

# English Curriculum 2021-22

## Subject curriculum ambition

Poynton High School pupils are bright and able young people who often arrive in Year 7 with good reading and writing skills. Our curriculum aims to build on this and ensure that they:

- Develop into highly skilled, independent readers who can respond to\* and analyse texts with confidence.
- Develop into highly skilled, independent writers who can communicate in a range of written forms including a more formal and academic style.
- Engage with a broad range of literature including the traditional Canon\*\* and more diverse literatures.
- Enjoy and appreciate English and all it has to offer, including opportunities for creativity and self-expression.
- Analyse how ideas are explored through writing.
- Reflect on the ways in which texts reflect and interact with their context.
- Can communicate confidently and appropriately through spoken language in a range of situations.
- Are encouraged to develop a lifelong love of English and are encouraged to continue their studies at a higher level.
  
- Are equipped with the necessary skills to become active and successful citizens and to prepare them for employment.

These aims are realised through our curriculum which:

- Includes a wide range of high-quality texts including: poetry, drama, fiction, non-fiction, media and the spoken word.
- Is organised around themes and learning questions.
- Encourages a culture of reading: through classroom lesson, library lesson and shared reading.
- Encourages a culture of writing: through classroom lessons and 'composition' lessons, where the process of drafting, editing and re-drafting is developed as a tool for learning.

These aims are also implemented through assessment which:

- Values and recognises the importance of students' effort, engagement and attitude to learning.
- Provides feedback to students on how to progress.
- Makes students aware of their achievement in relation to national standards at an appropriate stage.

\*'respond to' includes verbal and written responses.

\*\* The Literary Canon is a term used to describe the works of literature which are traditionally regarded as being of significance.

