

English

Overview of the Curriculum

Key Stage 3 (Years 7, 8 & 9)

Before starting at Parmiter's, our students complete work linked to our Transition Site to build on their Key Stage 2 learning and prepare for our initial Year 7 unit in which they complete a baseline writing assessment to provide an initial gauge of ability.

Our students then follow a sequence of core units of work, allowing them to encounter and engage with a breadth of literature and language of different forms, genres and origins.

Topics of study and text choices are selected to offer progressive challenges in line with the development of students' knowledge and skills. For example, in Year 7 there is a greater focus on quality children's and young adult literature to bridge the transition from primary school, whereas, by the end of Year 9, students explore texts of greater complexity, going into greater depth, to prepare them for their GCSE studies.

A largely spiral curriculum structure with sustained focus on core skills across the key stages (in line with the core skills identified in National Curriculum English Programmes of Study) ensures that students are given multiple opportunities to re-visit, reflect on and refine the skills they are learning and developing.

Aspects of study are also thematically linked across the key stages to 'big questions', such that our students are also provided with opportunities to philosophically reflect on the texts they engage with, refining their thinking in relation to culturally engaging and socially relevant topics to inspire their personal, as well as their linguistic and literary development.

Fortnightly 'Reading the World' lessons in Year 7 and 8 provide opportunities for our students to engage with a further diverse range of fiction and non-fiction texts to inspire wider reading and independent reading for pleasure. These lessons also contain a literacy focus to consolidate Key Stage 2 vocabulary, spelling, punctuation and grammar learning and develop effective and accurate application of the English language to contexts within and beyond the English classroom. In Year 9, half-termly 'Reading the World' lessons with a greater focus on independent reading, sustain students' reading for pleasure and allow for further consolidation of literacy skills.

In view of the four strands of the English curriculum and the potential for our students to demonstrate varying abilities across these, we are broadly committed to teaching in mixed-ability classes across the key stage and consider this to best enable the

sharing of cultural capital across our cohorts. However, where appropriate to students' needs, they may be taught in different groupings determined by their support and challenge needs.

GCSE English Language and GCSE English Literature - Key Stage 4 (Years 10 & 11)

Curriculum provision is ambitious for all, with every student studying for both the AQA English Language and the AQA English Literature GCSEs.

To maximise the opportunity of our most vulnerable students obtaining an English Language qualification, some of these students also follow the AQA Functional Skills specification that complements their GCSE English Language learning.

All of the above specifications consolidate and refine the National Curriculum skills that our students are familiar with from Key Stage 3, in addition to developing a range of transferable communication and analytical skills to equip them for life beyond the classroom. They also allow our students to engage with a breadth of texts, written across a range of times, cultures and forms, enabling their broader moral and cultural personal development.

Completing an early writing assessment that provides a baseline from which to gauge progress and determine next learning steps, our students follow a series of units of study, sequenced to allow for the cumulative development of their skills in relation to both GCSE courses. For example, the more challenging Literature set texts are the focus of later learning as the course progresses and the more challenging Language Paper 2, Section A questions are introduced after students have developed their skills in relation to the less demanding Paper 1, Section A questions.

Where possible, teaching of the English Language specification is integrated within the study of the GCSE Literature set texts studied (*An Inspector Calls*, *A Christmas Carol*, *Macbeth* and *AQA Power and Conflict Poetry Anthology*) to provide engaging context for development of language skills and to ensure the two GCSE courses complement each other.

'Texts in Tandem' and 'Read to Succeed' wider reading resources provide opportunities for our students to engage with a further diverse range of fiction and non-fiction texts to inspire independent reading and writing for pleasure.

As at Key Stage 3, in view of the four strands of the English curriculum and the potential for our students to demonstrate varying abilities across these, we are broadly committed to teaching in mixed-ability classes across the key stage and consider this to best enable the sharing of cultural capital across our cohorts. However, where appropriate to students' needs, they may be taught in groupings determined by support and challenge needs.

At the end of Year 11, those students wishing to pursue English Literature studies at A Level complete Summer Work to prepare them for the rigors of A Level through independent textual study, wider reading, research and essay writing.

A Level English Literature - Key Stage 5 (Years 12 & 13)

Our A Level English Literature students follow the AQA Literature B specification. This specification choice complements and builds on the AQA English Language and English Literature specifications studied at GCSE, allowing further development of a range of transferable skills in readiness for our students' next steps, whether these be in further academic study or in the world of work. This specification's broad and balanced range of literary fiction texts (Miller's *Death of a Salesman*; Keats' poetry; Shakespeare's *Othello*; Hosseini's *The Kite Runner*; Blake's *Songs of Innocence and Experience*; Atwood's *The Handmaid's Tale*), written across a range of different times, cultures and forms, also allows for our students' philosophical reflection, informing their personal development.

Initial learning is focused on the review of and reflection on students' Summer Work essays, providing a baseline against which learning can be measured and next learning steps identified.

