

Subject overview for: English

1. Subject overview

The overarching aim for English in the national curriculum 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 widespread reading for enjoyment. (National Curriculum)

At JMHS our curriculum has been designed with this overarching aim.

Our aim is for students to (National Curriculum in bold):

- read **easily, fluently**, with **good understanding** and comprehension
- **develop the habit of reading** a breadth of texts **for information** and for **pleasure**
- **appreciate our rich and varied literary heritage**
- approach texts critically: analysing, inferring and evaluating in order to understand writers' intention
- **acquire a wide vocabulary** to facilitate reading, writing, and oracy skills
- write **clearly, accurately, coherently**, perceptively and engagingly for a range of purposes and audiences
- use **discussion in order to learn**, explaining their own views and listening to those of others both informally and formally
- use the interpretations of other scholars and critics to inform their own viewpoint and written explorations
- develop cultural capital by reading, writing and talking about lives beyond their own

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. 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. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (NC curriculum English)

The JMHS English Curriculum begins in Year 7 with the key knowledge areas of setting, characterisation and context (building mastery from Year 6 curriculum); this knowledge foundation subsequently builds in complexity in each year group. In this way, all knowledge is underpinned with previous knowledge and is honed, developed, and 'snowballed' in each year. Topics and texts are sequenced to be increasingly challenging through years 7 to 13.

Story	Argument	Speaking and Listening	Grammar	Context	Structure and organisation	Literary
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Threshold knowledge: story, argument, speaking and listening, grammar, context, structure and literary knowledge has been tracked through each year group to plan for progression. Each term has clear end goals linked to the seven knowledge areas, which encompass the key domains of reading, writing and oracy.

All modules have reading at their core. Students read, comprehend, analyse and evaluate a rich and broad breadth of whole texts - both of the canon and new YA texts. A variety of forms eg poetry/fiction/drama/non-fiction are covered each term. Students use the vocabulary and style that they have been exposed to as a springboard for their own writing. Oracy is of vital importance in this model as students are encouraged to articulate their ideas, and those of others, through planned and spontaneous performance and debate. Vocabulary, both academic and subject specific, is also explicitly taught and constantly returned to secure knowledge and 'word consciousness'.

We give immediate 'live' formative assessment and enable students to correct and improve their own work; this is achieved in three ways: students self or peer mark using clear criteria linked to curriculum goals; students' work (or models) are live marked under the visualiser and teachers undertake a 'book look' after extended pieces of work with focused criteria, leading to group feedback, and review and improvement work.

2. Key Stage Three summary (Year 7, Year 8 and Year 9)

Key Stage 3	Autumn Term	Spring Term	Summer Term
Year Group	Topics:	Topics:	Topics:
7	Setting 'Island at the End of Everything' by Kiran Millwood Hargrave Fiction extracts 21 st Century fiction	Character 'Romeo and Juliet' by William Shakespeare Fiction extracts 17 th Century fiction	Innocence v experience 'Oliver Twist' by Charles Dickens Non-fiction and fiction extracts Poetry 19 th Century fiction and non-fiction
8	Real v imaginary 'Bone Sparrow' by Zana Fraillon Non-fiction and fiction extracts Poetry 21 st Century fiction	Control and rebellion 'Animal Farm' by George Orwell Non-fiction extracts Poetry 20 th Century fiction	Human v human 'Merchant of Venice' by William Shakespeare Poetry 17 th Century fiction
9	Human v self 'Jane Eyre' by Charlotte Bronte Fiction extracts Poetry 19 th Century fiction	Human v nature 'A Christmas Carol' by Charles Dickens Poetry 19 th Century Fiction	Human v society 'The Crucible' by A. Miller Dystopian Literature extracts 20 th Century Fiction

Key Stage 3 works on a thematic model, focusing on the 'big ideas' in Literature. Texts have been chosen to cover a range of forms and time periods, and are diverse.

Throughout all years, students write narrative, descriptive, analytical and point of view writing, using reading as a model. Students study poetry, prose, fiction and non-fiction throughout the modules. Oracy is used to articulate ideas and students experiment with pause, pace and performance in a variety of contexts eg through poetry, speeches and debate.

Each fortnight, students conduct a 200-word writing challenge which hones their creative writing, planning, reviewing and editing skills, as well as facilitating the explicit teaching of grammar knowledge that has been mapped across the curriculum.

