

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 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 Years 7, 8 and 9 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 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 our students' progress

and a shared love of our subject. 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 towards 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 study towards a Functional Skills qualification 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 assessment early in Year 10 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.

Fortnightly 'Enrich and Elevate' lessons, that include a 'Texts in Tandem' and 'Read to Succeed' wider reading focus, provide opportunities for our students to creatively engage with a further diverse range of fiction and non-fiction texts to inspire their 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 our students' progress and a shared love of our subject. 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 demands of A Level through independent textual study, wider reading, research and personal written response.

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.

Students then follow introductory units, with a view to learning foundation knowledge in relation to the core theories and elements that underpin their study of set texts. These units include an initial essay assessment that provides a baseline against which learning can be measured and next learning steps identified at the earliest opportunity.

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 practice, 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. 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.

SMSC in English

Spiritual development in English is delivered through our curriculum that is designed to broaden the horizons, enhance the skills and fire the imagination of our students, developing their lifelong passion for all things literary and linguistic. Exploratory thought, curiosity and creative response, relating to ways in which the human condition is represented through language and literature, are celebrated in our classrooms. Our students are encouraged to reflect on a range of 'big questions' that are designed to inspire their individual spiritual development and their empathetic understanding of human nature. Key threads of philosophical reflection and enquiry are woven throughout our curriculum units to elicit our students' high-order thinking skills. Related 'big questions' focus on love, truth, joy, ambition, responsibility, power, identity, status, conflict, fear, tragedy and consideration of what drives the creative response in itself. By calling on our students to explore such abstract concepts in relation to inspirational texts, topics and their own creativity, we encourage them to develop their poetic sensibilities and their ability to craft meaningful, personal responses to literature, language and life.

Moral development in English is encouraged through our students' engagement with, and creative response to, fiction and non-fiction texts and their associated themes, topics and contexts. This allows our students to encounter and debate ethical concerns and moral dilemmas, such that they learn to explore the complex dimensions of human behaviour in a safe and structured environment that prioritises values of democracy, rule of law, individual liberty, mutual respect and tolerance. They also form and articulate moral judgements and refine their moral reasoning by exploring themes and topics such as: right and wrong; justice and injustice; responsibility and irresponsibility; power and oppression; compassion and cruelty. Study of rhetoric, persuasive language and associated bias also allows our students to consider how language might be employed with either ethical or manipulative motives, such that they develop the skills of, and appreciate the value of, discerning and developing truthful, honest and empathetic communication in our age of Information, misinformation and disinformation.

Cultural development in English stems from offering our students engaging and inspiring opportunities to encounter literature and language in all their breadth and richness; we thereby nurture our students' personal and intellectual development, expanding their cultural horizons. Our curriculum is designed to maximise students' exposure to a diverse range of voices, topics and contexts, such that they are able to see their own experiences mirrored in their studies but also to provide a window onto others' lives and to open doors to new experiences. Study of thematically-linked 'texts in tandem' across our curriculum, allows our students to celebrate diversity but to also appreciate the shared, universal elements of human experience. This wide-ranging curriculum design enables our students to develop their appreciation of the intertextual nature of literature and ways in which text forms and genres interact and evolve across different writers, cultures and times. Through a focus on broad and regular independent reading for pleasure, our students are also encouraged to develop their individual cultural preferences and identities. The range of co-curricular opportunities we offer inspires our students' cultural engagement beyond the classroom and supplements our programmes of study.

Social development in English is inspired by the content and delivery of our curricular programmes of study that enable our students to develop both the written communication skills and the oracy skills that are essential to full, productive and assured engagement in their learning and the next steps of their life journeys. Our curriculum content is designed with a view to developing students' social literacy, or their ability to 'read the world'. This is achieved through both a focus on varied topical concerns and through consideration of thematic links that promote active, positive citizenship and social responsibility. Spoken social interaction underpins our delivery of the English curriculum, allowing our students routine opportunities to refine their oracy skills, whether these be via whole-class discussion and debate, paired or group discussion, peer-editing exercises, drama-based work or the delivery of more formal presentations. Explicit teaching, learning and assessment relating to group work and presentation skills also support our students to become eloquent communicators who collaborate with compassion, empathy and respect. Our commitment to mixed ability teaching and learning, further promotes social cohesion in our classrooms. Varied and regular opportunities for writing, whether this be creative or transactional in form, also allow our students to develop their written communication skills. In addition to our curricular emphasis on our students' social development, our varied co-curricular offerings also allow our students a range of pursuits and contexts to interact with each other and the wider world.

Examples of spiritual, moral, social and cultural development in English include:

- Thematic exploration relating to the spiritual quest for meaning in relation to human existence and mortality as seen in Year 7 *The Start of It All: Myth*, Year 8 *Gothic* and Year 10 *A Christmas Carol* units.
- Spiritual focus on what defines us, inspires use and shapes our individual identities as seen in GCSE Power and Conflict poems (such as an extract from Wordsworth's *The Prelude*, Imtiaz Dharkar's *Tissue*, John Agard's *Checking Out Me History* and Carol Rumens' *The Emigree*), Year 7 Writing Realities Unit and study of Keats' poetry at A Level.
- Prose, poetry, narrative and descriptive writing across Key Stages 3 and 4 encouraging students' creativity and individual expression, developing their imaginative faculties and poetic sensibilities.
- Year 8 Detective Fiction Unit and Year 10 study of *An Inspector Calls* developing moral reasoning linked to themes of responsibility and the rule of law.
- Study of Shakespearean tragedy (*Romeo and Juliet* in Year 9; *Macbeth* in Year 7 and 11; *Othello* in Year 13) enabling moral debate relating to free will, fate, preordination, etc.
- A Level set texts' (for example, *The Kite Runner* & *Death of a Salesman*) thematically focus on complex moral dilemmas encouraging ethical evaluation of characters, setting and scenarios.
- Year 7 Language of Advertising Unit, Year 8 *Animal Farm* Unit and A Level *The Handmaid's Tale* Unit developing rhetorical analysis or expression, and consideration of ethical concerns relating to language's links to bias, stereotyping, propaganda or

manipulation, as seen across a range of cultural contexts (contemporary media to Communist Russia to dystopian, fictional Gilead).

