

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 10 Language				
	What will I learn?	How will I learn this?	Why am I learning this?	Why am I learning this now?
Term 1: Investigating written language	<p>The course starts with investigations into the key concepts of GCSE English Language.</p> <p>This is initially through two Inquiries:</p> <ul style="list-style-type: none"> Inquiry 1: ‘How do writers use language and structure in fiction?’ Inquiry 2: ‘How have writers used language to influence the views of others?’ 	<p>For Inquiry 1 you will learn by reading, talking and writing about a range of texts including extracts from a range of narrative fiction as well as short narrative fiction from Ernest Hemingway and Alice Walker.</p> <p>For Inquiry 2 you will learn by reading, talking and writing about a range of texts including Charles Dickens, George Orwell, J.B. Priestley and more contemporary voices including Marcus Rashford.</p> <p>Formal assessment in this term will be through a task based on a GCSE English Language Paper 1 reading paper.</p> <p>You will also complete a mini-assignment where you are asked to demonstrate your understanding of what you have learned. This will be used by teachers to assess your deeper understanding of the concepts taught and the texts you’ve read.</p>	<p>Inquiry 1 builds your familiarity with a broad range of narrative fiction, <u>including the traditional Canon and more diverse literatures</u>. This prepares you for Paper 1 reading. Hemingway’s short story <i>The End Of Something</i> provides an outstanding example of how writers use structure, whereas Alice Walker’s <i>Everyday Use</i> illustrates how writer create a distinctive narrative voice.</p> <p>Inquiry 2 builds your familiarity with a broad range of non-fiction – preparing you for Paper 1 reading.</p>	<p>Success in GCSE English Language goes beyond a narrow range of exam techniques. To access the highest grades, make the most progress and build the firmest foundation for further study, a broad base of cultural and literary knowledge is essential.</p> <p>The thematic content of Inquiry 2 traces the history of social commentary by British writers, informing your study of <i>An Inspector Calls</i> and other texts in GCSE English Literature.</p>
Term 2A: Investigating spoken language	<p>In the first part of this unit you will complete a further Inquiry:</p> <ul style="list-style-type: none"> Inquiry 3: ‘How have the techniques of spoken language and rhetoric been used to influence throughout history?’ 	<p>For Inquiry 3, you will learn by reading, talking and writing about a range of texts including speeches by Dwight Eisenhower and Greta Thunberg.</p> <p>Assessment in this term will be a formal speaking and listening task for GCSE English Language.</p>	<p>Being able to <u>communicate confidently and appropriately through spoken language in a range of situations</u> is an essential skill for life and future employment.</p> <p>The speaking and listening task does not contribute to your overall grade but is reported as a separate endorsement on your GCSE certificate.</p>	<p>This builds on learning in Year 9, where you’ve been introduced to basic concepts of rhetoric.</p> <p>This also builds towards Paper 2 writing.</p> <p>A clear, thesis-driven response is also a feature of higher-level responses in GCSE English Literature and History.</p>
Term 2B: Other Worlds	<p>You will learn how writers have explored ideas through the 20th century novel.</p>	<p>You will learn by reading, talking and writing about a range of texts including extracts from writers such as H.G Wells, Ray Bradbury and George Orwell.</p> <p>Assessment in this term will be a writing task based on GCSE English Language Paper 2. This will enable you to apply the strategies you have learnt in term 2A to your writing.</p>	<p>Dystopian fictions prevail across novels, TV, film and gaming. This unit builds on that existing cultural fascination to encourage you to engage a range of writers from the 20th century to the present, to encourage curiosity and foster <u>a lifelong love of reading</u>.</p>	<p>This builds on learning from term 1, Inquiry 1.</p> <p>This builds towards the wider reading unit in term 3, exposing you to a range of writers who you may continue to read from.</p>
Term 3: wider reading and writing	<p>In this term you will complete wider reading and writing activities.</p> <p>Your end-of-year exams will also be in this term. In the weeks before, you will carry out exam practice, where you will learn how to demonstrate your knowledge and skills under time constraints.</p>	<p>For wider reading, you will read and respond to 20th or 21st Century narrative fiction chosen from a range of writers including George Orwell, J.D. Salinger and...</p> <p>For the writing, you will complete an extended piece of writing, learning how to use the planning, drafting and editing process for more sustained and complex prose tasks.</p> <p>Assessment in this term you will sit a GCSE English Language Paper 1 Reading section in formal exam conditions.</p> <p>You will also complete a classroom-based assignment chosen from a range of transactional and creative writing tasks. Some of these give you a taste of the style of learning at A Level, an</p>	<p>The reading aims to promote a lifelong love of English and the desire to continue your studies at a higher level. It also forms an essential base for Paper 1 reading, where you will respond to an unseen extract from a 20th or 21st century novel. The writing also provides you with opportunities for creativity and self-expression, which is also tested through GCSE English Language Paper 1</p>	<p>The exam practice is here to prepare you for the end-of-year exams, which build towards your final GCSE exams in Year 11.</p> <p>Wider reading and writing are included here at this point to continue building deeper skills before you focus more on specific exam strategy in Year 11.</p>

Year 11 Language				
	What will I learn?	How will I learn this?	Why am I learning this?	Why am I learning this now?
