

# ***ENGLISH*** at Elemore Hall School

## **Intent**

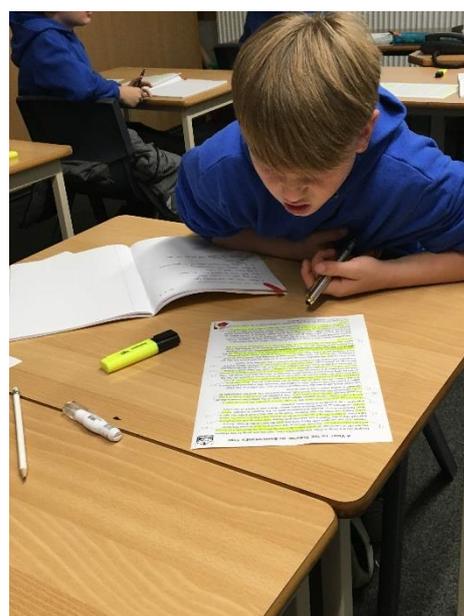
The English curriculum is broad, balanced and challenging for all pupils. English is the basic structure to learning and is relevant to all subjects taught at Elemore Hall School. We believe that wherever there is speaking, reading, writing and creative or critical thinking, English is essential. We recognise that all pupils have the potential to develop language and literacy skills to enable them to be articulate, reflective and creative. We aim to develop fundamental skills to use the English language confidently, appropriately and accurately, while cultivating an appreciation for classic and contemporary English, as well as World literature, thereby encouraging a love for reading. We believe that reading opens a window to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in this. Whilst our pupils can appreciate the depth and power of the English literary heritage, wider reading also enables them to acquire knowledge and to build on what they already know.

We aim to teach pupils to speak and to write fluently and confidently. We believe that the ability to write is key for optimum pupil achievement and to improve school performance. It provides opportunities to learn, to utilize knowledge, to develop critical thinking skills, to be creative, to communicate feelings and to organise thoughts in a meaningful and permanent form. For pupils to be able to speak fluently, articulately and with confidence is important to us, as it enables pupils to engage in conversations and discussions effectively and easily. This applies to formal class as well as in social situations. In addition, breadth as well as depth of vocabulary is vital for pupils to learn, to comprehend texts and to write optimally.

The scheme of work ensures that the curriculum is covered, however, we are aware that all pupils may have gaps in their learning. In order to close these gaps, 1:1 intervention is available for all pupils to access.

Our aims are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, whilst listening to and building on viewpoints of others and moving discussions forward
- are competent in the arts of speaking and listening - making formal presentations, participating in debates and role play



The start of the Key Stage 3 curriculum is designed to catch-up, consolidate and build on knowledge and skills acquired in Key Stage 2. From then on, it is cumulative in nature, where pupils are offered opportunities to learn the transferable knowledge, understanding and skills needed to access the Key Stage 4 curriculum and for subsequent learning. It is intended to form a strong foundation and to create a springboard for Key Stage 4 learning and beyond. In Years 7, 8 and 9, pupils receive up to four English lessons per week.

In Key Stage 4, pupils will continue to consolidate learned/accumulated knowledge, understanding and skills, as well as learn to demonstrate these, through higher order thinking/cognitive skills, i.e. application, analysis, evaluation and synthesis. These will aid their know-how to access examination papers, not only for English, but also for other subjects. In Year 10 pupils receive 5 lessons per week and in Year 11 they receive 4.

## **Implementation**

All pupils are initially assessed on entry, using WRAT and tested in their reading, spelling and sentence comprehension. Teachers then use continued assessment to ascertain progress and inform level of Steps. We use Steps to direct us in our teaching, but also to identify any gaps in their learning, recognise where intervention is needed and to set individual pupil targets. Steps 1-3 reflect catch-up, consolidation and development of Key Stage 2 skills, understanding and knowledge. Steps 4-6 cover our broad and comprehensive Key Stage 3 and 4 curricula. Steps 7-9 mirror skills and understanding needed to gain GCSE grades 4-9.

Pupils are monitored continuously, allowing us to check the effectiveness of our curriculum. A solid foundation must be built before the Key Stage 4 curriculum can be accessed and to achieve accreditation. The English curriculum informs our Steps and teaching. We continuously mark pupils' work and give both verbal and meaningful written feedback, aiming to inform pupils what they have done well and what the next steps are. Ensuing this, we offer 'D.I.R.T' lessons, whereby pupils are given directed improvement and reflection time. Our classroom displays are designed to support pupils during lessons and in the learning process.

