

Subject: English

Subject Leader

Elizabeth Sanger

National Curriculum

In Years Seven and Eight, students follow a two year rolling programme taught in a nurture setting or core group. They will engage in a range of activities that close gaps, build on prior knowledge and set the tone for the appropriate pathway they will go on to study in Years Ten and Eleven. The two year rolling programme meets the requirements of the Key Stage Three National Curriculum Programme of Study, with carefully selected texts that meet the needs of all our students at whatever stage of their learning journey they are on. Students are challenged to make progress in the core elements of Reading, Writing, Speaking and Listening and vocabulary acquisition and will be set half-term assessments to track progress and support them in fulfilling their potential during their time with us, in accordance with the Kingsmead Key Stage Three English Assessment Plan.

In Year Nine, students follow a more bespoke programme of study that prepares them for more formal assessments while still meeting the requirements of the English Key Stage Three Curriculum. Students are introduced to higher level concepts in their approaches to studying English, more challenging texts, and further routine assessments as drawn up by the Kingsmead Year Nine English Assessment Plan. Differentiation in teaching, assessment and outcomes is in accordance with students' individual progression pathways.

Students study the AQA GCSE English Language Specification alongside the Pearson Edexcel Specifications for English Entry Level and Functional Skills. Working closely to the Assessment Objectives of the Specifications, students follow a bespoke programme of study that is teacher led; all planning, delivery and content coverage is set by the Kingsmead Key Stage Four English Assessment Plan. This assessment programme has been carefully designed by the team around our students' needs (whether they have studied with us in Key Stage Three or join us at any point in Key Stage Four); analysed exam data from previous years and to target the highest possible outcomes at GCSE level.

Curriculum Intent

Students can join The Kingsmead School at any stage of their education, from Years Seven to Eleven. In order to facilitate a smooth transition to studying English with us, students undertake a rigorous and informative initial assessment for Key Stage Three or Four. This completed assessment allows the English team to immediately identify gaps from students' prior learning; identify any intervention requirements and/or any specific learning needs and also allow us to begin collecting evidence for any future Exam Access Arrangements that a student may qualify for.

The Kingsmead English Department is fervently committed to engaging all students and supporting their progression across the three elements of English study: Reading, Writing and Speaking and Listening. We are passionate about our subject and work to motivate all our students via our belief of lifelong learning: an approach that makes us confidently curious and questioning; analytical and offering inferences and all the while developing accurate and appropriate language use, vocabulary acquisition and literacy skills that prepare us for life in the 21st Century.

As a means of developing students' cultural capital, English lessons and their content are used to explore, discuss and debate key issues taking place in the world around us; we aim to make our students more inquisitive and consider and reflect upon their place and contributions locally, in the City of Derby and on a larger scale. Issues around the media, current affairs, identity, diversity, gender and personal experiences we have learned from, all have a place in lessons alongside the texts studied, prompts used and discussions/debates held.

Through a variety of learning techniques and personalised approaches, we aim to improve the life chances of all our students by equipping them with levels of literacy that prepare them for life beyond our school and time with us.

Students across Key Stages Three and Four are assessed against levelled outcomes that aim to identify and close students' gaps from Key Stage Two (and in some instances Key Stage One), while ultimately preparing them for assessment at the highest level. Teachers' pedagogical understanding and application

combine with thorough working knowledge of how their students learn and behave; ensuring that the learning needs of all are met proficiently and students achieve success in nationally recognised qualifications.

Clear feedback is offered in many forms from lesson to lesson and across the Key Stages – all directly linked to students making optimum progress. Feedback is used to not only support students in their approaches to studying and learning but also to raise their self-esteem and confidence: again with the ultimate aim of preparing them for the highest possible outcomes in Year Eleven.

The English Department looks to expose students to wider life experiences, through extra-curricular activities. These activities range from in-house poetry competitions; celebration or acknowledgement of key dates in the English calendar; visits to a book shop or library, theatre or cinema; work with external agencies or cross-curricular opportunities that lend themselves to literacy and lifelong learning. We aim to broaden the horizons of our students so that they have more to speak about and have more questions to ask of one another, more to actively seek out and read around and more to write about creatively, imaginatively and/or functionally.

Where necessary, intervention is used to support students in attaining a reading age that is more in line with their chronological age. Teachers celebrate reading for pleasure and actively model what reading looks like and feels like to them as a process - supporting our students on their journeys to becoming more fluent and more critical consumers of a range of texts - across all subjects. Annual testing of reading ages allows us to monitor students' readiness for formal exams and make recommendations for Exam Access Arrangements while our 'Annual Reading Awards' celebrate students' progress within this critical element of our curriculum provision.

Using KS2 outcomes, base line data acquired upon arrival and outcomes from ongoing assessment, students are all supported and encouraged to ambitiously progress towards the highest outcomes pertinent to them, at the end of Key Stage Four: Entry Level, Functional Skills and GCSEs in English Language and Literature where appropriate/required. In most cases, able students leave with a qualification in Entry Level/Functional Skills *and* a GCSE in English Language.