Term 1: Language and perspectives	<p>As you begin the build up to your GCSE exams, you will look at how writers convey their perspectives in non-fiction writing. You study how they use language and structure to support their views and influence their readers.</p> <p>You will also focus on <i>your own</i> use of language and structure to present your ideas.</p> <p>You will learn more specific examination technique and timing, as you prepare to apply your skills under time constraint.</p>	<p>You will learn by reading, talking and writing about a range of texts including extracts from:</p> <ul style="list-style-type: none"> J.B. Priestley's An English Journey Bill Bryson's Notes from a Small Island A range of contemporary writers on gender <p>Assessment in this term will be through a mock examination which will be a full GCSE English Language paper sat in formal exam conditions.</p>	<p>Understanding how writers convey their views is a key element of GCSE English Language Paper 2.</p> <p>The thematic content of the texts you will study also informs your learning in GCSE English Literature, where you will be revisiting J.B. Priestley's <i>An Inspector Calls</i> – written a decade (and one world war) after <i>An English Journey</i>.</p> <p>The writing on gender informs your responses to literature, where gender is a consistent theme. This also involves you in contemporary debate, encouraging you to formulate and explore your own views.</p>	<p>This builds on your study of language and structure in Year 10 and builds towards your study in Literature in Year 11, where the exploration of themes becomes more prominent.</p> <p>The exploration of wider issues of language and representation also builds towards topics explored in greater depth in A Level English Language and Literature.</p>
Term 2A: Structure in writing	<p>In lessons you will explore the use of structure and use of literary devices in creative writing.</p> <p>You will also continue to learn how to apply examination technique under time constraints.</p>	<p>You will learn by reading examples of outstanding narrative writing, then composing your own creative writing modelled on or incorporating their ideas and literary devices.</p> <p>During this time, you will also complete more independent exam practice and revision through home learning.</p> <p>Assessment in this term will be a second mock examination. Once again, this will be a full GCSE English Language paper sat in formal exam conditions.</p>	<p>Creative writing is 25% of your GCSE in English language. More effective and higher-level responses often use structure to create pace or interest.</p> <p>Your exam practice is more independent by this point as it is important for you to be able to do so without prompts or support.</p>	<p>This builds on learning from Year 10 term 1, applying those ideas under time constraints as you build towards the summer GCSE English Language exams.</p> <p>At this point it is vital that you develop and independent mastery exam technique, so that you are confident in your approach to each question.</p>
Term 2B: Perspective in writing	<p>In lessons you will focus on conveying your ideas and perspectives through non-fiction writing using a range of methods. You will focus on consolidating and developing sophisticated expression in writing.</p> <p>You will continue to learn how to apply exam technique under time constraints.</p>	<p>You will learn by reading examples of outstanding non-fiction writing, then composing your own writing modelled on or incorporating their ideas and methods.</p> <p>You will also complete exam practice using whole past-papers.</p>	<p>Non-fiction writing is 25% of your GCSE in English language. More effective and higher-level responses often use a range of methods and sophisticated expression.</p> <p>Your exam practice is more independent by this point as it is important for you to be able to do so without prompts or support.</p>	<p>This builds on learning from term 1, applying the methods you've studied to your own work.</p> <p>This builds towards GCSE English language Paper 1 questions 4 and 5, which are worth a combined 35% of the GCSE.</p>
Term 3: exam practice	<p>In the final run-up to the exams, you will learn how to best complete whole papers.</p> <p>You will identify and work on your own individual areas for improvement in exam technique and skills.</p>	<p>You will learn by completing purposeful exam practice using past papers, then using different types of assessment including self- and peer-assessment to identify your areas to improve.</p>	<p>Past-papers give you the closest simulation of the style and demands of the summer exams, where the content is fully unseen.</p>	<p>Awareness of your own learning – metacognition and self-regulation – is a key component to success in exam situations. The most successful students often understand their own strengths and weaknesses.</p>

Year 10 Literature				
	What will I learn?	How will I learn this?	Why am I learning this?	Why am I learning this now?