**Year 7**

	<b>What will I learn?</b>	<b>How will I learn this?</b>	<b>Why am I learning this?</b>	<b>Why am I learning this now?</b>
<b>Term 1: Stories Through Time</b>	<p>This unit looks at the history of storytelling, using learning questions including: <b>'How do humans tell stories?'</b></p> <p>You will learn about:</p> <ul style="list-style-type: none"> <li>• Different <b>forms</b> such as poetry and drama</li> <li>• Different <b>genres</b> such as tragedy</li> </ul> <p>You will learn about how writers use <b>structure</b> and learn how to do so in your own writing.</p>	<p>You will learn by reading, talking and writing about a range of texts from the Ancient Greeks through to the present day, including:</p> <ul style="list-style-type: none"> <li>• Daedalus and Icarus</li> <li>• Beowulf</li> <li>• The Jabberwocky</li> </ul> <p><b>Skills focus:</b> text structure.</p> <p><b>Assessment</b> in this term will be through a short <b>'cold' writing task</b> and a longer <b>guided writing</b> task, completed over more than one lesson.</p>	<p>Reading a wider <b>range of literature</b> enables you to appreciate more challenging texts which you will study at a later point.</p> <p>Ancient stories and myths such as <i>Daedalus and Icarus</i> have been told a re-told across history and give you an insight into other stories which have been based on their ideas.</p> <p><i>Beowulf</i> is the first known example of literature in the English language.</p> <p>This will also help you to develop in writing your own narratives (stories) and become a more <b>independent and skilled writer</b>.</p>	<p>This <b>builds on</b> your existing knowledge about genre and stories from the Key Stage 2 (primary) curriculum.</p> <p>This <b>builds towards</b> Year 8 where you will experiment with structure to develop more sophisticated narratives.</p>
<b>Term 2: People</b>	<p>This unit is based around the presentation of characters and people through the written word, using learning questions including: <b>'How do writers use different forms to present human relationships?'</b></p> <p>You will learn how to respond to literature in a more formal style, including the use of the <b>PEE chain</b>.</p>	<p>You will learn by reading, talking and writing about a range of texts including:</p> <ul style="list-style-type: none"> <li>• Poetry from the 19<sup>th</sup> and 20<sup>th</sup> century.</li> <li>• Fiction from the 20<sup>th</sup> century</li> <li>• Non-fiction</li> </ul> <p><b>Skills focus:</b> the PEE chain.</p> <p><b>Assessment</b> in this term will be through a <b>timed reading task</b>, checking your comprehension skills and mastery of the PEE chain. You will also complete</p>	<p>Being able to give a structured response to literature is central to English. An awareness of the PEE chain lays the foundation for <b>formal academic</b> writing at GCSE, A Level and beyond.</p>	<p>This <b>builds towards</b> Year 8, where you will begin more explicitly to <b>how</b> writers create character.</p>
<b>Term 3: Places</b>	<p>This unit centres on the idea of place in fiction and non-fiction, using learning questions including: <b>'How do writers use language to create mood and atmosphere.'</b></p>	<p>You will learn by reading, talking and writing about a range of texts about place, including:</p> <ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Extracts from fiction including <i>Wuthering Heights</i></li> <li>• Shakespeare's play <i>The Tempest</i>.</li> </ul> <p><b>Skills focus:</b> writing in a more formal <b>register</b>.</p> <p><b>Assessment</b> in this term will be through a more formal end-of-year test.</p>	<p>Being able to write in a more formal register is an important part of being able to communicate in a range of life situations, including for employment.</p> <p>Shakespeare is central to your understanding of the literary <b>canon</b>.</p> <p>This builds on primary school where you will have had some exposure to his plays.</p>	<p>The Shakespeare unit <b>builds towards</b> a fuller study of <i>Richard III</i> and <i>Romeo and Juliet</i> in Years 8 and 9. By Year 10, when you study <i>Macbeth</i> for GCSE, you will be more comfortable with the language and have a deeper appreciation of his plays.</p>
<b>Across terms: composition lessons</b>	<p>These lessons encourage and develop writing in a range of forms, including:</p> <ul style="list-style-type: none"> <li>• Creative narrative/descriptive writing</li> <li>• Transactional writing.</li> </ul>	<p>You will work on writing in a range of forms with greater independence. Drafting, editing and re-drafting will be used to produce a portfolio of your writing across Years 7-9.</p>	<p>We view this process as essential for becoming <b>highly skilled, independent writers</b>. This is especially important as preparation for study at a higher level and for employment.</p>	<p>This <b>builds on</b> practice in many primary schools, and <b>builds towards</b> later study, where we will expect you to draft, edit and re-draft as a matter of course (e.g. GCSE English Inquiries)</p>
<b>Across terms: shared reading</b>	<p>In these lessons you will read a longer piece of fiction as a shared class experience, with the learning question: <b>'How and why do we read novels?'</b></p>	<p>You will read a whole novel in a 'quick hit' with your class. Your teacher will structure activities around this to help ensure that you understand, enjoy, and think about what you have read.</p>	<p>To <b>enjoy</b> reading through a shared experience and help develop a <b>lifelong love of English</b>.</p>	<p>As you progress through the years, it is expected that you read widely and with increasing independence. This helps to support and <b>build towards</b> that.</p>

