

**English**

**English & Drama Faculty**

# Vision

Our curriculum aims to ignite, inspire and challenge, providing the fuel for students to better understand themselves and the world around them.

# Context

We strive to transfer our passion for English to all students at the Grove School, developing their love of literature through the exploration of high-quality, challenging texts. Students are brought to mastery of fundamental communication and literacy skills through exposure to a provoking array of texts, contexts and ideas. In acquiring the knowledge to confidently connect with the world around them, students become readers of themselves.

# Disciplinary Knowledge

Thematic and contextual links help to structure our curriculum model from Year 7 – Year 13, building on the foundations of Key Stage 2. Schemas of knowledge are constructed across distinct strands of the discipline such as, prose, drama and poetry study; creative writing; non-fiction reading & inference; exploration of rhetoric; transactional writing; and speaking & listening skills. Units develop disciplinary knowledge through these strands across a colourful landscape of contexts and text types, carefully mirrored and sequenced to ensure progression within the curriculum model, be it through the Aristotelian construction of a convincing argument or precise analysis of a Shakespearean soliloquy.

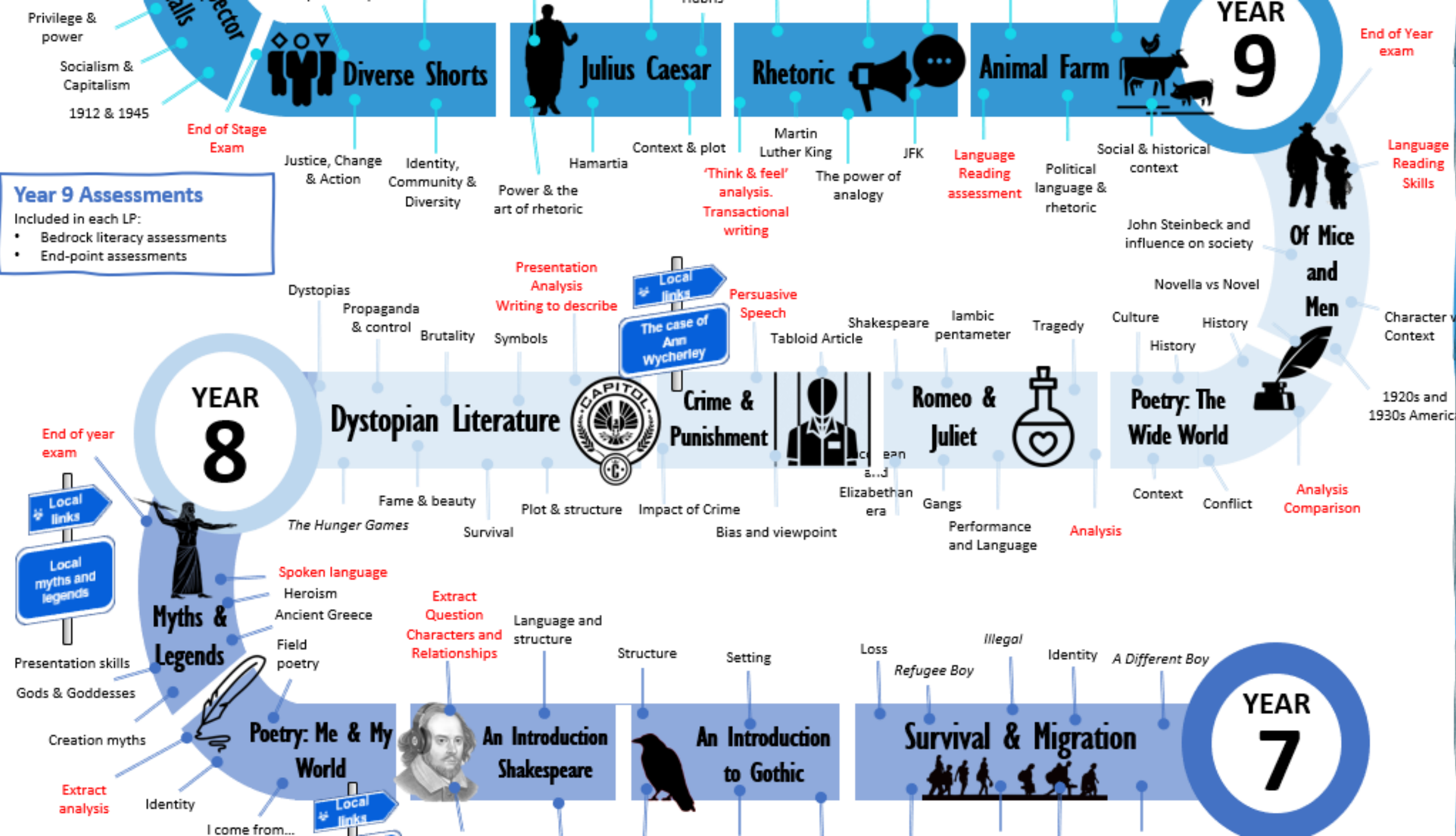
# Supra Curriculum

In providing a breadth of knowledge and experience, the supra-curriculum in English illuminates and enriches students' core learning across units. A digital theatre platform complements live theatre excursions and a film club to provide students with high quality visual experiences tailored to their in-class study. Elsewhere, an online daily-news and media platform provides extensive opportunities for critical reading and exploration, within real-life contexts. For each content area, students are challenged with opportunities to 'watch', 'read' and 'do', taking them beyond the defined areas of study to further fuel their sense of wonder and curiosity.



# Key Stage 3

# English



**Year 9 Assessments**  
 Included in each LP:  
 • Bedrock literacy assessments  
 • End-point assessments

**YEAR 8**

**Myths & Legends**

Local links  
 Local myths and legends

End of year exam

Presentation skills  
 Gods & Goddesses  
 Creation myths  
 Identity

I come from...

**YEAR 8**

**Dystopian Literature**

Dystopias  
 Propaganda & control  
 Brutality  
 Symbols  
 Presentation Analysis  
 Writing to describe

**Crime & Punishment**

Local links  
 The case of Ann Wycherley

Shakespeare  
 Elizabethan era  
 Crime and Punishment  
 Impact of Crime  
 Bias and viewpoint

**Romeo & Juliet**

Shakespeare  
 Elizabethan era  
 Gangs  
 Performance and Language  
 Analysis

**Poetry: The Wide World**

Context  
 Conflict  
 Analysis  
 Comparison

**YEAR 7**

**Poetry: The Wide World**

Context  
 Conflict  
 Analysis  
 Comparison

**Survival & Migration**

Loss  
 Refugee Boy  
 Identity  
 A Different Boy

**An Introduction Shakespeare**

Language and structure  
 Structure  
 Setting

**An Introduction to Gothic**

Structure  
 Setting

**YEAR 9**

**Diverse Shorts**

Justice, Change & Action  
 Identity, Community & Diversity

**Julius Caesar**

Hamartia  
 Context & plot  
 Power & the art of rhetoric

**Rhetoric**

Martin Luther King  
 JFK  
 The power of analogy  
 'Think & feel' analysis.  
 Transactional writing

**Animal Farm**

Language Reading assessment

Political language & rhetoric  
 Social & historical context

End of Stage Exam

**YEAR 9**

**Animal Farm**

Language Reading assessment

Political language & rhetoric  
 Social & historical context

**Of Mice and Men**

John Steinbeck and influence on society  
 Novella vs Novel  
 Culture  
 History  
 Character vs Context  
 1920s and 1930s America

End of Year exam

Language Reading Skills

**YEAR 9**

**Of Mice and Men**

John Steinbeck and influence on society  
 Novella vs Novel  
 Culture  
 History  
 Character vs Context  
 1920s and 1930s America

End of Year exam

Language Reading Skills

## Year 7

Our story begins with a series of perilous journeys. Deserts, cities and oceans are traversed as characters search for safety and freedom, grappling with issues of identity against a turbulent sea of socio-political and economic conflict. From 21<sup>st</sup> Century diaspora, we take a leap back-in-time to the Gothic-horror of 19<sup>th</sup> Century England and North America, tip-toeing through a landscape of psychological terror, monsters and madness. An introduction to Shakespeare follows as we jump further back into the canon of English Literature, this time landing in the 16<sup>th</sup> & 17<sup>th</sup> Century to explore a selection of the Bard's most beloved characters, soliloquies and sonnets. A grounding in poetic form here acts as a bridge to the next unit in this sequence: an introduction to poetry in our more immediate context as a means for better understanding ourselves and our own journeys. For the final chapter of our Year 7 story, we are transported to faraway lands and ancient civilizations, exploring a collection of myths and legends which have helped to shape our culture, informing many of the texts and contexts already studied.

