

Subject	<i>English</i>
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Introduction:

Welcome to the English area.

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.

Students need a critical facility more so than ever before, given the amount of choices they now have to make. The subject challenges fundamental viewpoints which inspire children to appreciate beauty, truth and the essential inter-connectedness of everything. Whilst encouraging students of all backgrounds and all abilities to engage and read for pleasure, English also encompasses elements of: history, religious education, philosophy, ethics, geography, literacy, government and politics, psychology, sociology and media.

English is taught by-

Mr Conway

Miss Cachia

Miss Ford

Mr Fraser

Mrs Hill

Mrs Meadows

Mr McDonald-Parry

Mrs Park

Mr Rickey

Miss Whitehead

You can contact us at-

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All English classes are mixed prior attainment.

- KS3 – 4 lessons per week
- KS4 – 4 lessons in Year 10 and 5 in Year 11 per week
- KS5 – 5 lessons per week

Year 7

Autumn term

Language Over Time - This unit is an introductory unit to the historical contextual changes to the English language, and is designed to enable students to develop an understanding of how language has, and continues to evolve according to cultural and social influences whilst doing so through a creative medium.

End of unit objectives:

- * An overview and understanding of the influences and changes to the English language from Saxon Runes to modern neologisms
- * Reviewed and revised all of the features of good descriptive writing, including advanced punctuation and paragraphing for effect to write their journal entries
- * Read in detail a variety of prose extracts to understand and analyse the writer's craft of characterisation - physical description, speech, actions and others' responses to them.
- * Written an analytical response using the ladder of analysis method of development. Students need to master the skills of identifying and explaining.

The Romantics - This unit builds on students' contextual understanding of the English literary tradition by focusing on the Romantics.

End of unit objectives:

- * To study the historical and social context of this literary period
- * To understand the literary influences of this period
- * To understand the sonnet form and its place in the literary tradition
- * To study a number of Romantic poets
- * To analyse one key poem in detail developing their skills of extended analysis for a whole text by responding in an imaginative way.
- * To identify similarities and differences between texts using relevant textual reference and explanations.

Spring Term

Exploring Narrative – Students will read a whole novel where they will consider the importance of context and how the writer uses the setting and language to create meaning.

End of unit objectives:

- *Students will explore the text and make predictions, clarify understanding, ask questions and summarise the text.
- *Students will write analytical paragraphs where they identify, explain, explore, analyse and evaluate to foci of the question.

Features of Spoken Language

This unit is designed to introduce students to the features of spoken language and the influence can language has on creating meaning.

Unit overview:

- *Students will be taught how to analyse the language of speech and then given a hypothetical crime to investigate, culminating in a group debate.

Summer Term

Shakespeare's, A Midsummer Night's Dream – Students will read, understand and perform Shakespeare's A Midsummer Night's Dream.

Unit overview:

- * To study the historical and social context of this literary period
- * To understand the literary influences of this period
- * To understand how the writer creates meaning through dramatic techniques
- * To analyse the role and function of the writer's characters
- * To evaluate the impact the writer's characters and themes have on an audience at time of consumption and now

Year 8

Autumn term

'The Apprentice' - Advertising and product development –

This unit is designed to challenge students to create their very own design and persuasively pitch their product.

End of unit objectives:

- * To study and analyse the presentational features of various commercial cereal boxes
- * To understand the idea of purpose, audience, design and layout
- * To work in a group to create an original product for a specified audience
- * To study the features of persuasive writing with a focus on DAFOREST
- * To understand the importance of varying rhetoric
- * To study the use of language and structure in well-known speeches
- * To write and present their own persuasive speech.

A Christmas Carol - This unit is designed to develop students' understanding of the historical and social context of Victorian England, including the life and influences of Charles Dickens. Through the study of the novella, students will have developed their understanding of how a writer develops plot, characters, setting and themes.