Reading at Key Stage 3 is wide, varied and challenging. Pupils are expected to read whole books, to read in depth and to read for pleasure and information, by studying a range of high-quality fiction and non-fiction texts. In Key Stage 4, pupils are expected to study at least one complete pre-19<sup>th</sup> Century literary work, one Shakespeare text, one modern text (either prose or play) and a range of poetry from the romantic period to the present day. All pupils have access to the Accelerated Reading Programme. Year 7s have one lesson per week. Other pupils read as part of the reading sessions at the start of every day, for extension work, or with Mrs. Groark in Literacy Withdrawal. We encourage as much broader reading at school as well as at home.

Pupils develop their knowledge of, and skills in writing, refining their drafting skills and developing resilience to write at length. They are taught to write formal and academic essays as well as writing imaginatively. They are taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Written exam requirements demand a high level of writing proficiency and a child who is not confident with the

writing process itself and/or writing at length, will find it increasingly daunting to convey his/her knowledge on many school subjects. And so, to optimize their chances to learn and become more confident writers, we encourage all subjects to use the 'Elemore Writing Wall' - a tool to aid cohesion and coherence.

In addition to English lessons, we focus much of our Drama and Media lessons on building their confidence and aptitude in speaking and listening tasks. In Media lessons we build on pupils' presenting, debating and discussion skills. Our Drama lessons promote positive self-image and confidence, and improve pupils' reading skills and language development, while challenging their perceptions of the world. We focus mainly on role-play and their ability to concentrate and remain focused. As an overlap, we read and perform many of the plays pupils study in English, for example 'Blood Brothers' and 'Romeo and Juliet'.

In order for pupils to develop spelling, range of vocabulary and writing, our 'Weekly Spelling programme' is made available to subject teachers, as well as other key areas in school at the start of each week. Words are individualised according to spelling ages and always include one word that links with the morning meeting 'Thought of the Week'. Pupils are required to learn to spell and apply their words in a piece of creative writing at the end of each week.

## Impact

All pupils will access the Step Up to English AQA qualification and most pupils are expected to achieve their GCSE qualification in both English Language and English Literature. English furthers pupils' learning and is also a gateway to other subjects. Our curriculum is inclusive and we cater for disaffected, low attainment and disadvantaged pupils. We focus on the creative elements of the new English GCSE which we hope will help those who struggle to achieve more highly. We help to build pupils' confidence through a holistic and personalised approach. The Steps system is used as a progression ladder that seeks to reward all abilities. The English department's aim is to ensure that all pupils leave with better communication skills, both verbal and written. Some ex pupils have gone on to successfully study English/Media at college. We are handing pupils the key to a world of opportunities.

## Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Baseline Assessments:</b> # Steps: ~ Lang. Reading ~ Lang. Writing # WRAT: ~ Spelling Age ~ Word Reading Age ~ Sentence Comp PR # SPG # A.R. Star Reading Test (Reading Comprehension Age)  <b>Catch Up Curriculum</b>	<b>All About Me</b> <b>Language - Reading:</b> Autobiographies/ Biographies/ Diaries/ Fact & Opinion/ Identifying Language/ Features/Text Types <b>Language - Writing:</b> Autobiographical Descriptive /Narrative (Halloween) <b>Spoken Language:</b> Discussions <b>Christmas Poetry</b>	<b>Tales of Childhood</b> <b>Roald Dahl</b> <b>Literature &amp; Language - Reading:</b> Class Reader (Non-Fiction Autobiography) 'Boy' by Roald Dahl Non-Fiction Text Types Author's Background / Context Prediction / Inference / Deduction / Summaries / Scan Reading / Writer's craft - Adjectives & Metaphors / Point of view (perspective) Characterisation / Context / Building Tension / Writer's influence / Identifying explicit information & ideas / Language Features / Inference & Deduction / Simple Structure / Intro to Evaluation <b>Language - Writing:</b> Writing open questions / Creative & Non-narrative		<b>Animal 'Writes' Language - Reading</b> Animals in War, Zoo, Newspaper Articles, Poetry analysis <b>(Non-Fiction Extracts)</b> Identifying explicit information & ideas / Language Features / Inference & Deduction / Simple Structure / Intro to Evaluation <b>Language - Writing</b>	<b>What the Dickens? Literature - Reading</b> Class Reader Oliver! Intro to Dickens' Victorian England - Context / Life / Language / Works Dickens' 'Oliver Twist' (extracts) Film Study: 'Oliver Twist' (Trip to former Workhouse)