Year 8				
	What will I learn?	How will I learn this?	Why am I learning this?	Why am I learning this now?
<b>Term 1: Short stories and crime</b>	<p>This unit looks at short narrative fiction, with a focus on crime writing of the 19<sup>th</sup> and 20<sup>th</sup> centuries, using learning questions including: <b>‘How do writers excite and engage readers?’</b></p> <p>You will also study linked poetry and non-fiction.</p>	<p>You will learn by reading, talking and writing about a range of texts a range of short fiction including Sir Arthur Conan-Doyle’s Sherlock Holmes stories.</p> <p>You will read and respond to linked poetry and non-fiction writing, including accounts of the 19<sup>th</sup> Century ‘Scuttlers.’</p> <p>You will complete a range of written activities, including a re-imagining of a traditional detective story.</p> <p><b>Skills focus:</b> experimenting with structure</p> <p><b>Assessment</b> in this term will be through a timed writing task, where you can apply the skills and techniques you have learned.</p> <p>You will also complete a classroom based mini-assignment based on the texts you have studied.</p>	<p>This exposes you to a <b>range of literature</b> which is <b>enjoyable</b> and exciting.</p> <p>The narrative writing activities give you an opportunity for <b>creativity and self-expression</b>.</p>	<p>This <b>builds on</b> your existing knowledge about This <b>builds towards</b> Term 2, where you will look at the more complex structure of novels. This unit also <b>introduces</b> ideas about social class which are essential for the understanding of literature, particularly at GCSE.</p> <p>This unit <b>links to</b> the Year...History enquiry...</p>
<b>Term 2: The novel and the gothic</b>	<p>From the 18<sup>th</sup> through to the 21<sup>st</sup> century, the novel has become the most widely consumed and popular type of literature. We will begin by asking: <b>‘Why did the novel become the dominant literary form in English Literature?’</b></p> <p>The unit is based around this, and other, questions.</p>	<p>You will learn by reading, talking and writing about a range of texts a range of texts including:</p> <ul style="list-style-type: none"> <li>• Extracts from novels from the 18<sup>th</sup> through to the 21<sup>st</sup> Century, with a focus on the literary gothic.</li> <li>• Short stories from a range of writers.</li> <li>• Narrative poetry from liked writers.</li> </ul> <p><b>Skills focus:</b> the PEEZL chain.</p> <p><b>Assessment</b> in this term will be through a classroom based mini-assignment, where you can apply the skills and techniques you have used, including the PEE chain/PEEZL and other strategies.</p>	<p>This exposes you to a <b>range of literature</b> which is <b>enjoyable</b> and exciting.</p> <p>In the mini-assignment you will continue to develop a more <b>formal and academic style</b>.</p>	<p>This <b>builds towards</b> Year 8, where you will begin more explicitly to analyse <b>how</b> writers create character.</p>
<p><b>Term 3A: Kings and Villains</b></p> <p><b>Term 3B: identities in the 2020s</b></p>	<p>In <b>Term 3A</b> you will study a unit based on the idea of Kings and Villains in literature, primarily through a study of Shakespeare’s <i>Richard III</i>. You will learn in more detail about the language, form and performance conventions of Shakespeare’s plays.</p> <p>In <b>Term 3B</b> you will study a unit which introduces ideas about identity, using the learning question: <b>‘How do writers use different forms to explore ideas about identity?’</b></p>	<p>In Term 3A you will learn by reading, talking and writing about Shakespeare’s <i>Richard III</i>.</p> <p>In Term 3B you will learn by reading, talking and writing about a range of non-fiction and media texts.</p> <p><b>Skills focus:</b> understanding Shakespeare’s language</p> <p><b>Assessment</b> in this term will be through a more formal end-of-year test, where you can apply the skills and techniques you have used, including the PEE chain/PEEZL and other strategies.</p> <p>You will also complete a speaking and listening assignment based on <i>Richard III</i>.</p>	<p>Shakespeare is central to your understanding of the literary <b>canon</b>.</p> <p><b>Ideas</b> about identity are foundational for the study and appreciation of literature at a higher level (GCSE and beyond).</p>	<p>The Shakespeare unit <b>builds towards</b> a fuller study of <i>Macbeth</i> for GCSE, where the concepts of Kingship and the Villain explicitly link to the portrayal of the main protagonist.</p> <p>The study of identity <b>builds towards</b> the unit in Term 1 of Year 9.</p>
<b>Across terms: composition lessons</b>	<p>These lessons encourage and develop writing in a range of forms, including:</p> <ul style="list-style-type: none"> <li>• Creative narrative/descriptive writing</li> <li>• Essay writing</li> </ul>	<p>You will work on writing in a range of forms with greater independence. Drafting, editing and re-drafting will be used to produce a portfolio of your writing across Years 7-9.</p>	<p>We view this as essential for becoming <b>highly skilled, independent writers</b>.</p> <p>The activities also give you an opportunity for <b>creativity and self-expression</b>.</p>	<p>This <b>builds on</b> practice in Year 7 composition lessons, and <b>builds towards</b> later study, where we will expect you to draft, edit and re-draft as a matter of course (e.g. GCSE English Inquiries).</p>
<b>Across terms: shared reading</b>	<p>In these lessons you will read a longer piece of fiction as a shared class experience, with the learning question: <b>‘What did you learn from reading this novel?’</b></p>	<p>You will read a whole novel in a ‘quick hit’ with your class.</p> <p>Your teacher will structure activities around this to help ensure that you understand, enjoy, and think about what you have read.</p>	<p>To <b>enjoy</b> reading through a shared experience and help develop a <b>lifelong love of English</b>.</p>	<p>As you progress through the years, it is expected that you read widely and with increasing independence. This helps to support and <b>build towards</b> that.</p>