## Year 8

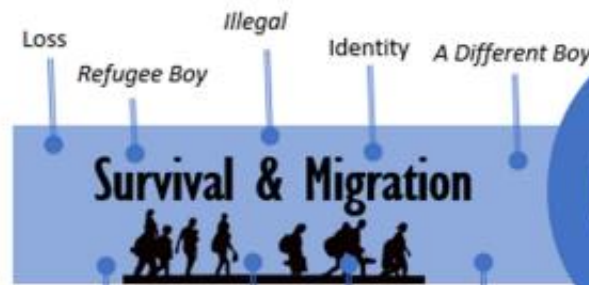
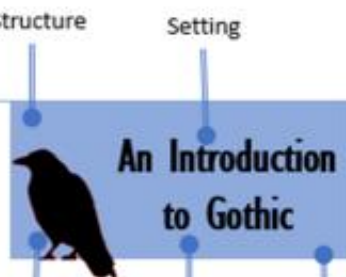
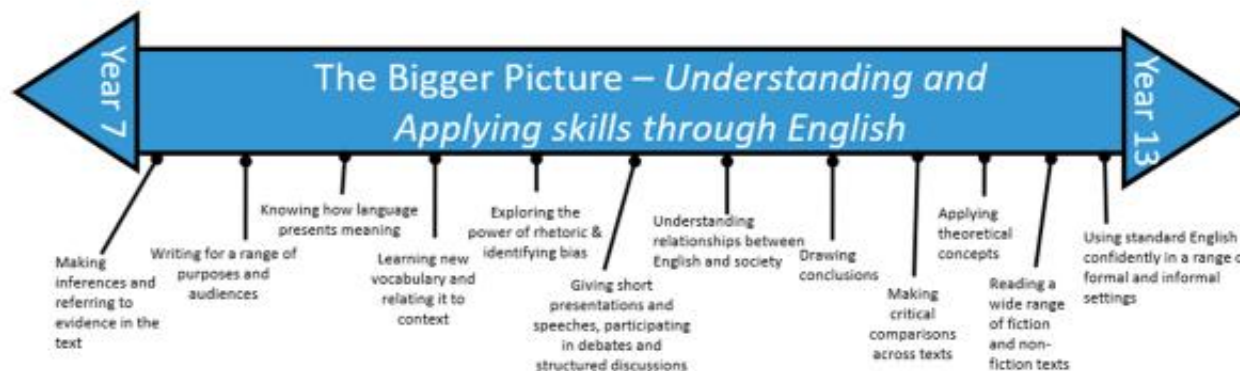
As the curtain rises on Year 8, a dystopian world collides with a rich tapestry of contemporary issues: freedom and equality, survival and sacrifice, power and propaganda, protest and heroism. *The Hunger Games* updates one of the key myths of our Year 7 study – *Theseus and the Minotaur* – enriching our understanding of the way stories are returned to and reborn across time, with those key messages of resilience and hope an ever-present thread. Building from this longer novel-study, students are inspired by a colourful palette of contexts, genres and text types: an exploration of 19<sup>th</sup> Century Crime & Punishment (with a specific spot-light on grisly 'True Crime' from the local landscape) builds on the groundwork laid in Year 7's Gothic study; classic Shakespearian Tragedy in the form of *Romeo and Juliet*; horizon-expanding poetry; and close-study of a masterful 20<sup>th</sup> Century novella, *Of Mice and Men*: a modern myth of the American west.

## Year 9

Year 9's narrative is one of power, persuasion and morality, guiding students to an interrogation of the nature of the human condition. The scene is set with the study of Orwell's allegorical fable, 'Animal Farm': a novella which charts the follies of politics and power, and the ways in which language can be used to control. This thread extends into the following unit: a close study of the art of rhetoric in famous speeches across history, from Alexander the Great to Greta Thunberg. Our next stop is Ancient Greece by-way of Stratford-upon-Avon: Shakespeare's 'Julius Caesar' is the perfect accompaniment to this extended study of language and power – an examination of politics, power and betrayal within classical Tragedy. A collection of short stories from diverse authors awaits the students in the next stage of their journey: an eclectic set of modern stories exploring prevalent societal issues. The Summer Term marks a transition to study of key GCSE texts, including Priestley's classic social commentary, 'An Inspector Calls', another text rich with rhetoric and chiefly concerned with issues of power and morality. Finally, students explore a cluster of selected poems from the Poetry Anthology focusing on the themes of Conflict and Nature: key threads of the Year 7, 8 & 9 journey so far.



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### Year 7 and 8 Assessments

Included in each LP:

- Bedrock literacy assessments
- Unit end-point assessments



## English Learning Journey: Year 7



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**The Big Picture:** Y7 is a rich and varied introduction to the study of English at KS3. A bespoke transition unit introduces students to 3 high-quality texts – a novella, a graphic novel and a novel – each connected to the wider theme of ‘survival and migration’, inspiring students to engage with a range of pertinent real-world issues: freedom and human rights, identity and race, hope and loss, politics and power. Building from this longer study, students are challenged by a broad spectrum of contexts, genres and text types: an exploration of nineteenth century Gothic fiction; classic Shakespearian drama; an introduction to poetry as a means for understanding themselves and their own journeys; and a collection of myths and legends – from faraway and ancient civilizations to more familiar settings. Through these units, a comprehensive mix of reading, writing, and speaking and listening opportunities develop students’ knowledge and skills building from the foundations laid at KS2 to further spark their curiosity and love of language, promoting the key values of empathy and excellence.

**Intent:** ‘Learning Programmes’ to be covered: **Survival & Migration (Texts: *A Different Boy*; *Illegal*; *Refugee Boy*); An Introduction to Gothic; *A Midsummer Night’s Dream*; Poetry: *Me and My World*; *Myths and Legends*.**

The overarching intent of English in Y7 is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through the exploration of high-quality, challenging texts. The first LP in this planning sequence is designed to provide a transition at the start of Y7, building on the pedagogies and knowledge needed to achieve the end of KS2 standard for writing and reading with KS3 objectives woven in. Skills covered throughout the year are in-line with the KS3 National Curriculum, with the aim that all pupils can: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; be able to elaborate and explain clearly their understanding and ideas; be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. The LPs which form part of this sequence have been selected to lay the foundations of further study throughout KS3, with carefully considered thematic, textual and contextual links weaving their way into Y8 and beyond. LP1 in Y8, for instance, builds on the central theme of ‘survival’ established here, but swaps the real-world settings for a dystopian back-drop, whilst updating the Greek myth of ‘Theseus and the Minotaur’ studied in LP5; LP2 in Y8 draws on the Y7 ‘Introduction to Gothic’, developing students’ understanding of nineteenth century context but in a more localized and ‘real-world’ setting; ‘*An Introduction to Shakespeare*’ introduces the students to the world of Shakespeare’s poetry and drama, which will be expanded upon with *Romeo & Juliet* in Y8, *Julius Caesar* in Y9, and *Macbeth* in Y10; and LP4 grounds students’ exploration of poetry in their own context before Y8’s broader cultural focus.

