



English Curriculum Intent and Five Year Plan



Intent

English lessons at Reddish Vale will give students a profound appreciation of the spoken and written word and equip them with the skills to express themselves confidently in a variety of situations, both in and outside of the classroom.

Skills acquired in English have a positive influence on all other curriculum subjects, are vital in any walk of life and tie into our whole school values of Respect, Aspiration, Determination and Independence.

Our English curriculum offers students the opportunity to be inspired by great literature from across the world, allowing them to experience the power of language and invest in them a passion for a wide range of reading, writing and spoken texts. From Shakespeare to Zephaniah; poetry and prose; historic speeches to the language of social media; students are encouraged to think, question and form opinions on a huge variety of topics to support their growth as global citizens.

We aim to:

- Create a journey of English knowledge that builds on prior learning
- Develop a wide range of literacy and study skills
- Grow knowledge- and vocabulary-rich young people
- Encourage a life-long interest in literature, drama and media
- Promote independence and resilience in learning

	Autumn	Spring	Summer
Year 7	Term Theme: Myths and Fairy Tales	Term Theme: Historical Realism	Term Theme: Personal Journeys
	Key Text: <i>A Midsummer Night's Dream</i> Shakespeare	Key Text: Teacher/Student choice	Key Text: Poetry Anthology
	Key Skills: Reading and performing Shakespeare; identifying themes and ideas in a text; conventions of fairy tales and myths; structuring a story	Key Skills: Exploring texts and contexts; understanding perspectives; examining non-fiction; making comparisons between fiction and non-fiction	Key Skill: Recognising and understanding ourselves through literature; reading and responding to poetry; descriptive devices; sentence structures
	Assessments: <ul style="list-style-type: none">• Baseline writing assessment• Response to Shakespeare• Writing a fairy tale	Assessments: <ul style="list-style-type: none">• Response to novel• Response to non-fiction• Writing and performing a speech	Assessments: <ul style="list-style-type: none">• Response to poetry• Writing an autobiographical narrative• End of year assessment
Year 8	Term Theme: Fantasy and Allegory	Term Theme: Texts and Context (Gender Roles/appropriate current affairs topic)	Term Theme: World Journeys

	Key Text: Teacher/Student choice	Key Text: <i>Macbeth</i> Shakespeare	Key Text: Fiction Anthology
	Key Skills: Recognising and understanding metaphor and symbolism; exploring writer's intentions; commenting on place and setting in a text; conventions of genre	Key Skills: Representation of character; exploring how the writer impacts the reader; gender roles, power and ambition across time; reading reviews, articles and forming opinions	Key Skills: Recognising and understanding the world through literature; exploring difference; descriptive devices; descriptive structures
	Assessments: <ul style="list-style-type: none"> • Baseline reading assessment • Response to novel • Writing for a specific genre 	Assessments: <ul style="list-style-type: none"> • Responding to Shakespeare • Writing a letter • Performing Shakespeare 	Assessments: <ul style="list-style-type: none"> • Responding to an extract • Writing and performing poetry • End of year assessment
Year 9	Term Theme: Modern Realism	Term Theme: Poetry and Philosophy	Term Theme: The Gothic, Ghosts and Suspense
	Key Text: Teacher/Student choice	Key Text: Poetry and Non-Fiction Anthology	Key Text: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Stevenson
	Key Skills: Precise and embedded textual references; developing alternative interpretations; structuring whole texts; modern literary conventions	Key Skills: Introducing critical texts; comparison of texts, ideas and opinion; exploring modern interpretation and performance of literature (including lyrics as poetry)	Key Skills: Conventions of Victorian literature including the gothic; theme and motif; long-form literary structures; evaluating texts and contexts; creating effects in writing
	Assessments: <ul style="list-style-type: none"> • Baseline writing assessment • Response to novel • Writing an editorial 	Assessments: <ul style="list-style-type: none"> • Response to non-fiction • Comparison of poems • Writing critical non-fiction 	Assessments: <ul style="list-style-type: none"> • Response to novel extract and presentation • Writing gothic/ghost stories • End of year assessment
Year 10	Term Theme: Texts and Contexts (Class and Equality/appropriate current affairs)	Term Theme: Conflict Poetry	Term Theme: Fiction Reading and Writing
	Key Text: <i>An Inspector Calls</i> J. B. Priestley	Key Text: Poetry and Non-Fiction Anthologies	Key Text: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> Stevenson and class reader (teacher/student choice)
	Key Skills: exploring form and structure in drama texts; essay writing for GCSE; critical theory – poverty, human rights, socialism, capitalism	Key Skills: comparative poetry and non-fiction skills; accessing unseen poetry; structuring a comparison; understanding GCSE Language Paper 2 Section A	Key Skills: revision – interleaving and spaced practice; GCSE Language Paper 1 format and skills; evaluation of reading and writing; crafting a text
	Assessments: <ul style="list-style-type: none"> • Baseline writing assessment • Critical response to text • Post-1914 Literature exam style response 	Assessments: <ul style="list-style-type: none"> • Language Paper 2 reading • Seen poetry Literature exam style response • Spoken Language Component 	Assessments: <ul style="list-style-type: none"> • 19th Century Literature style exam • Language Paper 1 • End of year assessment