Students then follow introductory units, with a view to learning foundation knowledge in relation to the core theories and elements that underpin the study of set texts.

As the course progresses, students study their set examination texts and associated examination question types in such a way that progressive challenge is gradually introduced in terms of text choices and question types.

The more demanding independent study linked to students' NEA essays is introduced after students have learnt and practised the course foundation skills in relation to their examination set texts.

Students spend at least one final term of the course revising their set texts and completing examination practise in advance of their final examinations to develop readiness for these.

From the initial stages of the course, students are also encouraged to read independently and widely around their A Level course and expand their cultural sphere via engagement with English and Media Centre *Making the Leap* resources. This develops their independent study skills, expands their understanding of the world and encourages a self-motivated work ethic in further readiness for their next life steps.

Overview of schemes of work at each key stage

<p>Key Stage 3</p> <p>Core skills are aligned with those identified in the four core strands of the National Curriculum English Programmes of Study:</p> <p>Reading: Comprehension; summary; inference; comparison; synthesis; evaluation; analysis: exploring writers' choices of: vocabulary, figurative language, grammar, structure, organisation and form.</p> <p>Writing: Writing clearly, accurately and coherently; adapting language and style to a range of contexts, purposes and audiences (including: formal academic essay writing; imaginative creative writing; transactional writing); refining drafting and writing skills; developing resilience to write at length and with an increasing sophistication of expression, grammatical command and application of linguistic and figurative devices.</p> <p>Grammar and Vocabulary Learning and application of grammatical, linguistic and literary techniques and their associated terminology.</p>	<p>Key Stage 4 AQA English Language GCSE (8700) AQA English Literature GCSE (8702)</p> <p>Core skills are aligned with those identified in the four core strands of the National Curriculum English Programmes of Study (see KS3 for details) and the AQA assessment objectives (AOs) for each of the specifications:</p> <p>AQA English Language: AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural</p>	<p>Key Stage 5 AQA A Level English Literature B (7717B)</p> <p>Core skills studied are aligned to the course assessment objectives (AOs):</p> <p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2: Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4: Explore connections across literary texts.</p> <p>AO5: Explore literary texts informed by different interpretations.</p> <p>Core Course Components (and associated set texts):</p> <p>Paper 1: Aspects of Tragedy: Miller's <i>Death of a Salesman</i>; Keats' poetry; Shakespeare's <i>Othello</i>.</p>
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<p>Spoken English Developing, refining and consolidating oracy skills with regards to: discussion; question and answer; reflective and evaluative talk; formal presentation; formal debate; improvised and rehearsed dramatic performance.</p> <p>Year 7 Core Units of Study:</p> <p>The Start of It All: Myth Gothic Drama <i>Macbeth</i> & Shakespearean Theatre Writing Realities: Real-Life Links / Exam Unit Language of Advertising</p> <p>Year 8 Core Units of Study:</p> <p>Detective Fiction Shakespeare: Further Genre Study Gothic / Exam Unit Novel: <i>Animal Farm</i></p> <p>Year 9 Core Units of Study:</p> <p><i>Romeo and Juliet</i> 'Talk the Talk': Speech Writing & Presentation Challenging Class Reader Writing Exam War Poetry & Literature Exam</p> <p>'Reading the World' lessons</p>	<p>and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7: Demonstrate presentation skills in a formal setting.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p> <p>AQA English Literature AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and</p>	<p>Paper 2: Elements of Political and Social Protest Writing Hosseini's <i>The Kite Runner</i>; Blake's <i>Songs of Innocence and Experience</i>; Atwood's <i>The Handmaid's Tale</i>.</p> <p>Prose NEA Essay <i>AQA Critical Anthology</i> & various prose texts.</p> <p>Poetry NEA Essay <i>AQA Critical Anthology</i> & various poetry texts.</p> <p>Wider independent reading for pleasure and wider critical reading, including English and Media Centre <i>Making the Leap</i> activities, supports all areas of study to add breadth and balance.</p>
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<p>encourage wider reading and independent reading for pleasure in all Key Stage 3 years and include an explicit literacy skills focus.</p>	<p>sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AQA English Language GCSE Core Course Components: Paper 1: Explorations in Creative Reading and Writing</p> <p>Paper 2: Writers' Viewpoints and Perspectives</p> <p>Spoken Language Endorsement</p> <p>AQA English Literature Core Course Components (and associated set texts):</p> <p>Paper 1: Shakespeare and the Nineteenth Century Novel <i>Macbeth; A Christmas Carol.</i></p> <p>Paper 2: Modern Texts and Prose <i>Priestley's An Inspector Calls; Power and Conflict Poetry; Unseen Poetry.</i></p> <p>Core specification resources are supplemented with 'Texts in Tandem' and 'Read to Succeed' wider reading resources to develop breadth and balance in students' reading and experience of texts.</p>	
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