### Implementation:

- There will be five LP units. LP1 – Survival & Migration – is a longer LP delivered over the first full term, incorporating study of 3 connected texts, each a different form (a novella, a graphic novel, and a novel). The rest of the LPs are half-termly units of approximately 6 weeks.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.
- The importance of spoken language in pupils’ development across the year – cognitively, socially and linguistically – has also been prioritised. Spoken language continues to underpin the development of pupils’ reading and writing during key stage 3 and teachers will therefore ensure pupils’ confidence and competence in this area continue to develop. Pupils will be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
- Texts have been selected and resources designed to promote the key values of empathy, integrity, creativity and equality, in support of students’ striving towards excellence. Resources regularly sign-post these qualities and opportunities to support the unifying vision of the Grove.
- Achievement will be championed regularly via SIMS InTouch, AtL grades, E-praise postcards, phone calls home, faculty and whole-school ‘Celebration’ nominations, and crucially for students via regular, explicit feedback of skills and grades.
- Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure. Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in-class and homework assessment preparation. Pfl ‘recap’ tasks and low-stakes quizzes have been built into all schemes to support more effective knowledge retention and revision.
- WOW moments: Creating ‘unheard stories’ from a graphic novel; conducting local ‘field’ poetry
- Literacy skills will be addressed within all lessons with high-quality and challenging texts at the forefront of this strategy. These LPs are supported by the ‘building better sentences’ and ‘building brilliant vocabulary’ resource schemes, literacy-focused homework, LP ‘confident communicator’ key word lists, spelling tests, literacy quizzes, the online ‘Bedrock’ literacy programme, and reading for pleasure.

**Key assessments:**

**Formal assessment will occur once per half-term.**

**DIRT time will take place weekly during English lessons.**

**Homework will be peer marked or used in lesson.**

**Teachers will live mark/sample mark non-formal assessments.**

Autumn Term

**Baseline testing**  
**Empathetic letter-writing**  
**Reading and analysis-style assessment: *Refugee Boy***

Spring Term

**Creative writing - Gothic**  
**Reading assessment - Shakespeare**

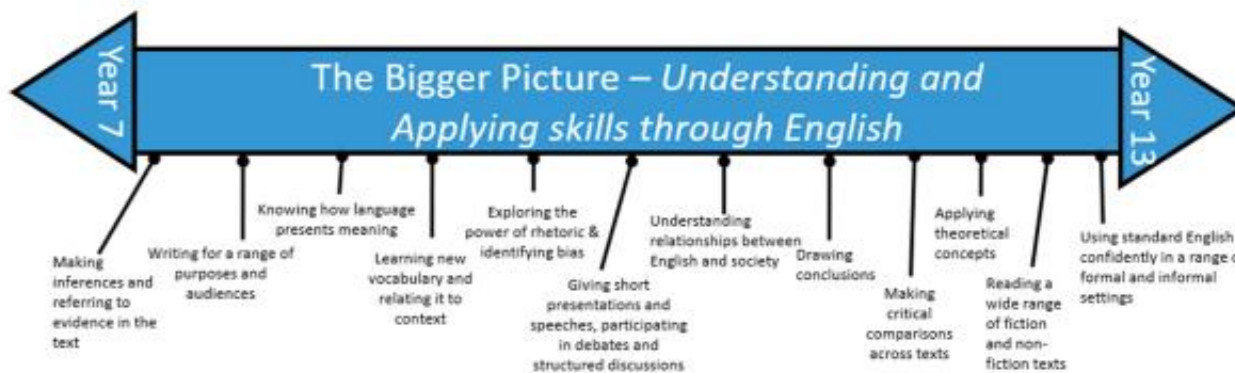
Summer Term

**End of year GCSE style exam**  
**Poetry analysis**  
**Transactional writing: myths and legends**

**Impact:** Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition.

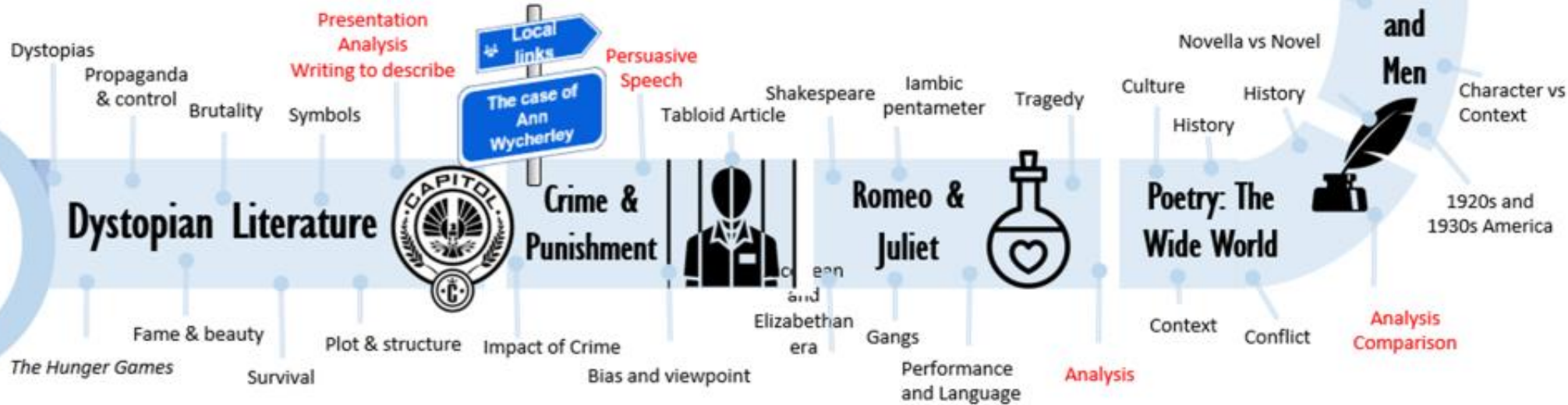
Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.



### Year 7 and 8 Assessments

Included in each LP:

- Bedrock literacy assessments
- Unit end-point assessments



## English Learning Journey: Year 8



**The Big Picture:** Y8 is a wonderful representation of the diversity and power of the study of English. A dystopian world collides with a rich tapestry of contemporary issues: freedom and equality, survival and sacrifice, power and propaganda, protest and heroism. Building from this longer novel-study, students are challenged and inspired by a colourful palette of contexts, genres and text types: an exploration of nineteenth century Crime & Punishment with a specific spot-light on grisly ‘True Crime’ from the local landscape; classic Shakespearean Tragedy; horizon-expanding poetry; and a masterful twentieth century novella. Through these units, a comprehensive mix of reading, writing, and speaking and listening opportunities develop students’ knowledge and skills, sparking their curiosity and love of language, and preparing them for the rigors of GCSE study.

**Intent for implementation:** ‘Learning Programmes’ to be covered: **Dystopian Literature: *The Hunger Games*; Crime & Punishment; Romeo & Juliet; Poetry: The Wide World; Of Mice and Men.**

Skills covered are in-line with the KS3 National Curriculum, with the aim that all pupils can: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; be able to elaborate and explain clearly their understanding and ideas; be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This year of study has been carefully sequenced to build on thematic and textual links established in Y7, each unit ‘twinned’ to develop specific understanding linked to text-types, genres, contexts and purposes, providing rich opportunities to acquire and then extend cultural capital in meaningful and intuitive ways. Hence, LP1 builds on the corresponding Y7 unit, connecting with the central theme of ‘survival’, but swapping the real-world settings of the prior unit with a dystopian back-drop, whilst updating the Greek myth of ‘Theseus and the Minotaur’; LP2 draws on the Y7 ‘Introduction to Gothic’, developing students’ understanding of nineteenth century context but in a more localized and ‘real-world’ setting; *Romeo & Juliet* delves deeper into the world of Shakespeare as introduced in Y7; ‘Poetry: The Wide World’ broadens the focus of the corresponding Y7 ‘Me and My World’ poetry unit to consider wider cultural connections beyond our local and national boundaries; finally, *Of Mice and Men* bridges the gap between the shorter novella of Y7’s *A Different Boy*, with a more in-depth consideration of historical context in preparation for study of the GCSE novella: *A Christmas Carol*.

## Implementation:

- There will be five LP units. LP1 – Dystopian Literature – is a longer novel study and a double-unit delivered over the first full term. The rest of LPs are half-termly units of approximately 6 weeks.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.
- The importance of spoken language in pupils’ development across the year – cognitively, socially and linguistically – has also been prioritised. Spoken language continues to underpin the development of pupils’ reading and writing during key stage 3 and teachers will therefore ensure pupils’ confidence and competence in this area continue to develop. Pupils will be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
- Texts have been selected and resources designed to promote the key values of empathy, integrity, creativity and equality, in support of students’ striving towards excellence. Resources regularly sign-post these qualities and opportunities to support the unifying vision of the Grove.
- *Achievement will be championed regularly via Arbor parental email contact, AtL grades, E-praise postcards, phone calls home, faculty and whole-school ‘Celebration’ nominations, and crucially for students via regular, explicit feedback of skills and Ks3 criteria grades.*
- Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure. Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in-class and homework assessment preparation. Pfl ‘recap’ tasks and low-stakes quizzes have been built into all schemes to support more effective knowledge retention and revision.
- WOW moments: designing tech-inspired inventions for a dystopian world, presenting ‘Apprentice’ style pitches, exploring local ‘True Crime’, students recording their own news reports.
- Literacy skills will be addressed within all lessons with high-quality and challenging texts at the forefront of this strategy. These LPs are supported by the ‘building better sentences’ and ‘building brilliant vocabulary’ resource schemes, literacy-focused homework, LP ‘confident communicator’ key word lists, spelling tests, literacy quizzes, the online ‘Bedrock’ literacy programme, and reading for pleasure.