	<b>Intervention</b>		(Non-Fiction) Letter / Blurb / Blog / Article / Report	Non-fiction writing: to argue and persuade	
8	<b>Shocking Shakespeare: Literature - Reading:</b> # Intro to Shakespeare Context / Life / Language / Plays & Poetry / Elizabethan Theatre ( <i>The Globe</i> ) # <i>The Seven Stages of Man</i> <b>Spoken Language:</b> Listening / Discussion / Responding / Presenting	<b>Fantasy vs Reality: Literature – Reading:</b> Class Readers (Fiction): David Almond’s ‘Skellig’ / Films E.T. Skellig – comparison/ ‘ <i>Stone Cold</i> ’ by Robert Swindells/‘Billy Elliot’ & Film study Literature skills: (simple understanding of AO1-4) Context / Perspective / Characters Language skills: Reading (throughout) Diary Entry etc. (Non-Fiction): <b>Poetry:</b> William Blake’s Poetry <b>Language - Writing</b> (Non-Fiction): Writing to Argue (homeschooling) (Fiction): Writing to imagine and explore (homelessness) (Creating Suspense in Writing) <b>Spoken Language:</b> Debating – homeschooling or homelessness Discussions (Stereotypes)		<b>Travel and Adventure: Literature – Reading</b> Class Reader (Fiction): <i>Lord of the Flies</i> by William Golding <i>Of Mice and Men</i> by John Steinbeck Literature Skills: Context / Plot / Craft Character / Themes/ Building Tension (& simple understanding of AO1-4) Language skills: - Reading - Writing <b>Step Up English:</b> Travel and Adventure <b>Language - Writing (Non-Fiction)</b> Travel Writing <b>Reading: (Non-Fiction Extracts)</b> <b>Spoken Language:</b> Debates and Discussions (Life Issues) The Identity Kit ~ who am I?	
9	<b>Assessments: Step Up to English SILVER &amp; GOLD –</b> (Entry Level) Component 1 x2 Music Travel Media Detectives The Next Step Component 2 x1	<b>GCSE Literature: Gothic Horror Paper 1 Section B - 19<sup>th</sup> century novel -</b> Charles Dickens’ ‘A Christmas Carol’ and/or Mary Shelley’s ‘Frankenstein’ <ul style="list-style-type: none"> <li>• The author</li> <li>• Background</li> <li>• Context – historical &amp; social</li> </ul> PEE chains/written responses <b>Step Up English:</b> Gothic Horror <b>Spoken Language:</b> Debating and Discussions <b>Language Skills:</b> <b>Reading:</b> # Literal and inferential comprehension # Evaluation of a writer’s choice of vocabulary, grammatical and structural features # Comparing texts # Critical reading <b>Writing:</b> # Producing clear and coherent text # Accurate Standard English (SPG) # Writing to describe\narrative - horror story		<b>GCSE Literature: Paper 1 Section A – Shakespeare –</b> ‘Romeo & Juliet’ ~ understanding plot, dramatic structure and the context in which it was written. opportunities for drama/performing arts Language Techniques <b>Writing:</b> # Producing clear and coherent text # Accurate Standard English (SPG) # Writing to describe\narrative - horror story <b>GCSE English Language: Paper 1</b> <b>Descriptive/Narrative Writing</b> Section B, Question 5 > (AO5&6): WRITING WITH PICTURE PROMPT	
10	<b>GCSE Literature: Power and Conflict Poetry</b> ~ to develop critical style & the ability to compare poems. (current yr 9s) <b>Assessments: GCSE Language: Papers 1&amp;2</b> <b>Explorations in Creative Reading and Writing &amp; Writers’ Viewpoints and Perspectives</b> Section A, Question 1 (both papers) > (AO1) <b>Paper 1</b> <b>Explorations in Creative Reading and Writing</b> Section A, Question 2 > (AO2): INTRO to LITERARY DEVICES <b>Paper 1</b> <b>Explorations in Creative Reading and Writing</b> Section A, Question 2 > (AO2) – HOW WRITERS USE LANG to CREATE EFFECTS in FICTION <b>Paper 1</b> <b>Descriptive/Narrative Writing</b> Section B, Question 5 > (AO5&6): WRITING WITH PICTURE PROMPT		<b>GCSE Literature: Paper 2 Section A –</b> Modern Prose or Drama Texts – ‘Blood Brothers’ <b>GCSE Language:</b> <b>Paper 1</b> <b>Descriptive/Narrative Writing</b> Section B, Question 5 > (AO5&6): WRITING WITH PICTURE PROMPT <b>Paper 2</b> <b>Writers’ Viewpoints and Perspectives</b> Section A, Question 2 > (AO1) - SUMMARY <b>Writers’ Viewpoints and Perspectives</b> Section A, Question 4 > (AO3) – COMPARING	<b>GCSE Literature: Paper 1 Section A –</b> Shakespeare – ‘Macbeth’ ~ understanding plot, dramatic structure and the context in which it was written. Language Techniques <b>GCSE Language:</b> <b>Paper 1</b> <b>Explorations in Creative Reading and Writing</b> Section A, Question 3 > (AO2) – STRUCTURE Section A, Question 4 > (AO4) – EVALUATING <b>Paper 2</b> <b>Writers’ Viewpoints and Perspectives</b> Section A, Question 3 > (AO2) – HOW WRITERS USE LANG to CREATE EFFECTS in NON-FICTION <b>Paper 2 Writing to Present a Viewpoint</b> Section B, Question 5 > (AO5&6) – ARGUMENT	
11	<b>Assessments: Step Up to English SILVER &amp; GOLD –</b> (Entry Level) <b>Language: Papers 1&amp;2 – Explorations in Creative Reading and Writing &amp; Writers’ Viewpoints and Perspectives</b>	<b>Language: Paper 2</b> <b>Writers’ Viewpoints and Perspectives</b> Section A, Question 2 > (AO1) - SUMMARY Section B, Question 5 > (AO5&6) – ARGUMENT	<b>Spoken Language:</b> Prepare Presentations <b>Language: Papers 1&amp;2 – Explorations in Creative Reading and Writing &amp; Writers’</b>	<b>English Language and Literature Revision</b>	