End of unit objectives:

- * To study the historical and social context of this literary period
- * To understand the literary influences of this period
- * To understand how the writer creates meaning through structure
- * To analyse the role and function of the writer's characters
- * To evaluate the impact the writer's characters and themes have on an audience at time of consumption and now
- * To identify similarities and differences between texts using relevant textual reference and explanations.

Spring Term

Dystopian Fiction – Students will read, explore, analyse and evaluate Suzanne Collins', *The Hunger Games* as well as writing their very own Dystopian story/descriptive piece of writing.

End of unit objectives:

- * Students will confidently identify the typical genre features
- * Identify and evaluate the stereotypical Dystopian protagonist such as the character questioning the existing social and political systems and attempts to rebel but in a way that is still morally acceptable
- * Explore the typical settings and how the writer constructs these arenas
- * Students will explore the social and historical context such as Dystopian ideas within literature have existed for a long time, but the genre itself is one of the newer genres within literature. *Utopia* written by Thomas More in 1516, which, despite its title, reflects a Dystopian society. Although it's presented as an ideal world, we know that in reality, it would not successfully function. So even when trying to describe a

	<p>utopia, writers may actually end up portraying a society that is flawed or dysfunctional.</p> <p>Features of Spoken Language This unit is designed to introduce students to the features of spoken language and the influence can language has on creating meaning.</p> <p>End of unit objectives: *Students will be taught how to analyse the language of speech and then given a hypothetical crime to investigate, culminating in a group debate.</p> <p>Summer Term William Shakespeare's, Twelfth Night. Students will read, understand and perform Shakespeare's Twelfth Night.</p> <p>End of unit objectives: * To expand on the historical and social context of this literary period * To explore the literary influences of this period * To analyse how the writer creates meaning through dramatic techniques * To analyse the role and function of the writer's characters * To evaluate the impact the writer's characters and themes have on an audience at time of consumption and now</p>
<p>Year 9</p>	<p>Autumn term Exploring the Gothic - This unit builds on students' understanding of the literary timeline by focusing on the Gothic genre and its influence in the Victorian era. End of unit objectives: *Students will read, understand, analyse and evaluate a variety of Gothic texts to give them a broad experience of this genre before their study of <i>The strange case of Dr Jekyll and Mr Hyde</i> in Year 10. *Students will learn how to manipulate language to make their reader feel tense and scared whilst writing their very own gothic inspired story</p> <p>Shakespeare's, The Merchant of Venice - This unit develops students' understanding of the works of Shakespeare and the context of Elizabethan England. Students will read, understand, analyse and imagine the experience of Jewish people in Elizabethan England as presented in the play <i>The Merchant of Venice</i>.</p> <p>End of unit objectives: * To recap the historical and social context of Elizabethan England with a focus on prejudicial views and how they connect to a modern context * To read/ watch a performance of <i>A Merchant of Venice</i> and be confident with reading Shakespearean English * To understand the ways in which Shakespeare uses language, structure and form to create the plot, characters and imagery within these scenes</p>

* To understand the ways in which Shakespeare uses dramatic irony, soliloquies and asides to influence, the audience's understanding of the characters and evoke feelings

* To create a dramatic monologue as the Duke of Belmont.

Spring Term

Literature from Other Cultures – students will read, analyse and evaluate John Steinbeck's, *Of Mice and Men*. Students will also study a range of poems from other cultures and use them to compare the writer's perspective.

End of unit objectives:

- * Students will be able explain the significance of the title and its relationship to one of the major themes in the novel.
- * Recognize and explain the allusion in the title, *Of Mice and Men*.
- * Explain the use of figurative language and rhetorical techniques within the text and how they function.
- * Follow the main and secondary characters within the novel and explain their purpose in the story.
- * Offer a close reading of the novel and support all assertions and interpretations with direct evidence from the text.
- * Demonstrate a literal, personal, interpretive, and critical understanding of the text.
- * Explain the central conflicts in the play and the nature of the internal and external conflicts with which various characters cope.
- * Identify and discuss the following themes in the play:
 - the impossibility of the American Dream
 - loneliness and isolation during the Depression
 - friendship and camaraderie
 - nature
 - violence
 - euthanasia

Travelling the World

This unit is designed to introduce students to the features of literary non-fiction, in particular travel writing. Through the analysis of key techniques used in various travel writing extracts they will then utilise them in their own descriptive writing.