Curriculum Implementation

		Term	Content/Topics	Assessment
Year 7	Autumn Term	1	Focuses on a range of pre-selected poetry, prose, media and non-fiction from the 19 th , 20 th and 21 st centuries. Students study a range of texts including, but not limited to, those by: Blake, Hughes, Owen, Rosen, Browning, Rossetti, H.G. Wells, A. Frank, C. Dickens, W. Golding, J.K. Rowling, articles from broad sheets newspapers and non-fiction texts from across the centuries that broaden their horizons, celebrate our literary heritage and develop their cultural capital.	Entry Level 1-3 : Entry Level 2011/2012 SET 1: Reading papers A & B SET 1 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		2		Entry Level 1-3: Entry Level 2011/2012 SET 1: Reading papers C & D SET 1 Writing task 2 <u>GCSE Style Teacher Discretion</u>
	Spring Term	3	Term Two focuses on drama texts where students study a modern play-script from either: The Demon Headmaster, Stone Cold, Brother in the Land or other appropriate text. They will also study a Shakespeare play: Macbeth or A Midsummer Night's Dream.	Entry Level 1-3: Entry Level 2011/2012 SET 1: Reading papers E & F SET 2 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		4		Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers A & B SET 2 Writing task 2 <u>GCSE Style Teacher Discretion</u>

	Summer Term	5	Term Three sees students study the novel. This unit is left until the end of the year to allow class teachers to select an appropriately challenging and engaging class text for their group to enjoy. Previous authors studied include H.G.Wells, Robert Louis Stevenson, Louis Sachar, Roald Dahl and David Walliams.	Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers C & D SET 3 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		6		Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers E & F SET 3 Writing task 2 <u>GCSE Style Teacher Discretion</u>
	Term		Content/Topics	Assessment
Year 8	Autumn Term	1	Focuses on a range of pre-selected poetry, prose, media and non-fiction from the 19 th , 20 th and 21 st centuries. Students study a range of texts including, but not limited to, those by: Blake, Hughes, Owen, Rosen, Browning, Rossetti, H.G. Wells, A. Frank, C. Dickens, W. Golding, J.K. Rowling, articles from broad sheets newspapers and non-fiction texts from across the centuries that broaden their horizons, celebrate our literary heritage and develop their cultural capital.	Entry Level 1-3: Entry Level 2011/2012 SET 1: Reading papers A & B SET 1 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		2		Entry Level 1-3: Entry Level 2011/2012 SET 1: Reading papers C & D SET 1 Writing task 2 <u>GCSE Style Teacher Discretion</u>
	Spring Term	3	Term Two focuses on drama texts where students study a modern play-script from either: The Demon Headmaster, Stone Cold, Brother in the Land or other appropriate text. They will also study a Shakespeare play: Macbeth or A Midsummer Night's Dream.	Entry Level 1-3: Entry Level 2011/2012 SET 1: Reading papers E & F SET 2 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		4		Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers A & B SET 2 Writing task 2 <u>GCSE Style Teacher Discretion</u>
	Summer Term	5	Term Three sees students study the novel. This unit is left until the end of the year to allow class teachers to select an appropriately challenging and engaging class text for their group to enjoy. Previous authors studied include H.G.Wells, Robert Louis Stevenson, Louis Sachar and David Walliams.	Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers C & D SET 3 Writing task 1 <u>GCSE Style Teacher Discretion</u>
		6		Entry Level 1-3: Entry Level 2011/2012 SET 2: Reading papers E & F SET 3 Writing task 2 <u>GCSE Style Teacher Discretion</u>
	Term		Content/Topics	Assessment
Year 9	Autumn Term	1	Students will start the year with Steinbeck's 'Of Mice and Men' or Boyne's 'The Boy in the Striped Pyjamas' and develop their understanding of the importance of context and authorial intent ahead of potential literature studies at GCSE.	Year 7, Packs 2&3, Q. 1s x 4 + OMAM Writing task L/A = Entry Level style tasks OMAM linked Teacher Discretion
		2	Students progress to a unit on 19 th , 20 th , and 21 st century texts studying a range of poets and authors including, but not limited to, Tennyson, Scannell, Angelou, Duffy, Agard, McGough, Dickens, Swindells, Faulks, Yousafzai, Monroe and a range of non-fiction texts.	Year 7 Pack 3, Paper 1, Q.5 Qs 1s x 2 linked to LTP texts L/A = Entry Level style tasks Fiction/Non-fiction linked Teacher Discretion