## Key assessments:

**Formal assessment will occur once per half-term.**

**Feedback strategies will be integrated in every lesson**

**Teachers will live mark/ sample mark non-formal assessments as part of the wider feedback process.**

**Homework will support learning within individual units.**

**Bedrock Vocabulary will be used within class and as homework to support and enhance students’ cross-curricular vocabulary acquisition.**

Autumn Term  
***Hunger Games* reading assessment (Extract-Language Component 1 style)**  
***Hunger Games: Dystopian inspired narrative creative writing***

Spring Term  
**Reading assessment - Shakespeare Crime & Punishment transactional writing piece**

Summer Term  
**Poetry analysis assessment Of Mice & Men reading assessment**  
**End of year GCSE style exam**

**Impact:** Good: Students understand some uses of real-world English and they read with independence, understanding and resilience. They write with accuracy; Better: Students have a good understanding of real-world English. They read with independence, understanding and fluency. They write with accuracy, control and growing ambition; Excellent: Students show confidence evaluating the uses of real-world English. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.



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**The Bigger Picture – Understanding and Applying skills through English**

Year 7 ← → Year 13

- Making inferences and referring to evidence in the text
- Writing for a range of purposes and audiences
- Knowing how language presents meaning
- Learning new vocabulary and relating it to context
- Exploring the power of rhetoric & identifying bias
- Giving short presentations and speeches, participating in debates and structured discussions
- Understanding relationships between English and society
- Drawing conclusions
- Applying theoretical concepts
- Making critical comparisons across texts
- Reading a wide range of fiction and non-fiction texts
- Using standard English confidently in a range of formal and informal settings

**Poetry: Conflict & Nature**

Single extract response

Analysis of language & structure in creating meaning

Poetic devices

Themes & feelings

**An Inspector Calls**

Character-based essay response

Privilege & power

Socialism & Capitalism

1912 & 1945

End of Stage Exam

**Diverse Shorts**

Justice, Change & Action

Identity, Community & Diversity

Legality, morality & responsibility

Dramatic Devices

Tolerance, Rights & Respect

**Julius Caesar**

Literature extract response

Hamartia

Power & the art of rhetoric

Context & plot

Foreshadowing & dramatic irony

Hubris

**Rhetoric**

Counter arguments

Queen Elizabeth I

The Aristotelian Triad

Martin Luther King

JFK

The power of analogy

'Think & feel' analysis. Transactional writing

**Animal Farm**

Language Reading assessment

The corrupting influences of power

Political power & systems

Social & historical context

Political language & rhetoric

**YEAR 9**

**Year 9 Assessments**

Included in each LP:

- Mid-point formative assessments
- End-point assessments

**English Learning Journey: Year 9**



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**The Big Picture:** Y9 is a study of power, persuasion and morality, guiding students to an interrogation of the nature of the human condition. First, we begin with Orwell’s allegorical fable, ‘Animal Farm’: a study of politics and power. Students are introduced to the art of rhetoric through study of the novella, particularly the Aristotelian triad of ethos, logos and pathos. This thread extends into the following unit: a close study of rhetoric in famous speeches across history. Study of speeches – from Alexander the Great to Greta Thunberg – work to support students in their own deployment of rhetorical devices as they construct their own speeches. Shakespeare’s ‘Julius Caesar’ is the perfect accompaniment to this study of rhetoric: an examination of politics, power and betrayal within classical Tragedy. A collection of diverse short stories awaits the students in Spring Term 2: this is an eclectic set of stories dealing with modern, controversial issues that affect many in our society. The summer term marks a transition to study of key GCSE texts, including Priestley’s classic social commentary, ‘An Inspector Calls’. This is an opportunity for students to demonstrate their analytical skills and apply their understanding of subtext, using their understanding of rhetoric to help evaluate the balance of power as presented in the play. Finally, students explore a small cluster of selected poems from the Poetry Anthology focusing on the themes of Conflict and Nature: key threads of the Y7, 8 & 9 journey so far.

**Intent for implementation:** ‘Learning Programmes’ to be covered: **‘Animal Farm’, Rhetoric, ‘Julius Caesar’, Diverse Short Stories, ‘An Inspector Calls’ and Poetry Anthology-‘Cluster 1-Conflict and Nature’**

This year of study seeks to expose students to a range of high-quality fiction and non-fiction texts, preparing them for their transition to GCSE at the end of this year. The curriculum carefully sequences opportunities to explore a range of rhetorical texts to help them understand the purpose of the piece and how particular devices create nuanced effects. Aspects of rhetoric and bias have already been established within text and contexts in Y7 and 8 e.g. the dystopian tyranny in Hunger Games and Crime and Punishment LPs. In Y9, we seek to develop this understanding with close study of *Animal Farm* and *Julius Caesar*, where students can understand the real and historical impact that leading political figures and their rhetoric have on society. These classic texts are accompanied by a dedicated ‘Rhetoric’ LP – exploring the same aspects of composition in great speeches from history – from Alexander the Great right through to Greta Thunberg – to form a larger schema focused on the language of power and persuasion. Students model their own speech writing through close study of these examples, refining, editing and improving their technique across series of lessons to achieve the desired impact. This deliberate dovetailing of schemes allows students to experience rhetoric in a variety of contexts, consolidating knowledge of this and becoming more confident in using techniques in their own creative work and supporting them in their own attempts at mastery. In Diverse Shorts (the last of the Ks3 LPs) we seek to expose students to a range of societal issues that affect adolescents and how writers can convey the world around them. Lastly, studying a GCSE text and part of the Poetry Anthology at the end of the year enables students to be fully prepared for KS4 studies. **All skills will be in line with the GCSE assessment criteria:** A01 (read, understand and respond to texts); A02 (analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate); A03 (show understanding of the relationships between texts and the contexts in which they were written); A04 (use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation).

### Implementation:

- There will be six LP units. LP1 – ‘Animal Farm’ – is read over the first half term and will introduce students to GCSE style questions.. The rest of the LPs are half-termly units of approximately 6 weeks.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature dominates the Y9 LP especially, allowing students to develop a sense of moral responsibility and experience a range of controversial circumstances and dilemmas.
- Spoken language continues to underpin the development of pupils’ reading and writing during key stage 3 and teachers will therefore ensure pupils’ confidence and competence in this area continue to develop. With the Diverse Short Stories in particular, discussion forms much of the learning as students discuss and debate issues that directly affect us in modern Britain. Pupils will be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
- Texts have been selected and resources designed to promote the key values of empathy, integrity, creativity and equality, in support of students’ striving towards excellence. Resources regularly sign-post qualities and opportunities to support the unifying vision of the Grove.
- Achievement will be championed regularly via Arbor parental email contact, AtL grades, E-praise postcards, phone calls home, faculty and whole-school ‘Celebration’ nominations, and crucially for students via regular, explicit feedback of skills and grades.
- Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, homework and independent reading for pleasure. Flipped learning, literacy tasks, comprehension tasks and creative work will be set for homework. Students’ revision skills will be developed by in-class and homework assessment preparation. PFL ‘recap’ tasks and low-stakes quizzes have been built into all schemes to support more effective knowledge retention and revision.
- Literacy skills will be addressed within all lessons with high-quality and challenging texts at the forefront of this strategy. These LPs are supported by the ‘building better sentences’ and ‘building brilliant vocabulary’ resource schemes, literacy-focused homework, LP ‘confident communicator’ key word lists, spelling tests, literacy quizzes, the online ‘Bedrock’ literacy programme, and reading for pleasure.