End of unit objectives:

Students are to learn to craft their writing to create a desired effect

- * Students will consider whether the use of statistics and experts is useful to their argument.
- * Students will learn to plan. Planning is recommended to produce a coherent structure or argument.
- * Responses should be well-structured and considered – quality over quantity.
- * Students should consider how to create an inventive structure for their argument.

- * Students should spend less time writing longer responses and more time checking, proofreading and improving their work for technical accuracy.
- * Avoid formulaic use of linguistic devices
- * Students should be encouraged to plan and incorporate more structural features.

	<p>Summer Term</p> <p>Modern Drama - This unit will focus on either R.C. Sheriffs, Journey's End or Willy Russell's, Our Day Out. Students will understand how the writer constructs meaning through their choice of language, structure and form and how meaning is affected by the audience being modern or at the time of consumption.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Candidates will grasp that the writer makes purposeful choices (and for specific effect) *Students will know the plot, characters, themes, setting and dramatic techniques really well and will be able to provide extensive detail in their responses *Students will learn to embed contextual comments rather than tag on to the end of paragraphs *Students responses will become exploratory when considering modern context and/or considered different interpretations/perspectives
<p>Year 1o</p>	<p>Autumn term</p> <p>Modern Drama - This unit will focus on either J.P Priestley's, An Inspector Calls or Will Russell's, Blood Brothers. Students will understand how the writer constructs meaning through their choice of language, structure and form and how meaning is effected by the audience being modern or at the time of consumption.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Candidates will confidently explore that the writer makes purposeful choices (and for specific effect) *Students will know the plot, characters, themes, setting and dramatic techniques really well and will be able to provide extensive detail in their responses as a result *Students will learn to embed contextual comments rather than tag on to the end of paragraphs *Students responses will become exploratory when considering modern context and/or considered different interpretations/perspectives <p>Language Paper 1 – In this unit, students will read literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers</p> <p>In section B, writing their own creative text, inspired by the topic that they have responded to in section A students will demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Students will work backwards – the EFFECT is what gains marks *Students will use Subject terminology to enhance a response and not be reliant upon it *The analysis must be precise and contextualised *Students will write about: the effect/tone and then support with the technique that did that; the bigger ideas suggested by the metaphor/simile/word choice; think about the feelings of the character AND the reader.

	<p>Spring Term The Strange Case of Dr Jekyll and Mr Hyde – Students will read, explore, analyse and evaluate the text and how the writer uses language, structure and form to create meaning</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> * Students will Know the text very well. Knowing the text well will allow students to delve further into the language and explore meaning created by the writer. * Students will demonstrate their knowledge of the text by ‘pointing’ to particular moments. Where possible students will use direct reference, making sure it’s relevant to their answer. * Students will focus on the range of techniques the writer might have used on purpose during the process of putting the text together. Students will link their comments on contextual factors / ideas to the text. Remembering that context informs, but should never dominate, your reading of the text. The text comes first. <p>Summer Term Power and Conflict Poetry</p> <p>This unit is designed to introduce students to seven of the named AQA Power and conflict poetry where students will explore the significance of the context and analyse how the writer uses language, structure and form to create its meaning, message and purpose.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Read a wide range of classic literature fluently and with good understanding, and make connections across their reading * Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas * Develop the habit of reading widely and often appreciate the depth and power of the English literary heritage write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.
<p>Year 11</p>	<p>Autumn term William Shakespeare’s, Romeo and Juliet / Macbeth - This unit will focus on understanding, exploring, analysing and evaluating how Shakespeare uses characters, setting, themes and context to construct meaning.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Maintain a critical style and develop an informed personal response *Use apt textual references, including quotations, to support and illustrate interpretations. *Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. *Show understanding of the relationships between texts and the contexts in which they were written. *Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