**Year 9**

	<b>What will I learn?</b>	<b>How will I learn this?</b>	<b>Why am I learning this?</b>	<b>Why am I learning this now?</b>
<b>Term 1: The Big Ideas</b>	<p>This unit formally introduces a wide range of concepts about identity including gender, race, class and sexuality.</p> <p>Key learning questions include:</p> <ul style="list-style-type: none"> <li>● <b>'To what extent do texts reflect and interact with their context?'</b></li> </ul>	<p>You will learn by reading, talking and writing about a range of texts including:</p> <ul style="list-style-type: none"> <li>● Steinbeck's <i>Of Mice and Men</i></li> <li>● Contemporary fiction</li> <li>● 19<sup>th</sup> and 20<sup>th</sup> century poets including Kipling and</li> <li>● Non-fiction and media texts</li> </ul> <p><b>Skills focus:</b> themes in literature.</p> <p><b>Assessment</b> in this term will be through a mini-essay using a task based on the texts studied during the term.</p> <p>You will also complete an opinion-based writing task, based on the Big Ideas explored this term.</p>	<p>This exposes you to a <b>range of literature</b> which is <b>enjoyable</b> and exciting.</p> <p>In this year will learn more about how <b>ideas are explored through writing</b> and how <b>texts reflect and interact with their context.</b></p>	<p>This <b>builds on</b> your existing knowledge about identity, as introduced in Year 8.</p> <p>This <b>builds towards</b> GCSE English Literature, where concepts of identity are fundamental, e.g. class and gender in <i>An Inspector Calls</i>.</p>
<b>Term 2: War</b>	<p>This unit looks at writing produced by war, using learning questions including:</p> <ul style="list-style-type: none"> <li>● <b>'To what extent did British poetry change during World War I?'</b></li> <li>● <b>'How has language been used to influence in wartime?'</b></li> </ul> <p>You will learn to write in a more academic and formal essay style.</p>	<p>You will learn by reading, talking and writing about a range of texts including:</p> <ul style="list-style-type: none"> <li>● Poetry from Rupert Brooke and Wilfred Owen</li> <li>● Speeches from Eisenhower and Churchill</li> <li>● Narrative fiction from Kate Chopin</li> </ul> <p><b>Skills focus:</b> denotation and connotation 'deep dive.'</p> <p><b>Assessment</b> in this term will be through a reading response to poetry.</p>	<p>This exposes you to a <b>range of literature including the traditional Canon.</b></p> <p>You will develop your skills and ability to <b>analyse texts.</b></p> <p>A <b>formal and academic style</b> is an essential component to success at GCSE and beyond.</p>	<p>This <b>builds towards</b> Year 10, where you will study war poems as part of the AQA poetry Anthology 'Power and Conflict.'</p>
<b>Term 3: Conflicts</b>	<p>This unit looks at Shakespeare's <i>Romeo and Juliet</i>, using learning questions including:</p> <ul style="list-style-type: none"> <li>● <b>How does Shakespeare present conflict in the play?</b></li> </ul>	<p>You will learn by reading, talking and writing about Shakespeare's <i>Romeo and Juliet</i>. You will also read and respond to a range of writing from the <i>Unheard Voices</i> anthology.</p> <p><b>Skills focus:</b> developing an academic writing style.</p> <p><b>Assessment</b> in this term will be through a formal essay based on your study of <i>Romeo and Juliet</i>.</p>	<p>Shakespeare is central to your understanding of the literary <b>canon.</b></p> <p>To <b>enjoy</b> reading through a shared experience and help develop a <b>lifelong love of English.</b></p>	<p>The Shakespeare unit <b>builds towards</b> a fuller understanding of different types of conflict in later study, e.g. the AQA 'Power and Conflict' anthology. It also deepens your understanding of <b>the ways in which texts reflect and interact with their context.</b></p> <p>Wider reading and appreciation of 20th and 21st century Literature is foundational for GCSE English Language Paper 1, where you deal with an unseen extract from a novel of the same period.</p>
<b>Shared reading</b>	<p>During the year, you will also complete a shared reading of a novel, using learning questions such as:</p> <p><b>'To what extent does this text reflect the world at the time it was written?'</b></p>	<p>You will read a whole novel in a 'quick hit' with your class. Your teacher will structure activities around this to help ensure that you understand, enjoy, and think about what you have read.</p>	<p>To <b>enjoy</b> reading through a shared experience and help develop a <b>lifelong love of English.</b></p>	<p>As you progress through the years, it is expected that you read widely and with increasing independence. This helps to support and <b>build towards</b> that.</p>