### Key assessments:

Formal assessment will occur once per half-term.

Feedback strategies will be integrated in every lesson

Teachers will live mark/sample mark non-formal assessments as part of the wider feedback process.

Homework will support learning within individual units.

Bedrock Vocabulary will be used within class and as homework to support and enhance students’ cross-curricular vocabulary acquisition.

Autumn Term

**Reading exam question style assessment: ‘Animal Farm’**  
**Writing a formal speech: Rhetoric**

Spring Term

**Literature style assessment: ‘Julius Caesar’**  
**Reading assessment: Diverse Short Stories.**

Summer Term

**Literature style assessment and retrieval assessment: ‘An Inspector Calls’**  
**Single poem response: Poetry anthology**

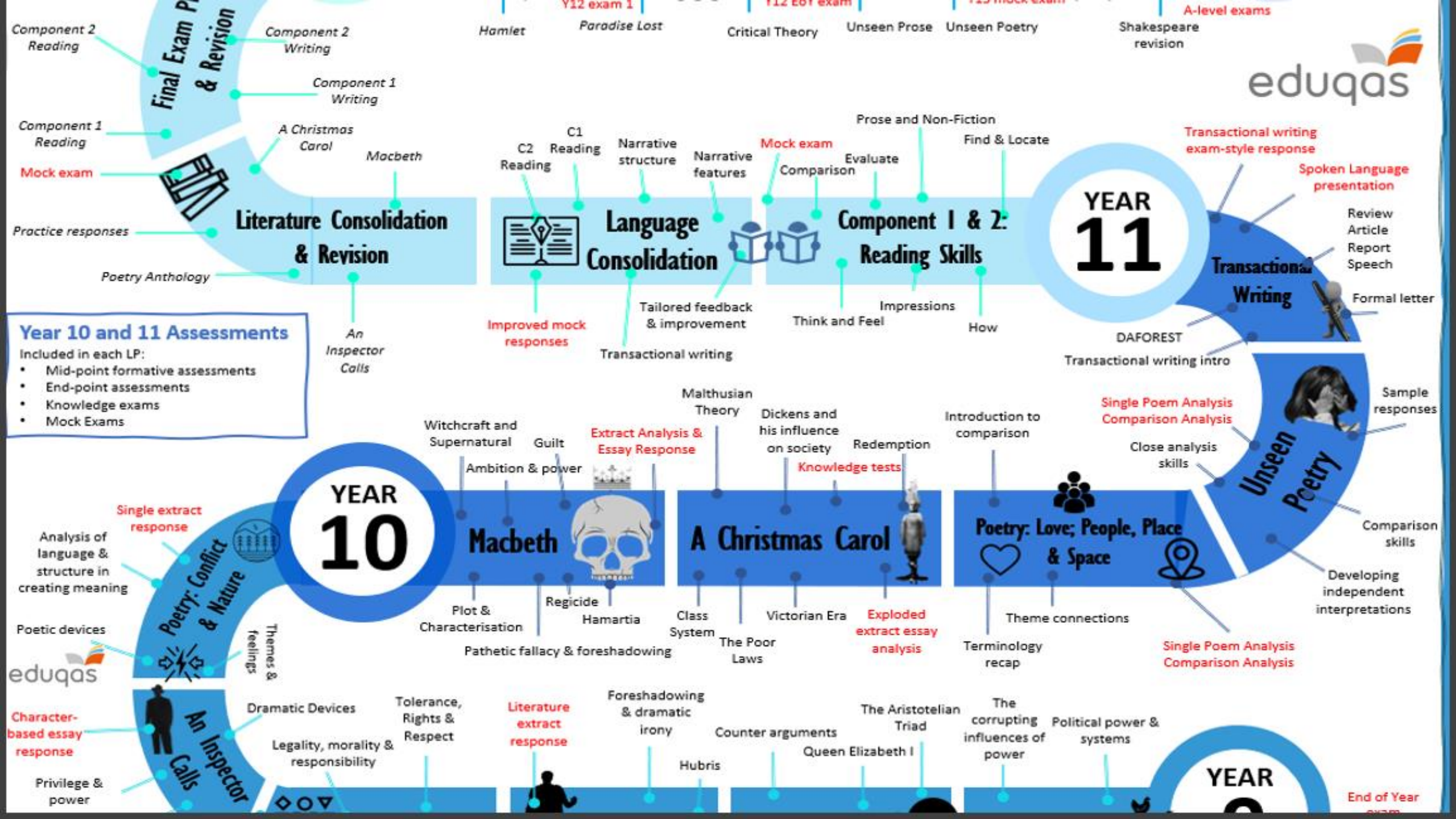
**Impact:** Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy and begin to be creative.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write consistently with ambition, creativity and fluency.

# Key Stage 4

# English



**Year 10 and 11 Assessments**  
 Included in each LP:  
 • Mid-point formative assessments  
 • End-point assessments  
 • Knowledge exams  
 • Mock Exams

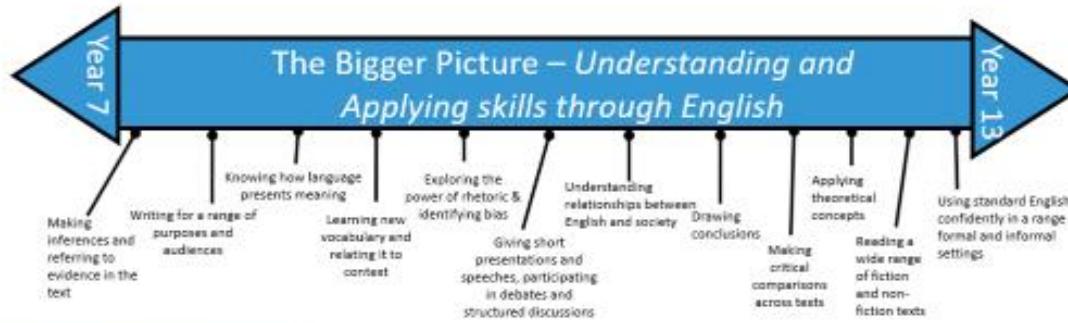
## Year 10

Year 10 begins with an in-depth study of one of the greatest plays ever written: William Shakespeare's *Macbeth*. We navigate the murky waters of supernatural evil, murderous ambition, regicide and tyranny, before arriving at the wretched door of another titan of English Literature: Charles Dickens, and his most beloved tale, *A Christmas Carol*. Scrooge's past, present and future converge to help deliver Dickens' timeless fable of compassion and social responsibility. Departing Victorian England, we arrive at the shores of the second cluster of poems from the Eduqas Poetry Anthology collection. Shelley, Dickinson, Larkin and Duffy are just some of the stellar names encountered here before we extend our poetic explorations beyond the anthology and into unknown, wilder territory, in preparation for the unseen poetry section of the Literature qualification. Our Year 10 journey ends with a leap into the Language-based content of Transactional Writing and Spoken Language presentations, crafting personal and engaging responses to wide-reaching, prevalent issues.

## Year 11

The final stretch of students' Key Stage 4 journey takes in a varied landscape of non-fiction and fiction texts, honing reading-based skills of retrieval, analysis, evaluation and comparison. Imagination takes centre stage as we return to creative-prose writing skills, lifting inspiration from the genius of those writers studied earlier in the course to craft our own characters and worlds. Finally, we arrive back with those same authors and texts, reconnecting with their stories, characters and messages, to prepare for the final GCSE examinations and the next phase of the journey that awaits.





### Year 10 and 11 Assessments

Included in each LP:

- Mid-point formative assessments
- End-point assessments
- Knowledge exams
- Mock Exams



## English Learning Journey: Year 10

**The Big Picture:**

Year 10 continues to focus predominantly on English Literature GCSE; based on the Summer Term Year 9 whereby students studied 'An Inspector Calls' and the Poetry Anthology 'Cluster 1-Conflict and Nature', they will study 'Macbeth' and 'A Christmas Carol' thoroughly, develop their examination technique, and both embed and consolidate the skills learned in the previous year of study. They further develop their poetry analysis skills for the Poetry Anthology component examining poems in 'Cluster 2-Love; People, Place & Space'; transitioning these skills to the Unseen Poetry component. For the last half term, the focus shifts to the Transactional Writing for English Language, with students completing their Spoken Language presentations.

