Dream Reach Achieve

Whittington Green School – English

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CURRICULUM INTENT: English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

Pupils should be taught to:

1. **Develop an appreciation and love of reading**, and **read increasingly challenging material independently** through: reading a **wide range of fiction and non-fiction**, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
   - English literature, both pre-1914 and contemporary, including prose, poetry and drama
   - Shakespeare (two plays)
   - Seminal world literature
2. **Choosing and reading books independently for challenge, interest and enjoyment.**
3. **Re-reading** books encountered earlier to **increase familiarity** with them and provide a basis for **making comparisons.**
4. **Understand increasingly challenging texts** through:
   - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
   - Making inferences and referring to evidence in the text
   - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
   - Checking their understanding to make sure that what they have read makes sense.

5. **Read critically** through:
   - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
   - Recognising a range of poetic conventions and understanding how these have been used
   - Studying setting, plot, and characterisation, and the effects of these
   - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
   - Making critical comparisons across texts
   - Studying a range of authors, including at least two authors in depth each year.

- **Writing -** Write accurately, fluently, effectively and at length for pleasure and information **Writing for a wide range of purposes and audiences,** including:
  • well-structured formal expository and narrative essays
  • stories, scripts, poetry and other imaginative writing
  • notes and polished scripts for talks and presentations
  • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

1. **Summarising** and **organising material**, and **supporting ideas and arguments** with any **necessary factual detail**
2. **Applying** their growing **knowledge of vocabulary, grammar and text structure** to their writing and selecting the appropriate form
3. Drawing on knowledge of **literary and rhetorical devices** from their reading and listening **to enhance the impact of their writing**
4. **Plan, draft, edit and proof-read** through: considering how their writing reflects the audiences and purposes for which it was intended; amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness; paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

- **Grammar and Vocabulary** - consolidate and **build on their knowledge of grammar and vocabulary through:**
  - Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
  - Studying the effectiveness and impact of the grammatical features of the texts they read
  - Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - Using Standard English confidently in their own writing and speech English
  - Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English - Speak confidently and effectively, including through:

1. Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
2. Giving short speeches and presentations, expressing their own ideas and keeping to the point
3. Participating in formal debates and structured discussions, summarising and/or building on what has been said
4. Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Year 7					
Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum Target	Key Vocabulary / Concepts
Unit 1	**Myths and Legends**	Students will explore a range of challenging texts that have influenced Western Literature. Students will develop knowledge by studying literary significance, symbols and morals. Texts will develop students' social, moral and cultural awareness. They will also study writers' craft, focusing on elements of description and narrative to influence their own creative writing.	This unit will build on students' knowledge of myths and legends from KS2 History and English.	**Reading: 1, 3, 4** **Writing: 1, 4, 6** **Spoken English: 1, 3**	- Myth - Legend - Omnipotence - Metamorphosis - Protagonist - Antagonist - Foreshadowing - Temptation - Forbidden - Allegory - Figurative language
Unit 2	**What makes a hero?**	Students' knowledge will be extended from Unit 1 by exploring the theme of heroes in modern contexts. Students will develop their non-fiction writing, presentation skills and critical voice.	This will consolidate students' understanding of protagonists as well as building on the skill of composition at KS2 by challenging pupils to articulate their thoughts and ideas with increasing precision in their written and verbal responses.	**Reading: 4, 5** **Writing: 1, 2, 3, 4, 5, 6** **Spoken English: 1, 2, 3**	- Sacrifice - Selfless - Persuasive language - Logos, Ethos, Pathos
Unit 3	**Poetry**	Students will explore a range pre-1914 and contemporary poetry from different contexts. Students will focus primarily on language analysis and develop a clear structure for analytical writing. Students will develop some subject-specific vocabulary that will be integral to academic discussions of literary texts in KS3 and KS4.	This unit will build on students' experience of poetry and their comprehension skills from KS2.	**Reading: 1, 4, 5** **Writing: 3, 4** **Spoken English: 1, 3, 4**	- Simile - Metaphor - Personification - Imagery - Connotation - Rhyme / Rhyming couplet - Message

Unit 4	**Novel**	Students will study a whole novel, exploring ideas about culture and power. Students will also have the opportunity to study and discuss world events, prejudice and inequality. This unit will develop students' cultural capital, allowing them to explore world events/affairs, the impact of events on humanity, and empathy skills. This will provide a foundation for future novel study and GCSE texts (including those that engage with the theme of displacement).	This unit will build on students' knowledge of functional writing (such as newspaper articles and speeches), as well as their understanding of genre conventions of a 'coming of age' novel. Both novels make reference to characters who are religious and are, in some way, persecuted for this. Students explore different faiths at KS2 to develop respect for others and so we use this in discussion and to build more specific knowledge of the character's faith.	**Reading: 1, 3, 4** **Writing: 1, 5, 6** **Spoken English: 1, 4**	- Symbolism - Identity - Religion - One novel centres around prejudice, the experience of refugees, and displacement. - One novel centres around prejudice, inequality, - Displacement - Prejudice
Unit 5	**Victorian Literature**	Students will engage with seminal literature and its place in history. Students will develop analytical skills of challenging texts whilst developing knowledge of historical context. This unit will provide key contextual knowledge for all so that their learning can be applied to future units of study, such as Gothic Literature and the pre-19th century novel at GCSE.	This unit aims to build on the analytical skills developed in the earlier stages of Y7. It is hoped (although non-statutory in History at KS2) that this unit can build on students' KS2 knowledge of the Victorian era.	**Reading: 1, 2, 3, 4** **Writing: 1, 3, 4, 5** **Spoken English: 1, 3, 4**	- Industrial Revolution (and its impacts on society) - Thomas Malthus - Poverty - Slums - Workhouses - Prisons - Exploitation - Advocate
Unit 6	**Shakespeare**	Students will learn about the Shakespearean era and the Globe theatre, as well as Elizabethan beliefs and values. Students will study extracts from a whole play to develop their understanding of Shakespeare. This unit will build the foundation for further study of Shakespeare in subsequent secondary years, aiming to build students' confidence in accessing the language of his plays/poetry, as well as developing knowledge of play conventions.	Students should be familiar with Shakespeare from KS2 and there will be an opportunity for students to share their knowledge on Shakespearean genres and plays.	**Reading: 1, 4, 5** **Writing: 2, 4** **Spoken English: 1, 3, 4**	- Setting - Character - Patriarchal society - Elizabethan attitudes towards women - Mythical - Conflict

Let's Think in English	Students will regularly participate in the cognitive acceleration programme throughout the academic year. These lessons will enable students to encounter a more rich and diverse selection of poetry, prose and drama. Students will recall the skills needed to be successful in English but the challenge will be applying them in different contexts.	**Reading: 1, 4, 5** **Spoken English: 1, 2, 3**
Reading	Students will have the opportunity to develop a love of reading through private and guided reading sessions. Encouraging a love of reading – whether fiction or non-fiction – will provide students with the opportunity to read for enjoyment and for functional purposes.	**Reading: 1, 2, 4, 5** **Spoken English: 1, 2, 3**