All students choose their own independent reading book and are expected to have a 'Book in their Bag' at all times. Reading is set as weekly homework and this is monitored in English lessons and library lessons when comprehension and consistent reading are checked. Spelling is also set as part of the weekly homework and is explicitly taught fortnightly in Years 7 and 8.

3. Key Stage Four summary

Year 10 and Year 11: GCSE English Language and GCSE English Literature

Year 10 covers the GCSE Literature set texts, building on the knowledge of story, argument, speaking and listening, grammar, context, structure and literary knowledge. Autumn Term topic is 'Social Criticism' studying 'An Inspector Calls' by J.B. Priestley and 'A Christmas Carol' by Charles Dickens, and poetry. Here they hone their knowledge of drama and the Gothic genre from Year 9. Spring Term focuses on 'Power' studying 'Macbeth' by William Shakespeare. In this way, links are made between knowledge of witches from Year 9 and previous Shakespeare texts. Summer Term is entitled, 'Power and authority' as students finalise their knowledge of Anthology and unseen poetry, and all texts, plus building on their oracy skills by presenting a speech using persuasive devices.

Year 11 covers all assessment objectives. Autumn Term's topic is 'Power of Narratives' and consolidates all previous knowledge of setting, character, and context. In Spring Term, students study 'Power of Voices' considering how a writer in non-fiction texts promotes their point of view, honing their view of persuasive devices.

Finally, in Summer Term, students master all of the knowledge of writer and reader: production and reception. In Year 11, oracy skills are used to read aloud to aid understanding of tone, pace and meaning.

4. Sixth Form courses

A level English Literature

A-level texts are chosen to fit the knowledge webs and curriculum goals that have been carefully tracked through each year group since Y7 and layered up in increasing complexity. Students consider writer and reader: production and reception.

In Year 12, the first term begins with two arguably more accessible texts, *The Handmaid's Tale* and *A Streetcar Named Desire*, and focuses closely on context. In the second term of Y12, the focus widens to include the skill of comparing two substantial texts – *The Handmaid's Tale* and *Frankenstein*. This builds on knowledge of character and setting plus Gothic and Dystopian genre. Poetry is also taught through the study of the anthology *Poetry of the Decade* and knowledge is drawn from all previous poetry study. Finally, in the third term Y12 coursework is planned; the use of critical opinion to shape one's own reader response is introduced and students are given a free choice of two literary texts which have a point of comparison, which they study, research and write up, bringing together all knowledge garnered thus far.

Y13 aims to increase the depth and breadth of our literary studies with the introduction of more challenging texts by Shakespeare and Keats, followed by a range of poetry outside of the set texts that allows students to compare works within a long and varied poetic tradition. These challenging texts allow students to further develop the skills of academic writing, contextual consideration, comparison, and using other scholarly views to develop their own writing. While this contributes to the advanced learning of the students in Y12 and Y13, it also provides a thorough grounding for students who choose to study English Literature at undergraduate level.

5. Contribution to preparing for life in modern Britain/equalities

Topics such as discrimination and prejudice are discussed, analysed and evaluated in texts in Year 7, 8, and 9: 'Island at the end of Everything' celebrates diversity and highlights historical prejudice; 'Merchant of Venice' studies contextual prejudice. Real life examples are considered through news paper articles and global charity campaigns. Students learn the value of tolerance.

Care has been taken to ensure diversity of chosen texts as far as possible.

Students are encouraged to articulate their views and have empathy for others through the study of characterisation, whether it be Subhi in a refugee camp; Juliet in a patriarchal society or Oliver Twist living on the poverty line in 19th century London. The reading of allegories (An Inspector Calls) and protest poems (Blake's London) stimulate discussion and awareness of inequality for example the class divide and the plight of the poor across time. All literary texts allow students to consider and adjust their moral compass.

Students are also taught to be critically aware of writers and their intentions; they study: bias; persuasion in advertisements; biased representation of groups of people; propaganda; Fake News. Literary texts such as 'Merchant of Venice' and 'Bone Sparrow' reveal the importance of Democratic rule of law.

Finally, reading is an essential everyday skill that prepares all students for life in modern Britain; we foster reading for pleasure by giving all students the opportunity to read a wide range of genres, forms and styles of writing. In this way they enrich their own lives and those of others.

6. Contribution to careers provision

English covers the fundamentally valuable skills of reading, writing and oracy that are essential for all occupations. The subject improves students' abilities to communicate in a clear and purposeful way.

Through studying a wide range of texts across key stages 3 and 4, students gain a wider understanding of journalism, letter writing skills, persuasive texts and reviews.