**Subject:**

English Literature

English language

**Year Group:**

10

**Intent for Implementation:**

**Units to be covered (learning programmes):** 1. 'Macbeth', 2. 'A Christmas Carol', 3. Poetry Anthology: Love; People, Place & Space 4. Unseen Poetry, 5. Transactional Writing/Spoken Language Presentations

**All skills will be in line with the GCSE assessment criteria:** A01 (read, understand and respond to texts); A02 (analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate); A03 (show understanding of the relationships between texts and the contexts in which they were written; A04 (use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation).

This year will build on prior learning in both KS2 and KS3, in particular utilising the study and skills honed in Year 9, as outlined above, in order to ensure students are successful on this course.

**Implementation**

- The units within this year will be structured towards the examination at the conclusion of Year 11. They are based on the students' prior learning and skills and outstanding areas of learning required.
- SMSC will be developed through the exploration of moral dilemmas in 'A Christmas Carol' and 'Macbeth'. These texts, alongside the Poetry Anthology, explore the concepts of poverty, greed, class and hierarchies, empathy, self-improvement, redemption, etc. Students' analysis of characters, relationships and themes requires them to explore the way in which spiritual, moral, social and cultural factors can affect individuals and society.
- The learning programmes within the schemes of learning are all built on development of skills, embedding positive approaches and consolidating prior learning. Independence will be taught throughout each unit via Knowledge Retrieval tests. Students will be provided with resources so they can further themselves through flipped learning and practicing independent revision skills. Ultimately, students will be shown the methods of obtaining and demonstrating knowledge and then will be gradually supported to work with greater independence, originality and verve.
- Home learning approaches vary throughout the learning programmes and are a combination of research, consolidation, on-line learning, quizzing, apply to demonstrate tasks, creative approaches. There is one set home-learning task per learning programme cycle (LP1/1) and then the autonomy is given to teachers to give students a further home-learning opportunity on a class-by-class basis.
- Achievement will be celebrated regularly via Arbor parental email contact, AtJ grades (as part of the whole-school approach), praise postcards, phone calls home and intrinsically for the students via regular and explicit feedback of the achievement of both skills and grades.
- Literacy skills are explicitly referenced on each Learning Programme Journey and are specific to the course of learning. These may be specific vocabulary linked to the unit being studied, explicit contextual terms, punctuation, sentence structures, or irregular spellings that need to be incorporated into the unit.

**Consider your assessment Markers**

Identify where the following will take place;

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing**  
**Feedback**  
**Moderation**

**Autumn Term**

Macbeth: Extract Analysis; Essay Response; Knowledge Retrieval Tests

**Spring Term**

A Christmas Carol: Knowledge Retrieval Tests; Theme based essay response  
 Poetry Anthology: Single poem and Comparison analysis

**Summer Term**

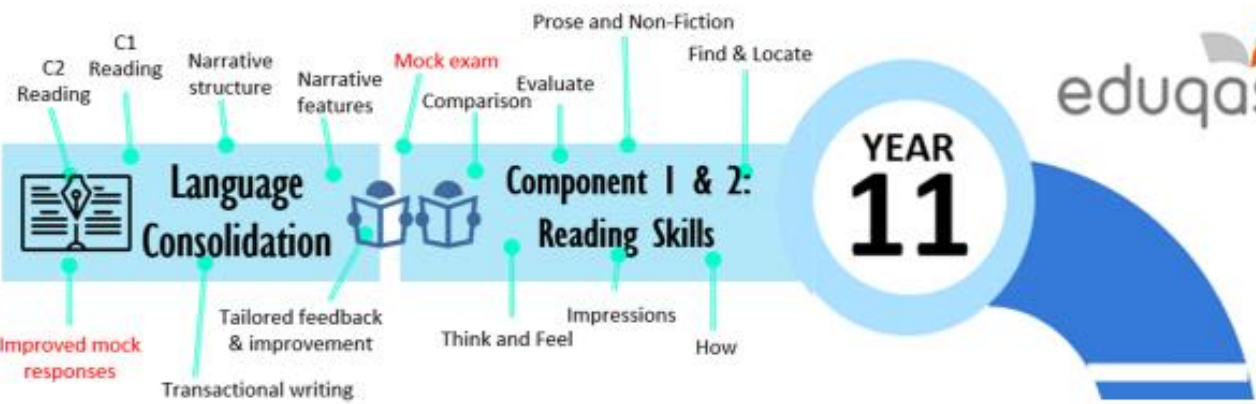
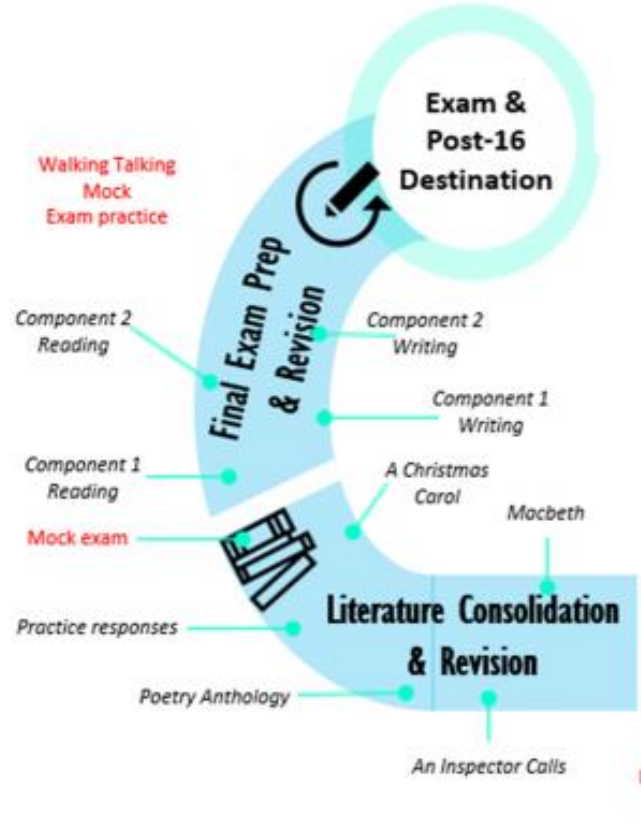
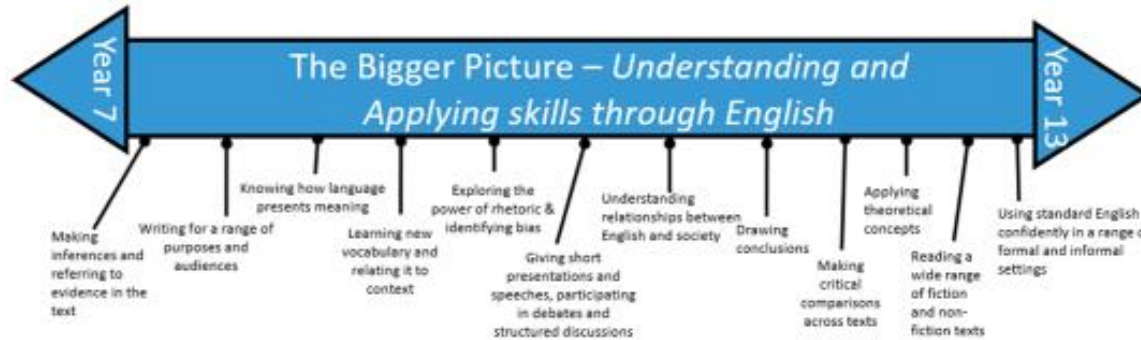
Unseen Poetry: Single poem and Comparison analysis  
 Transactional writing response  
 Spoken Language Assessments

**Impact**

By the conclusion of this year of study, students should have a confident foundation of knowledge for GCSE English Literature GCSE and demonstrate all of the skills listed above. From the end of this year, students will transition their study towards the GCSE English Language course and will be expected to demonstrate the skills listed here: A01: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts; A02: explain, comment on, analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology; A03: compare writers' ideas and perspectives; A04: evaluate texts critically and support this with appropriate textual references. All of these skills mirror the requirements of the Literature course studied this year and so are applicable to their final year of study. There are further skills that focus on writing and spoken language skills that will also have been rehearsed, but this continuity between Year 10 and 11 is explicit and linked.