	Spring Term	3	Students study a modern drama: Willy Russell's 'Our Day Out' or other suitable text according to ability and target grades	Year 7 Pack 3, Paper 1, Q.2 Paper 2 style: Q5 linked to text L/A = Entry Level style tasks Fiction/Non-fiction linked Teacher Discretion
		4	Students study a class novel or if appropriate, short stories chosen by group teacher in collaboration with Head of Department.	Year 7 Pack 3, Paper 2, Q.2 Paper 2: Q5 linked to text L/A = Entry Level style tasks Fiction/Non-fiction linked Teacher Discretion
	Summer Term	5	Students complete an introduction to Functional Skills unit where they are given the opportunity to secure an Entry Level English qualification, appropriate to their individual progression pathways.	Live Entry Level Papers Level 1 - 3 L/A = Entry Level style tasks Poetry linked Teacher Discretion
		6	This final unit then serves as an 'Introduction to GCSE English Literature and Language' unit where students can begin to acquaint themselves with the skills required at GCSE level. This unit is teacher led and draws on the expertise of the Key Stage Four team who remain committed to closing students' gaps in their knowledge and securing the highest possible outcome for students in Year Eleven	Literature style question on poetry where apt. Or/and: Year 9: Pack 2 - both papers to suit what has been taught. L/A = Entry Level style tasks Teacher Discretion

	Term	Content/Topics	Assessment (including formal exam options)	
Year 10	Autumn Term	1	19 th -21 st Century Prose/fiction and non-fiction texts. Finding information/facts Imagery/sentence structure/ punctuation/writing creatively Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (1) GCSE Papers 1 and 2: Q.1 and Paper 1: Q.5 SAMs (1) GCSE Papers 1 Q.1 and Q.5 L.A Entry Level → P.1 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
		2	19 th -21 st Century Prose/fiction and non-fiction texts. Language features/words and phrases Writers' choices and effects PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (1) Paper 1: Q.2 Paper 2: Q.3 SAMs (1) GCSE Paper 2: Q.1 and Q.5 L.A Entry Level → P.2 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
	Spring Term	3	19 th -21 st Century Prose/fiction and non-fiction texts. Text structure and structural features Opinions/Statements/PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (1) GCSE Paper 1: Q. 3 & 4 SAMs (1) GCSE Paper 1: Q. 2 L.A Entry Level → P.1 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2

Summer Term	4	19 th -21 st Century Prose/fiction and non-fiction texts. Summarising information/similarities & differences/PQA/PQE Write to achieve a purpose Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (1) GCSE Paper 2: Q.2 & 5 SAMs (1) GCSE Paper 2: Q.3 L.A Entry Level → P.2 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2	
	5	19 th -21 st Century Prose/fiction and non-fiction texts. Comparisons/viewpoints/Methods V.E.M.E Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (1) GCSE Paper 2: Q.4 SAMs (1) GCSE Paper 2: Q.2 L.A Entry Level → P.1 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2	
	6	19 th -21 st Century Prose/fiction and non-fiction texts. All of the above. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	2017 Exam Papers 1 & 2 2017 Exam Paper 1 (no Qs. 3+4) Exam paper 2 (no Q.4) L.A Entry Level → P.2 Q1/Q5 TD Linked to SAMs and Past Papers H.A, M.A & L.A (2013-14 papers) EDEXCEL Live Entry Level and FS Level 1 & 2	
	Term	Content/Topics	Assessment (including formal exam options)	
Year 11	Autumn Term	1	19 th -21 st Century Prose/fiction and non-fiction texts. Facts/Language/Structure/opinion/ Writing skills and PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	2018 GCSE Paper 1 2018 GCSE Paper 1 - set Qs (TD) L.A Entry Level → P.1 Q1/Q5 (TD) Linked to SAMs and Past Papers H.A, M.A & L.A (2014-15 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
		2	19 th -21 st Century Prose/fiction and non-fiction texts. True statements/Summarising/ Effects of language choices/comparison of viewpoints/write to achieve a purpose. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	2018 GCSE Paper 2 2018 GCSE Paper 2 Set Qs (TD) L.A Entry Level → P.2 Q1/Q5 (TD) Linked to SAMs and Past Papers H.A, M.A & L.A (2014-15 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
	Spring Term	3	19 th -21 st Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	FEB MOCK: 2019 Papers x 2 M.A & L.A = TD Linked to SAMs and Past Papers H.A, M.A & L.A (2014-15 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
		4	19 th -21 st Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities.	SAMs (4) GCSE Paper 1 All SAMs (4) GCSE Paper 1 Set Qs (TD) P.1 Q1/Q5 → Q2 (TD)

		Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	Linked to SAMs and Past Papers H.A, M.A & L.A (2014-15 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
Summer Term	5	19 th -21 st Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	SAMs (4) GCSE Paper 2 All SAMs (4) GCSE Paper 2 Set Qs (TD) P.2 Q1/Q5 → Q3 (TD) Linked to SAMs and Past Papers H.A, M.A & L.A (2014-15 papers) EDEXCEL Live Entry Level and FS Level 1 & 2
	6	GCSEs Last opportunities to bank Entry Levels or Functional skills Pathways: Levels 1 & 2	GCSE Summer series 2020 AQA EDEXCEL for Functional Skills Pathways