	<p>Language Paper 2 - This unit will develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> * read a wide range of texts, fluently and with good understanding *read critically, and use knowledge gained from wide reading to inform and improve their own writing *write effectively and coherently using standard English appropriately *use grammar correctly, punctuate and spell accurately *acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. <p>Spring Term</p> <p>Power and Conflict Poetry</p> <p>This unit is designed to introduce students to seven of the named AQA Power and conflict poetry where students will explore the significance of the context and analyse how the writer uses language, structure and form to create its meaning, message and purpose.</p> <p>End of unit objectives:</p> <ul style="list-style-type: none"> *Read a wide range of classic literature fluently and with good understanding, and make connections across their reading * Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas * Develop the habit of reading widely and often appreciate the depth and power of the English literary heritage write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read. <p>Summer Term</p> <p>Revision and GCSE Exam Preparation</p>
<p>Language A Level</p>	<p>Coursework Project (20% of the grade) + Exam (80% of the grade)</p> <p>Our AS English Language specification offers opportunities for students to develop their subject expertise by exploring key language concepts and engaging with a range of texts and discourses.</p> <p>The specification explores the study of English language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, analyse texts produced by others and debate different views.</p> <p>The methods of analysis appropriate to the fields of English language/linguistics underpin all the elements of the course, and these are applied to distinctive topic areas.</p> <p>The topics and titles of the subject content reflect a possible trajectory through the course, with 'Language and the individual' focussing on individual contexts for</p>

	<p>language, and with 'Language varieties' working outwards to consider larger-scale public discourses about variety.</p> <p>This course draws academic insights from a range of fields within the study of English language/linguistics, including sociolinguistics and discourse analysis.</p>	
Literature A Level	<p>Coursework Project (20% of the grade) + Exam (80% of the grade)</p> <p>English Literature follows a historicist approach to the study of literature rests upon reading texts within a shared context.</p> <p>English Literature encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.</p> <p>Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives.</p> <p>The English Literature course encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.</p> <p>In Love through the ages, the theme of love, one of the most central themes in literature, is explored across time.</p> <p>Working within historicist principles means students are required to read widely across a range of texts. Working with texts over time involves looking at ways in which authors shape meanings within their texts. It also involves thinking about a wide range of relevant contexts, some of them to do with the production of the text at the time of its writing, some (where possible) to do with how the text has been received over time, and most of all, how the text can be interpreted by readers now.</p>	
Assessment:		
<i>How do you assess progress of students? Tests, coursework, frequency?</i>		
	KS3	
	<ul style="list-style-type: none"> • Monthly progress monitoring with up-date of progress sheet for each student with feedback for improvement. • End of unit assessment with 1-9 grading and clear diagnostic feedback. • Regular verbal feedback in lessons. • Fortnightly spelling HW assessed weekly with scores recorded in ShowMyHomework • KS3 end of year exam 	
	KS4	KS5
	<ul style="list-style-type: none"> • Monthly progress monitoring with up-date of progress sheet for each student with feedback for improvement. • End of unit assessment with 1-9 grading and clear diagnostic feedback. • Regular verbal feedback in lessons. • Regular low stakes quizzes to check knowledge and understanding • December and April mock exams 	<ul style="list-style-type: none"> • Monthly progress monitoring with up-date of progress sheet for each student with feedback for improvement. • End of unit assessment for project work with A*-E grading. • Assignments set and assessed monthly according to exam board criteria. • Mock exams in January • Revision leading up to the exam in June includes further exam practise.
Assessment criteria		
<i>Please email your progress grid separately to be inserted here.</i>		