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**YEAR 11**



# English Learning Journey: Year 11



**The Big Picture:** Year 11 builds on the units introduced in the final half-term of Y10 to refine students' English Language skills, challenging them to become more effective communicators, whilst preparing them for success in the English Language GCSE qualification. Reading skills of retrieval, close analysis, comparison, and evaluation are honed through exposure to a range of high-quality fiction and non-fiction extracts. Students build on prior knowledge of transactional writing conventions, composing responses for a range of different purposes and audiences. Creative prose writing skills are also returned to, developing students' abilities to write with a high level of technical accuracy and imaginative detail, whilst exploring narrative structure and the ways in which this can be manipulated to create specific effects. Consolidation of knowledge and skills linked to the English Literature course sits alongside the focus on English Language skills, with students supported in their preparations for the summer examination series.

**Subject:**English Language  
English Literature**Year Group:**

11

**Intent for Implementation:** Units to be covered: 1. 'Reading: 20<sup>th</sup> Century Fiction and 19<sup>th</sup>/21st Century Non-fiction', 2. English Language Consolidation, 3. Literature Consolidation, 4. Final exam preparation, practice and technique

**All skills will be in line with the English Language assessment criteria:** A01 (identify and interpret explicit and implicit information and ideas, selecting and synthesising evidence from texts), A02 (explain, comment, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology), A03 (comparing writers' ideas and perspectives), A04 (critically evaluating texts), A05 (communicating clearly, effectively and imaginatively for different forms, purposes, and audiences), and A06 (deploying a range of vocabulary and sentence structures with accurate spelling and punctuation).

Consolidation of Literature content will be underpinned by development in the following skills-areas: A01 (read, understand, and respond to texts); A02 (analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate); A03 (show understanding of the relationships between texts and the contexts in which they were written); A04 (use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation).

#### Implementation

- The units within this year will be structured towards the Language and Literature examinations at the conclusion of Year 11. They are the culmination of students' prior learning and skills throughout KS3 and KS4 at the Grove, incorporating a rich tapestry of texts, contexts, and genres to develop students' love of language, fine-tuning their ability to communicate.
- As with Y10 content, SMSC will be developed through consolidation of the key literature texts and contexts, chiefly through the moral dilemmas at the respective hearts of 'An Inspector Calls', 'A Christmas Carol' and 'Macbeth'. Students' understanding of specific contexts linking to these texts is broadened through the study of closely linked non-fiction extracts and texts.
- The learning programmes within the schemes of learning are all built on development of skills, embedding positive approaches, and consolidating prior learning. Independence will be taught throughout each unit via Knowledge Retrieval tests. Students will be provided with resources so they can further themselves through flipped learning and practicing independent revision skills. Ultimately, students will be shown the methods of obtaining and demonstrating knowledge and then will be gradually supported to work with greater independence, originality, and verve.
- Home learning approaches vary throughout the learning programmes and are a combination of research, consolidation, on-line learning, quizzing, apply to demonstrate tasks, creative approaches, and flipped-learning exercises.
- Achievement will be celebrated regularly via Arbor parental email contact, AtL grades (as part of the whole-school approach), praise postcards, phone calls home and intrinsically for the students via regular and explicit feedback of the achievement of both skills and grades.
- Literacy skills are explicitly referenced on each Learning Programme Journey and are specific to the course of learning. These may be specific vocabulary linked to the unit being studied, explicit contextual terms, punctuation, sentence structures, or irregular spellings that need to be incorporated into the unit.

Formal assessment will occur once per half-term or as part of mock examination series

Feedback strategies will be integrated in every lesson

Teachers will live mark/sample mark non-formal assessments as part of the wider feedback process.

Homework will support learning within individual units.

#### Autumn Term

- Reading: 20<sup>th</sup> Century Fiction and 19<sup>th</sup>/21st Century Non-fiction,
- English Language Consolidation

#### Spring Term

- Literature Consolidation
- Final exam preparation, practice, and technique

#### Summer Term

Final GCSE examinations take place.

#### Impact

By the conclusion of this year of study, students will have a confident grasp of key skills and content across both disciplines of English Language and Literature. They will be able to explore a broad range of texts and contexts across varied genres with clarity and developing precision, working towards critical evaluation in some cases. Students will have the tools to better understand themselves and the world around them.

# Key Stage 5

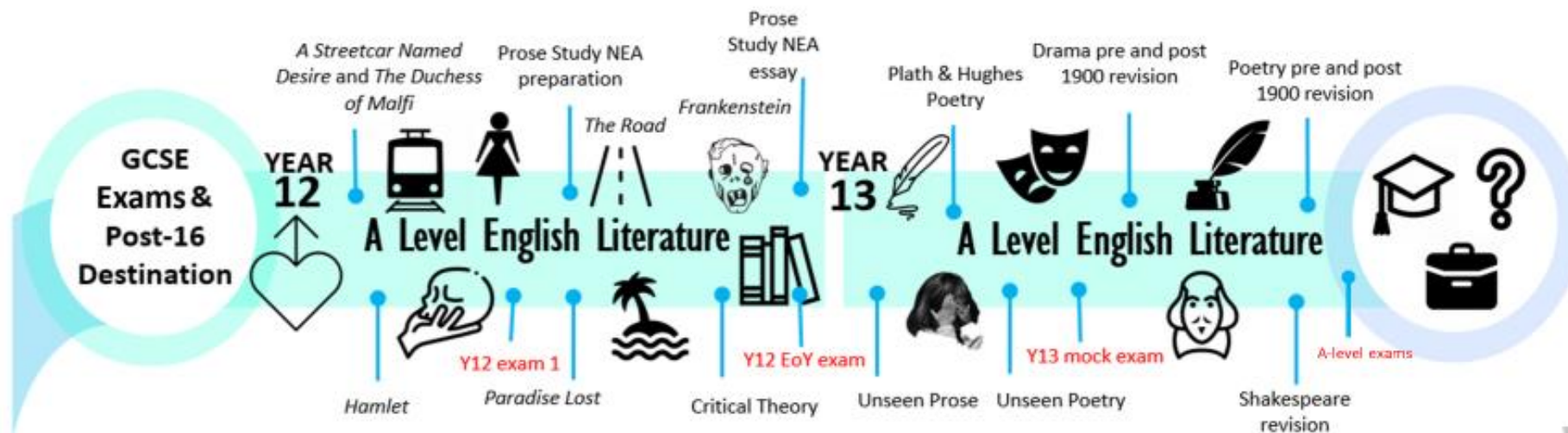
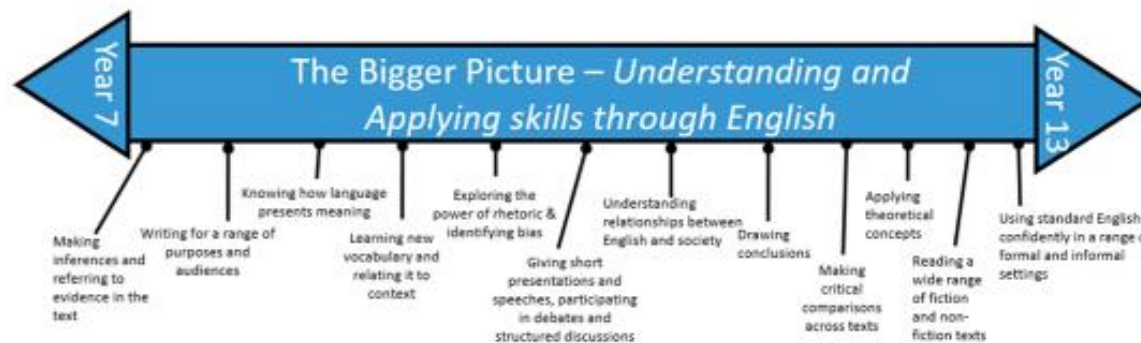
# English Literature



Marches Academy Trust

6

grove sixth form



## English Learning Journey: Year 12 & Year 13

6

grove sixth form



Marches Academy Trust

## Year 12

The A Level Literature course begins with two simultaneous trips: one to 15<sup>th</sup> Century Denmark with Shakespeare's classic tragedy, *Hamlet*, and the other to 1940s New Orleans in Tennessee Williams' seminal play, *A Streetcar Named Desire*. A comparative study of John Webster's twisted Jacobean revenge tragedy, *The Duchess of Malfi* follows, before we progress to Milton's epic poem, *Paradise Lost: Book IX* and exploration of two novels in preparation for an extended essay: Mary Shelley's monstrous proto-science fiction, *Frankenstein*, and Cormac McCarthy's apocalyptic masterpiece, *The Road*.