Sections A, Questions 1 (both papers) > (AO1) REVISION	<b>Paper 1 Explorations in Creative Reading and Writing</b> Section A, Question 3 > (AO2) – STRUCTURE <b>Spoken Language:</b> Prepare Presentations	<b>Viewpoints and Perspectives</b> Section A, Question 4 (both papers) > (AO3&4) – COMPARING & EVALUATING <b>-Spoken Language EXAMs</b>		
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## Accreditation

<p><b>AQA Silver Entry Level Certificate Component 1: Literacy Topics</b></p> <p>Entry 1 and 2</p> <p>Two topics from a choice of five</p> <p>Reading, Writing and Spoken Language</p> <p>Non-literary/transactional texts and tasks</p>	<p><b>AQA Silver Entry Level Certificate Component 2: Creative Reading and Writing</b></p> <p>Entry 1 and 2</p> <p>One paper from a choice of five.</p> <p>Literary reading tasks.</p> <p>Creative writing tasks.</p>
<p><b>What's assessed</b></p> <p>Spoken language task</p> <ul style="list-style-type: none"> <li>• Presenting</li> <li>• Responding to questions and feedback</li> </ul> <p>Reading tasks</p> <p>Three transactional texts</p> <p>Writing task</p> <p>Transactional writing</p>	<p><b>What's assessed</b></p> <p>Section A</p> <p>Reading</p> <p>Two literary texts</p> <p>Section B</p> <p>Writing</p> <p>Creative writing</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Students should complete and submit two topics</li> <li>• Externally-set non-exam assessment: up to 1 hour and 30 minutes</li> <li>• 60 marks per topic, 120 marks per component</li> <li>• 50% of Step Up to English</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Students should complete one paper</li> <li>• Externally-set non-exam assessment: up to 1 hour and 30 minutes</li> <li>• 60 marks</li> <li>• 50% of Step Up to English</li> </ul>
<p><b>Questions</b></p> <p>Spoken language (12 marks)</p> <p>One task Reading (24 marks)</p> <ul style="list-style-type: none"> <li>• three linked reading tasks</li> <li>• short form questions</li> </ul> <p>Writing (24 marks) One longer form writing task</p>	<p><b>Questions</b></p> <p>Reading (30 marks)</p> <ul style="list-style-type: none"> <li>• two linked texts</li> <li>• short form questions</li> </ul> <p>Writing (30 marks)</p> <p>One longer form writing task</p>
<p><b>Non-examined element/Other requirements</b></p> <p>n/a</p>	