Year 11	Term Theme: Conflict and Tragedy	Term Theme: GCSE Preparedness	
	Key Text: <i>Romeo and Juliet</i> Shakespeare	Key Texts: All GCSE texts	
	Key Skills: developing critical opinion; understanding and applying exam skills and structures; adapting for examination demands	Key Skills: effective revision, focus and motivation for GCSE series; evaluation of course; preparation for A-Level (where appropriate)	
	Assessments: <ul style="list-style-type: none"> In-class assessment December pre-mocks 	Assessments: <ul style="list-style-type: none"> Rolling mock exams 	

Contribution to students social, moral, spiritual, cultural, personal development & wellbeing	
Social	<p>English lessons promote cooperation and teamwork through being able to work in groups, listening to peers and teachers, and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future. Students are required to take on a range of roles, research and argue a point of view. We also give students the opportunity to speak in different contexts and regarding a range of different real life issues, applying learning to careers and life after school. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success. Training students in ‘talk for learning’ and oracy encourages discussion and debate as important aspects of the subject; giving logical arguments with respect, rationality and thoughtfulness; is core to our classroom practice. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning.</p>
Moral	<p>All of the texts we cover offer moral thinking through the recognition of a host of values and dilemmas faced in both real life and fictional contexts. Students are able to analyse character and events to explore the consequences of negative actions. During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare’s <i>Macbeth</i> poses a range of topics and themes for debate such as the dangers of power and ambition. Class readers deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students’ ability to apply fiction to real life scenarios.</p>
Spiritual	<p>The wide range of literature offered encourages spiritual development through discussion and debate. For example, the study of the classic works <i>Macbeth</i> and <i>The Strange Case of Dr. Jekyll and Mr Hyde</i>, amongst others, promote discussion of the difference between good and evil, considering the impact of conscience. Students have the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives and belief systems. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.</p>
Cultural	<p>Students learn about respecting others through first finding themselves in literature, and then exploring the wider human condition in specific units and also through parallel texts throughout the five-year journey. Students are able to appreciate different cultures, celebrate diversity and empathise with those they might not ordinarily come into regular contact with.</p>

	<p>The study of literature from across time gives opportunities for students to appreciate and understand British history and culture, while oracy activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences.</p> <p>Theatre trips and visits from published authors give all students the opportunity to access cultural activity alongside the viewing of DVDs of plays in performance, which otherwise some students may not have the opportunity to experience.</p>
Personal Development and Wellbeing	<p>We encourage students to be open to and accepting of the lives of others in order to develop their own sense of self through their English learning. Our school library provides a wide range of fiction and non-fiction which students are supported to explore throughout their time at school, including dedicated library lessons in Years 7 and 8.</p> <p>Alongside the library space, quiet work spaces are provided for students at lunch and after school to support learning and all students learn to embed metacognitive learning skills and revision strategies from Year 7 to support their wellbeing during the more challenging times of their school careers.</p>
Careers and Gatsby Benchmark Links	<p>Making links between communication skills and employability is explicit throughout English lessons and literacy learning across school. Our curriculum supports engagement with Further and Higher Education as well as promoting a range of careers linked to English.</p> <p>Where possible, we have arranged visits from writers and other professionals working with English and journalism, including poets, authors and representatives from the BBC School News Report team. When engaging in trips and out-of-school visits, students are encouraged to engage with a range of careers, workplaces and individuals outside of the teaching profession.</p>

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