## Year 13

Pulling together the various strands of study from previous years, the Year 13 landscape is wild and varied. There is a strong focus on unseen analysis, both in poetry and prose, and we encounter the best that these forms have to offer whilst fine-tuning skills of analysis, interpretation and evaluation. A comparative study of the poetry of Ted Hughes and Sylvia Plath springs forth in the second half-term, before returning to Shakespeare, Williams, Webster and Milton in final consolidation before the conclusion of the course.

**The Big Picture:** Year 12 introduces students to the A-level English Literature course, building from the key skills developed within the GCSE Literature study. The course begins with an extended focus on Drama, from a detailed and critical exploration of Shakespeare's masterpiece, 'Hamlet', to a comparative study of Tennessee Williams' Southern Gothic melodrama, 'A Streetcar Named Desire' and John Webster's Jacobean revenge tragedy, 'The Duchess of Malfi'. The second half of the year progresses to a study of John Milton's epic, 'Paradise Lost' and exploration of two novels in preparation for the NEA extended essay: Mary Shelley's 'Frankenstein' and Cormac McCarthy's 'The Road'. Critical perspectives form a key component in each of these content areas and students are challenged to engage with a diverse selection of viewpoints and contexts in developing their own critical voice.

**Subject:**

English Literature

**Year Group:**

12

### Intent for Implementation:

**Units to be covered:** 1a. Hamlet, 1b. Comparative Study: 'A Streetcar Named Desire' & 'The Duchess of Malfi', 2a. Paradise Lost, 2b. NEA Novel Study: 'Frankenstein' and 'The Road'.

**All skills will be in line with the KSS assessment criteria:** AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression (read, understand and respond to texts); 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. The year will extend students far beyond their prior learning in KS4 and help prepare students for the rigors of Higher Education.

### Implementation

- All units within this year underpin preparation for the examination at the conclusion of Year 13.
- Within each unit, a strong focus on retention of key knowledge is embedded, assessed through regular low-stakes testing and unit assessments.
- SMSC is addressed in all texts and study areas. For example, the role of religion (especially Christianity) in our society is explored in both 'Hamlet' and 'Paradise Lost', as are themes about our understanding of ourselves and our place in the world. Moral dilemmas and concepts of power, poverty, dystopian futures, etc. are covered through a study of 'The Road' and 'Frankenstein'. Students' analysis of characters, relationships and themes requires them to explore the way in which spiritual, moral, social, and cultural factors can affect individuals and society.
- High-quality resources, higher-level knowledge and independent study are all prioritized via the faculty's commitment to development in this area through staff's ARPs (part of the appraisal process). Examples include Routledge critical analysis texts, the British Library, Oxford study texts, the 'level 5' resources on The Day, resources from 'Digital Theatre +' and the 'English and Media Centre' online portal.
- Independent study forms a key 'spine' of learning as without it, students will not make the necessary development in their learning. Students are given critical theory, reviews, analysis, journals, dramatic productions, etc. to complement study in each content area.
- Achievement will be celebrated regularly via Arbor parental email contact, ~~At~~ grades (as part of the whole-school approach), praise postcards, phone calls home and intrinsically for the students via regular and explicit feedback of the achievement of both skills and grades.
- Literacy skills are explicitly referenced on each Learning Programme Journey and are specific to the course of learning. These may be specific vocabulary linked to the unit being studied, explicit contextual terms, punctuation, sentence structures, or irregular spellings that need to be incorporated into the unit.

### Assessment markers:

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing**  
**Feedback**  
**Moderation**

### Autumn Term

Hamlet  
 Comparative Study: 'A Streetcar Named Desire' & 'The Duchess of Malfi'

### Spring Term

Hamlet  
 Comparative Study: 'A Streetcar Named Desire' & 'The Duchess of Malfi'  
 Paradise Lost

### Summer Term

NEA Novel Study: Frankenstein and The Road.  
 Paradise Lost

### Impact

Students will develop a life-long love of English Literature. They will begin to see themselves as experts in their subject, recognising and utilising the skills of 'close reading' across a range of subject areas, as well as being able to 'carry' their newfound skills into other areas of life so that they can effectively scrutinize information and language in the world around them. Students see and value the richness of our cultural literary heritage and are able to use their knowledge of it to illuminate their studies and interests in other areas.



**The Big Picture:**

Year 13 builds on the foundation for the course in Year 12, with ongoing developments to the NEA complemented by the introduction of unseen poetry analysis. Students will have obviously covered this skill in KS4 so Year 13 offers an opportunity for students to see a marked increase in both the level of challenge and their level of analysis in this field. In the second half-term, poetry analysis is developed further as students study the work of Ted Hughes and Sylvia Plath. Spring term starts with three weeks of revision ahead of full mock exams and then reverts to consolidation of the study of Hamlet covered in Year 12, along with the poetry studied in Year 13. The term finishes with a focus on feedback, revision and developing exam skills.

**Subject:**

English Literature

**Year Group:**

13

**Intent for Implementation:**

**Units to be covered:** 1. NEA extended study of 'Frankenstein' and 'The Road', 2. Unseen poetry, 3. The poetry of Ted Hughes and Sylvia Plath, 4. Revision and exam skills

**All skills will be in line with the KS5 assessment criteria:** AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression (read, understand and respond to texts); 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. The year will extend students far beyond their prior learning in KS4 and help prepare students for the rigors of Higher Education.

**Implementation**

- All units within this year underpin preparation for the examination at the conclusion of Year 13. They are based on the students' prior learning and skills in Year 12, as well as ensuring that gaps in learning are identified and addressed.
- SMSC is addressed in all texts and study areas. For example, the role of religion (especially Christianity) in our society is explored in both 'Hamlet' and 'Paradise Lost', as are themes about our understanding of ourselves and our place in the world. Moral dilemmas and concepts of power, poverty, dystopian futures, etc. are covered through a study of 'The Road' and 'Frankenstein'. Students' analysis of characters, relationships and themes requires them to explore the way in which spiritual, moral, social and cultural factors can affect individuals and society.
- High-quality resources, higher-level knowledge and independent study are all prioritized via the faculty's commitment to development in this area through staff's ARPs (part of the appraisal process). Examples include Routledge critical analysis texts, the British Library, Oxford study texts, the 'level 5' resources on The Day, resources from 'Digital Theatre +' and the 'E' Magazine.
- Independent study forms a key 'spine' of learning as without it, students will not make the necessary development in their learning. Students are given critical theory, reviews, analysis, journals, dramatic productions, etc. to complement their study of each content area.
- Achievement will be celebrated regularly via Arbor parental email contact, AtJ grades (as part of the whole-school approach), praise postcards, phone calls home and intrinsically for the students via regular and explicit feedback of the achievement of both skills and grades.
- Literacy skills are explicitly referenced on each Learning Programme Journey and are specific to the course of learning. These may be specific vocabulary linked to the unit being studied, explicit contextual terms, punctuation, sentence structures, or irregular spellings that need to be incorporated into the unit.

**Assessment markers:**

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing**  
**Feedback**  
**Moderation**

**Autumn Term**

NEA: *Frankenstein* and *The Road*.  
 Unseen poetry analysis.  
 Poetry of Ted Hughes and Sylvia Plath.  
 Unseen assessments 1 and 2.

**Spring Term**

Revision of *Hamlet* and all poetry covered to this point.  
 Full mock exams at the start of the term.  
 NEA internal deadline.

**Summer Term**

Examinations

**Impact**

Students will have developed a life-long love of English Literature. They will see themselves as experts in their subject and will feel prepared for Higher Education, whether this be specifically in English Literature or elsewhere. They will recognize and utilize the skills of 'close reading' across a range of subject areas, as well as being able to 'carry' their newfound skills into other areas of life so that they can effectively scrutinize information and language in the world around them. Students see and value the richness of our cultural literary heritage and are able to use their knowledge of it to illuminate their studies and interests in other areas.