

## **English Progression Plan & Curriculum Overview**

### **What are students learning?**

Key concepts and spiralling skills are studied through units of work, where concepts and skills are revisited with increasing complexity, with particular emphasis placed on: modern prose, 19th century prose, poetry, Shakespeare, plays, contemporary stories and oracy.

### **Understanding:**

What will these units of study help students to understand, what does it build on and where does it lead to?

Students will have the opportunity to consolidate, build and interleave knowledge in relation to comprehension, reading, writing and oracy.

### **Key knowledge - substantive:**

Reading and Writing

- Developing students' ability to make predictions and inferences using clear and relevant references to text
- Developing students' understanding of methods and word classes and how word choice can create meaning
- Developing students' ability to write critically and analytically about a text.

Oracy and Reading

- Developing students' performance skills
- Developing students' ability to make predictions and inferences about texts
- Development of use of standard English and grammar in all spoken forms.

Oracy

- Developing students' use of standard English and well formed arguments through discussion and debate.

### **Disciplinary:**

- Students will continue developing an understanding of the drafting process that is used to create final pieces of creative and transactional writing. They will widen their knowledge of the process approach in order to craft a successful narrative paying close attention to the elements of a plot

- Students will continue developing an appreciation for reading and be able to convincingly engage readers from the work they produce
- Students will continue to identify and develop an understanding of topical and global issues that will enable them to become familiar with other cultures, identities and diverse groups. This will enable students to have in-depth discussions relating to life both inside and outside of England and confidently write about them
- Students will continue to know and understand the methods of writing used by pre 20th century writers while understanding the social, historical and cultural context that influences a piece of work which will provide a clear transition into KS4
- Students will further be able to explain the writing style of Shakespeare and the methods used to relate ideas associated to the play as a form. Students will be able to distinguish a play from other genres and the dramatic devices used by Shakespeare to create meaning.

#### **Outcomes what students can do (link to AOs)**

Students will work to develop a range of imaginative, transactional and analytical responses over the course of the academic year which are inspired by their reading of high calibre literary fiction and non-fiction. Students will further be able to explain the writing style of Shakespeare and the methods used to relate key ideas relating to the play as a form. Students will be able to distinguish a play from other genres and the dramatic devices used by Shakespeare to create meaning.

At KS4 students will understand the requirements of the GCSE course for both Language and Literature by becoming aware of the assessment objectives and what they require. Students will be able to critically analyse poetry, and the strategies used by playwrights for effect and fulfil part of the criteria for Literature components 1 and 2. Students will also be able to identify why language, structure, content and organisation is used for effect in both fiction and non-fiction writing.

#### **Literacy knowledge and skills:**

##### **Vocabulary acquisition**

Students will be explicitly taught new tier 2 and tier 3 vocabulary across all units.

Students will be encouraged to incorporate newly taught vocabulary in their tasks.

Students will be encouraged to highlight when they have used new vocabulary in written responses.

Students will be supported to use and spell the correct terms in their written work.

Students will self-assess the accuracy of their own spelling and grammar in their writing.

Teachers will address common misspellings in whole class feedback and may test students if they feel it is appropriate.

Students will revisit previously learned vocabulary and concepts through interleaved recall quizzing.

### **Oracy**

Students will be given a number of opportunities to express their opinions through discussion, debate, performance and presentations; on an individual and group basis.

Teachers will model spoken formal Standard language and encourage students to effectively structure verbal responses.

Poor communication and non-standard English responses will be challenged, and students will be encouraged to self-correct.

Students will be encouraged to practise turn taking in peer to peer conversations to aid speaking and listening skills.

Students will be given opportunities to present ideas to the class in a formal format e.g. presentations, speeches.

### **Reading for meaning**

Students will be encouraged to utilise reciprocal reading strategies to ensure that comprehension of the reading materials is cemented (e.g. articles, case studies, set texts etc.).

Students are expected to use the reading sources to support student responses and ideas.

Teachers are to utilise a range of DART (Directed Activities Related to Text) strategies to ensure that students are engaging with their reading e.g. use of summaries, gap fills, sequencing activities; to support student responses.

Teachers will read aloud and model what effective reading sounds like (e.g. reading case studies, questions and articles).

### **Literacy code - marking**

- The literacy marking code will be used to review student responses; identifying errors and expecting students to self-correct.
- Particular attention on: spelling, punctuation, grammar, tense and written structure (use of paragraphing) will be highlighted.
- Teachers to 'spotlight' literacy during the lesson to flag common misconceptions or spelling, punctuation or grammatical errors.
- Teachers promote 'checking' phases of the lesson to encourage students to review their work for errors.

### **Written response scaffolding**

- Within the subject; an agreed written structure for responses is shared and used.
- Sentence starters are available in subject areas to support student responses.
- Specific and tiered success criteria is given to before commencing extended tasks.
- Live modelling of outcomes is expected. This should be constructed in the form of an 'I do, We do, You do'. 'I do' models should be curated beforehand and where possible, the model should be examples from students for authenticity.

#### **Overview of units studied:**

##### **KS3 – Year 7 & 8**

Refugee – a modern text study  
The World of Shakespeare  
Poetry  
Dystopic - Fiction genre study  
My Planet – Non fiction study  
Romeo and Juliet  
Animal Farm  
Gothic Fiction

##### **KS4 – Year 9-11**

Much Ado About Nothing  
Creative writing  
Poetry Anthology  
A Christmas Carol  
An Inspector Calls  
Unseen poetry  
Macbeth  
Language – reading and writing