

# ENGLISH DEPARTMENT

## DEPARTMENT VISION:

English is the foundation of all other subjects. It has huge social, political and moral implications with literature enabling students to become better thinkers and generally more empathetic human beings. We want our pupils to enjoy their lessons, to be challenged in their learning, to strive to do their best, as well as to be provided with the skills that they will need for their futures. We encourage our pupils to think independently and to develop their creativity skills. The subject provides skills necessary for future careers through inference, deduction and written work.

We encourage students to engage and read for pleasure; reading is the key to accessing the curriculum in every subject.

## AIMS:

- ♦ To foster a love of literature, encouraging students to read widely and independently.
- ♦ To develop discerning critical readers whose analytical skills will allow them to interpret the world around them.
- ♦ To teach students to express themselves succinctly, confidently and creatively.
- ♦ To inspire students to express themselves imaginatively, appropriately and effectively.
- ♦ To encourage students to become successful learners and responsible citizens.
- ♦ To increase motivation by providing authentic, meaningful and relevant learning experiences.
- ♦ To celebrate success.

## KEY STAGE 3 CURRICULUM PLAN

Key Stage 3 has an emphasis on English language and English literature, reading, writing and speaking and listening skills. We link the assessment objectives across the two subjects as well as having strong links with drama.

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 3</u>	<u>Spring Term 4</u>	<u>Summer Term 5</u>	<u>Summer Term 6</u>
YEAR 7	SPaG and spelling Writing a fairy tale Study of a novel		Study of poetry across time.	Writing non-fiction and Spoken Language	Literary Fiction	Shakespeare: Romeo and Juliet
YEAR 8	Narrative writing Short story study	Study of a modern novel	Study of an author: Charles Dickens	Study of an poet: Simon Armitage	Non-fiction study	19C text Critical thinking
YEAR 9	Writing to describe Study of a seminal novel	Study of a seminal novel Reading skills—fiction	Non-fiction study	Shakespeare: Much Ado About Nothing	Spoken Language GCSE) Unseen Poetry	Poetry Anthology study and skills

## KEY STAGE 4 CURRICULUM PLAN

We follow the AQA English Language and Literature (8700/8702) specifications at GCSE.





Students will all study both English language and English literature as part of their course.

English language: 2 exam papers: Explorations in creative reading and writing, Writers' viewpoints and perspectives as well as completing the non-exam spoken English assessment.

English literature: Shakespeare, 19th century novel, modern novel and poetry

## MARKING AND FEEDBACK POLICY

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 10</b>	Writing base-line assessment 19C literature Paper 1—fiction reading /writing	19C literature Paper 1—fiction reading /writing	Modern novel Paper 2—non-fiction reading / writing	Modern novel Paper 2—non-fiction reading / writing	Poetry Anthology Revision	<b>Poetry Anthology and Unseen poetry Revision</b>
<b>Year 11</b>	<b>Writing baseline</b> <b>19th century novel</b> <b>Paper 1 fiction reading/writing</b> <b>Modern text</b>		Literary non-fiction Macbeth	Paper 2 skills Macbeth and poetry	<b>Revision</b>	

Marking, assessment and feedback activities:		
Symbol	What it means...	When
Sp.	Indicates a spelling mistake (only correct 5 spelling mistakes in one piece of work)	Assessment books
	Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful.	Extended pieces of writing
//	Indicates a new paragraph suggestion.	Assessment books
? Ex.	Indicates that something needs expanding.	Assessment books
	Indicates something does not make sense or needs re-writing/poor expression. Pupils then have to work out and label what they must correct.	Assessment books
	SPaG error that needs to be identified and fixed by the pupil.	Assessment books
	Self / Peer assessment will be marked by the pupil	Assessment books
Assessment books will be marked after each assessment is completed. Reflection work will be completed after each assessment in order for pupils to understand how to improve. Homework will be checked by the teacher.		
<b>KS3 - Link to assessment plan and whole school data collection:</b>  An extended piece of work will be marked in full and graded at each major assessment point./ at the end of topics..  Years 7-9 will have a baseline assessment in term 1.		<b>KS4 - Link to assessment plan and whole school data collection:</b>  Assessments will be completed according to a timetabled rolling programme. They will be graded and returned for DIRT (results kept on a central department tracker).  Any student significantly below their target, or lacking in commitment to the assessments will be asked to repeat work.  Exam questions will be completed during the module of work in class according to the rolling programme.

## **OPPORTUNITIES AND VISITS**

### **KS3**

- THEATRE TRIPS ORGANISED IN CONNECTION WITH THE DRAMA DEPARTMENT.
- DEDICATED READING AND COMPREHENSION LESSONS IN THE LIBRARY.

### **KS4**

- VISITING THEATRE TO ENHANCE UNDERSTANDING OF GCSE SET TEXTS