- Analysis and crafting of transactional, non-fiction writing (diary entries, articles, speeches, essays, letters and blogs) across Key Stage 3 and 4, developing students' social ability to empathise with others' viewpoints and express their own opinions.
- Key Stage 3 'Reading the World' and GCSE 'Enrich and Elevate' lessons' 'text in tandem' emphasis, independent reading for pleasure focus and study of topical texts (news articles, letters, song lyrics, speeches), allowing for breadth of cultural study, students' development of individual reading preferences and scope for students to identify / have their identities shaped by what they read.
- The English learning journey's emphasis on linking texts to a range of contexts (e.g. social, historical, political, biographical), genres (e.g. Gothic, Detective, Tragedy), literary movements (e.g. Romanticism and The Enlightenment) and links to literary theory (e.g. feminist, Freudian / psychoanalytical, Marxist, post-colonial), developing students' cultural appreciation of intertextuality and literary heritage.
- Class debate (related to topical issues or thematic links to texts) across all key stages and Socratic questioning, seminar-style lessons at A Level, encouraging expression of personal opinion and appreciation of others' perspectives.
- Dramatic improvisation, rehearsal and performance in our Shakespeare units and Year 7 Gothic Drama Unit, building students' empathy, confidence and creative expression.
- Students' oracy skills being developed through individual and group presentation opportunities: Year 7 Language of Advertising 'Dragons' Den'- style sales pitches; Year 8 *Animal Farm* Unit's 'Promote an -ism' campaign speeches; Year 9 Talk the Talk unit; KS3 Poetry by Heart House Competition; Fringe Slam Poetry.
- Co-curricular clubs (for example Word Games Club, Book to Film Cinema, English Society, Poetry Workshop), providing contexts for broader cultural understanding and socialising in English.
- In-house theatre, theatre and cinema trips and literary themed trips (for example, Globe Theatre, Keats House, British Library), broadening students' cultural horizons in real-life contexts.
- VI Form ambassadorial roles and broader volunteering or mentoring opportunities, allowing our students leadership experience to develop their social skills.

Overview of schemes of work at each key stage

Key Stage 3 Core skills are aligned with those identified in the four core strands of the National Curriculum English Programmes of Study: Reading: Comprehension; summary; inference; comparison; synthesis; evaluation; analysis; exploring writers' choices of: vocabulary, figurative language, grammar, structure, organisation and form. 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. Grammar and Vocabulary Learning and application of grammatical, linguistic and literary techniques and their associated terminology.	Key Stage 4 AQA English Language GCSE (8700) AQA English Literature GCSE (8702) 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: AQA English Language: AO1: Identify and interpret explicit and implicit 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 views. 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.	Key Stage 5 AQA A Level English Literature B (7717B) Core skills studied are aligned to the course assessment objectives (AOs): AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts. AO5: Explore literary texts informed by different interpretations.
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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. Year 7 Core Units of Study: The Start of It All: Myth Gothic Drama Bard Basics: <i>Macbeth</i> & Shakespearean Theatre Writing Realities: Real-Life Links / Exam Unit Language of Advertising Year 8 Core Units of Study: Detective Fiction Shakespeare Studies: Further Genre Study Poetry Unit Gothic / Exam Unit Novel: <i>Animal Farm</i> Year 9 Core Units of Study: <i>Romeo and Juliet</i> "Talk the Talk": Speech Writing & Presentation Challenging Class Reader	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 and grammatical features to support coherence and cohesion of texts. AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 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. 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. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Core Course Components (and associated set texts): Paper 1: Aspects of Tragedy: Miller's <i>Death of a Salesman</i>; Keats' poetry; Shakespeare's <i>Othello</i>. 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>. Prose NEA Essay <i>AQA Critical Anthology</i> & various prose texts. Poetry NEA Essay <i>AQA Critical Anthology</i> & various poetry texts. Wider Independent Reading: reading for pleasure and wider critical reading supports all areas of study to add breadth and balance.
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Writing and Reading Exam War Poetry 'Reading the World' Lessons: encourage wider reading and independent reading for pleasure in all Key Stage 3 years and include an explicit literacy skills focus.	AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AQA English Language GCSE Core Course Components: Paper 1: Explorations in Creative Reading and Writing Paper 2: Writers' Viewpoints and Perspectives Spoken Language Endorsement AQA English Literature Core Course Components (and associated set texts): Paper 1: Shakespeare and the Nineteenth Century Novel <i>Macbeth; A Christmas Carol.</i> Paper 2: Modern Texts and Prose Priestley's <i>An Inspector Calls</i>; <i>Power and Conflict</i> Poetry; Unseen Poetry. 'Enrich and Elevate' Lessons: include a 'Texts in Tandem' and 'Read to Succeed' wider reading focus to provide	
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	opportunities for creative engagement with a further diverse range of fiction and non-fiction texts and to encourage independent reading and writing for pleasure.	
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