## Glossary

The **literary canon** is a term used to describe works of literature which are regarded as influential.

Literary **form** means a category or type of literary text, e.g. poetry, plays, the novel, each of which has different characteristics or conventions.

**Genre** means the style of story or text – as distinct from form. For example, horror is a genre which can be seen in novels, poetry, plays and films.

When we refer to **language** it often means a writer's choices or words, phrases and techniques.

**Structure** means the order and sequence of a text or story.

**Perspective** can mean more than one thing in English. **Narrative perspective** means the point of view from which a story is written, e.g. first-person.

When we talk about a **writer's perspectives** we can also mean their attitudes and views towards a subject or topic.

**Methods** is a term used to encompass the ways writers communicate their ideas, including language structure and form. When this is included in a question or task, it is a signal to you to focus more on the ways a writer has written as well as any message or effect they have created.

The **PEE chain** is a way of structuring answers which is used in English and many other subjects. It stands for: Point, Evidence, Explain.

**Formal language** means the type of language you would use in writing which requires clarity. Features of this can include the use of more precise vocabulary and more complex sentence structures.

**Register** means the level of formality you use in language.

**Expression** in written language means how you express your ideas through word choice and sentence structure.

A **literary device** is a method used by a writer in literature to create meaning. Sometimes these methods are the same as used by writers in other forms (for example alliteration) whereas in some cases they are specific to a form (such as dramatic irony).

A **theme** is an idea which is recurrent in a text, e.g. *The themes of love and conflict are explored in Romeo and Juliet.*

**Metacognition** is the ability to think about and regulate one's own thoughts.

A simplified definition of metacognition is "thinking about thinking", but metacognition also encompasses the regulation of these thoughts – the ability to change them. It is a step further than simple awareness of thought processes, incorporating the ability to alter thoughts and behaviours.

Explicitly teaching learners strategies for metacognition has been shown to lead to improvements in attainment.

**Mastery** has many different definitions but it is used here to describe the when you have a full or even complete understanding of a very specific piece of learning. We often use this to talk about exam technique for GCSE English Language, where knowing exactly what a specific question wants you to do is vital as it can be easy otherwise to waste time giving an answer which might be clever but won't receive credit.

Self-regulation means consciously thinking about your learning and making important decisions for yourself – moving on from reliance on teachers and being able to learn more independently (and better).

**Interleaving** is where we mix topics across lessons or a term, rather than doing them in large blocks or chunks. This means you are regularly revisiting texts. It is an effective way of revising and developing your knowledge in Literature. Your centralised home learning uses this principle to make sure that you are constantly revising.

Spaced practice

**Self-assessment** means using a mark scheme or criteria to identify your own strengths and weaknesses

**Peer-assessment** means using a mark scheme or criteria to identify one of your peers' strengths and weaknesses

**Modelled writing** is when your teacher completes a piece of writing with you (usually on the board), where they explain or 'model' how they would like you to approach the task.