<p><b>AQA Gold Entry Level Certificate Component 1: Literacy Topics</b></p> <p>Entry 3</p> <p>Two topics from a choice of five</p> <p>Reading, Writing and Spoken Language</p> <p>Non-literary/transactional texts and tasks</p>	<p><b>AQA Gold Entry Level Certificate Component 2: Creative Reading and Writing</b></p> <p>Entry 3</p> <p>One paper from a choice of five.</p> <p>Literary reading tasks.</p> <p>Creative writing tasks.</p>
<p><b>What's assessed</b></p> <p>Spoken language task</p> <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> </ul> <p>Reading tasks</p> <p>Three transactional texts</p> <p>Writing task</p> <p>Transactional writing</p>	<p><b>What's assessed</b></p> <p>Section A</p> <p>Reading</p> <p>Two literary texts (from 19th, 20th, 21st century)</p> <p>Section B</p> <p>Writing</p> <p>Creative writing</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Students should complete and submit two topics</li> <li>• Externally-set non-exam assessment: up to 1 hour 30 minutes</li> <li>• 60 marks per topic, 120 marks per component</li> <li>• 50% of Step Up to English</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Students should complete one paper</li> <li>• Externally-set non-exam assessment: up to 1 hour 30 minutes</li> <li>• 60 marks</li> <li>• 50% of Step Up to English</li> </ul>
<p><b>Questions</b></p> <p>Spoken language (12 marks)</p> <p>One task Reading (24 marks)</p> <ul style="list-style-type: none"> <li>• three linked reading tasks</li> <li>• short form questions</li> </ul> <p>Writing (24 marks)</p> <p>One extended writing task</p>	<p><b>Questions</b></p> <p>Reading (30 marks)</p> <ul style="list-style-type: none"> <li>• two linked texts</li> <li>• short form questions</li> </ul> <p>Writing (30 marks)</p> <p>One extended writing task</p>
<p><b>Non-examined element/Other requirements</b></p> <p>n/a</p>	

<p><b>AQA English Language Paper 1: Explorations in creative reading and writing</b></p>	<p><b>AQA English Language Paper 2: Writers' viewpoints and perspectives</b></p>
<p><b>What's assessed</b></p> <p>Section A: Reading</p> <ul style="list-style-type: none"> <li>• one literature fiction text</li> </ul> <p>Section B: Writing</p>	<p><b>What's assessed</b></p> <p>Section A: Reading</p> <ul style="list-style-type: none"> <li>• one non-fiction text and one literary non-fiction text</li> </ul> <p>Section B: Writing</p>

• descriptive or narrative writing	• writing to present a viewpoint
<b>How it's assessed</b> Written exam for 1 hour 45 minutes 80 marks 50% of GCSE	<b>How it's assessed</b> Written exam for 1 hour 45 minutes 80 marks 50% of GCSE
<b>Paper 1 Questions</b> Reading (40 marks) (25%)– one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	<b>Paper 2 Questions</b> Reading (40 marks) (25%) – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)
<b>Non-examined element/Other requirements</b> Spoken Language What's assessed (AO7–AO9) • presenting • responding to questions and feedback • use of Standard English Assessed • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)	
<b>AQA English Literature Paper 1:</b> Shakespeare and the 19 <sup>th</sup> -century novel	<b>AQA English Literature Paper 2:</b> Modern Texts and Poetry
<b>What's assessed</b> Shakespeare The 19 <sup>th</sup> Century novel	<b>What's assessed</b> Modern texts Poetry Unseen poetry
<b>How it's assessed</b> Written exam for 1 hour 45 minutes 64 marks 40% of GCSE	<b>How it's assessed</b> Written exam for 2 hours 15 minutes 96 marks 60% of GCSE

<p><b>Questions</b></p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p><b>Questions</b></p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p><b>Non-examined element/Other requirements</b></p> <p>n/a</p>	

## Additional Support

Where pupils make less progress than expected, various interventions are in place.

- Referrals to Individual Literacy Withdrawal sessions – for specific gaps in learning, as identified by teachers, as well as extra support with reading and spelling (D Groark)
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Ad-hoc intervention available to all pupils to support specific learning/literacy issues (D Groark)

- MGroup - bespoke (catch-up) curriculum
- Weekly Spelling Programme
- 'Writing Wall' - Teachers (cross-curricular)
- Differentiated Work
- Additional support in the classroom – LSAs
- Accelerated Reading Programme



**We offer a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden pupils' learning experiences.**

### Links with evening activities

Pupils can access further support during extended evenings to give them the best possible chance at succeeding.

- After school clubs – Teachers of English are available up to three times a week, after school, mainly for higher achieving pupils, to further develop, in particular writing skills, but also for any pupil who might want to catch up with work or seeks additional help.

## Enrichment

We give our pupils a wide range of opportunities to encourage them to enjoy and appreciate English!

- Workhouse Museum, Beamish Museum, BBC Tours, Theatre Trips.
- Mars One visitor.
- Aspiring Authors – any break or lunch during the school day and/or after school.
- English Enrichment Challenge – voluntary tasks designed to improve English skills.
- Bonus tasks
- School plays and poetry recitals.
- Shakespeare School Festival

