	UNDERSTANDING AND	UNDERSTANDING AND ANALYSING	REVISIONOF ALL ENGLISH
	ANALYSING NON-FICTION	ANALYSING NON-FICTION TEXTS;		[- '	LANGUAGE SKILLS
PIC			ANALYSING CREATIVE TEXTS;	CREATIVE TEXTS; PRODUCING CREATIVE	
/K	TEXTS; PRODUCING NON-	PRODUCING NON-FICTION	PRODUCING CREATIVE	WRITING	All students will know:
NO	FICTION WRITING	WRITING	WRITING	All students will know:	How to consolidate their knowledge
WL	All students will know:	All students will know:	All students will know:	How writers manipulate language and	and develop the depth of
ED	How writers manipulate	How writers manipulate language	How writers manipulate	structure to create meaning for readers.	understanding of a range of written
GE	language and structure to	and structure to help convey	language and structure to	They will read and understand a range of	texts, both fiction and
	help convey their attitudes	their attitudes and beliefs. They	create meaning for readers.	fiction texts, taken from great literature	non-fiction, to help them explore the
	and beliefs. They will read	will read and understand a range	They will read and understand a	from across history, society and culture, to	writer's manipulation of language,
	and understand a range of	of non-fiction texts, based around	range of fiction texts, taken	help them to understand a writer's	form and structure. Students will
	non-fiction texts, based	the theme of travel and modes of	from great literature from	intentions. They will know how to identify	know how to write critically, with an
	around the theme of travel	transport, helping them to	across history, society and	and explore methods employed by writers.	emphasis on the use of critical verbs
	and modes of transport,	understand a writer's intentions.	culture, to help them to	Students will know how to craft their own	to help explore the impact of
	helping them to understand a	They will identify and explore	understand a writer's	writing by manipulating their use of	language and structural choices.
	writer's intentions. They will	methods employed by writers.	intentions. They will know how	language, structure and form.	They will know how to produce their
	identify and explore methods	Students will know how to craft	to identify and explore methods	language, structure una form.	own writing, both fiction and non-
	employed by writers.	their own writing by	employed by writers. Students		fiction, employing a range of
	Students will know how to	manipulating their use of	will know how to craft their own		methods and adapting their tone
					' •
	craft their own writing by	language, structure and form.	writing by manipulating their		and style to suit audience and
	manipulating their use of	Students develop their critical	use of language, structure and		purpose.
	language, structure and form.	thinking skills to enable them to	form.		
	Students develop their critical	evaluate and summarise			
	thinking skills to enable them	information from a text.			
	to evaluate and summarise				
	information from a text.				
SKI LLS	-Making inferenceSelecting judicious textual detail.	-Making inference. -Selecting judicious textual detail.			
	-Evaluation of a writer's choice of	-Evaluation of a writer's choice of	-Critical reading.	-Critical reading.	-Critical reading.
	vocabulary.	vocabulary.	-Evaluation of a writer's choice of	-Evaluation of a writer's choice of vocabulary.	-Evaluation of a writer's choice of
	-Analysing the writer's use of	-Analysing the writer's use of	vocabulary.	-Analysing the writer's use of methods.	vocabulary.
	methods.	methods.	-Analysing the writer's use of	-Comparison of texts.	-Analysing the writer's use of methods.
			methods.		-Comparison of texts.
			-Comparison of texts.		
AS	In class assessments	Students will complete a mock	In class assessments and	Students will complete a mock exam	GCSE examinations to start in June -
SE	completed and practice	exam covering GCSE English	practice questions completed	covering GCSE English	in class practice done in advance
SS	questions	Language Paper 1 and Paper 2.	p. addice questions completed	Language Paper 1 and Paper 2.	bespoke to the needs of students.
	completed.	Language i uper I anu Faper 2.		Language ruper i anu ruper z.	bespone to the needs of students.
ME	Completed.				
NT	Audioneo norez-stive	Audiones porcestive attitudes	Characterisation structure	Characterisation structure what impared	Attitude character comme
VO	Audience, perspective,	Audience, perspective, attitudes,	Characterisation, structure,	Characterisation, structure, plot, imagery,	Attitude, character, compare,
CA	attitudes, beliefs, structure,	beliefs, structure,	plot, imagery, metaphor,	metaphor, narrative voice, dialogue,	convey, dialogue, evaluate, extract,
В	compare, inference,	compare, inference,	narrative voice, dialogue,	setting, tone, adjective, adverb, simile,	however, in contrast, inference,
	interpretation, summary,	interpretation, summary,	setting, tone, adjective, adverb,	methods, inference, interpretation.	interpretation, judicious, methods,
	methods, synthesis, whereas.	methods, synthesis, whereas.	simile, methods, inference,		narrative voice, perspective, setting,
			interpretation.		structure, tone, summary, synthesis.
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