Term 1:	You will become familiar with and study the first cluster of poetry from the 'Power and Conflict' collection in the AQA Poetry Anthology. You will then learn the plot and characters of Shakespeare's <i>Macbeth</i> .	You will learn by reading, talking and writing about Cluster 1 poems: 'Charge of the Light Brigade', 'Exposure', 'Bayonet Charge', 'War Photographer' and 'Remains.' You will then read, discuss and respond to Shakespeare's <i>Macbeth</i> . Assessment will be through a pre-released Paper 1 essay question. You will also complete formative assessments in class to develop your analytical writing style.	Cluster 1 poems are part of the 15 studied for Paper 2. They have been sequenced chronologically in order to give you a sense of the development and changes in style, form and perspective of British poetry across over a century and a half. <i>Macbeth</i> is assessed through Paper 1. The focus on plot and character in your first visit to the play reflects the hierarchy inherent in the subject; in order to give a sophisticated response you must first have a detailed knowledge of these aspects.	These poems thematically link with <i>Macbeth</i> and build on the study of war and war poetry in Year 9 English. <i>Macbeth</i> builds on your study of Shakespeare through years 7 to 9.
Term 2	You will learn about the presentation of themes in Shakespeare's <i>Macbeth</i> . You will then study the second cluster of 'Power and Conflict' poetry.	You will visit key scenes of <i>Macbeth</i> and explore You learn by reading, talking and writing about Cluster 2 poems: 'London', 'Ozymandias', 'My Last Duchess', 'Checking Out Me History'. Assessment will be through an unseen Paper 1 essay question. You will also complete formative assessments in class to develop your analytical writing style.	Being able to discuss themes and ideas is an important part of higher level responses to the play. The Cluster 2 poems have been chosen because they inform and interact with these ideas in the play.	This builds on your study of themes in Shakespeare from Year 9. This builds towards responses to Paper 2, where you are asked to compare poetry.
Term 3	You will learn about the plot, character and themes in J.B. Priestley's <i>An Inspector Calls</i> . You will then study the third cluster of 'Power and Conflict' poetry.	You will learn by reading, watching, discussing and writing about <i>An Inspector Calls</i> . You will learn by reading, talking and writing about Cluster 3 poems: 'The Emigree', 'Poppies', 'Kamikaze' and 'Tissue'. Assessment in this term will be a completely unseen poetry question from a GCSE English Literature paper in formal exam conditions. You will also complete formative assessments in class to develop your analytical writing style.	<i>An Inspector Calls</i> is assessed through Paper 2. Plot, characters and themes are all studied now as it is shorter and more accessible than <i>Macbeth</i> . The Cluster 3 poems have been chosen because they inform and interact with the ideas in the play.	The closed-book Paper 2 questions on <i>An Inspector Calls</i> require more recall than other set texts. Therefore you visit the play twice at length to secure and consolidate your understanding.
Shared reading	During the year you will also learn about the plot and characters of <i>The Strange Case of Dr Jekyll and Mr Hyde</i> .	You will learn by quickly reading the story, before completing focused activities set by your teacher.	<i>Jekyll and Hyde</i> is assessed through Paper 1. The Paper 1 questions place less demand on recall than on your analytical skills.	You will revisit the text in Year 11, where more focus will be placed on higher-order ideas and your analytical responses.

Year 11 Literature				
	What will I learn?	How will I learn this?	Why am I learning this?	Why am I learning this now?
Term 1:	<p>You will consolidate and build on your understanding of <i>An Inspector Calls</i> and <i>Jekyll and Hyde</i>.</p> <p>You will also study a range of poetry including 'Power and Conflict' Cluster 4 and look more closely at links between the full collection of poems.</p> <p>You will further develop your examination essay writing skills.</p>	<p>You will revise both texts in a range of ways including recall tests and online learning. You will also give more part and whole essay responses to focused questions. Your teachers will often use modelled writing to exemplify this to you.</p> <p>You will learn by reading, talking and writing about poetry including Cluster 4 poems ('Storm on the Island' and 'Prelude') and beginning to look at links between 'Power and Conflict' poems.</p> <p>Assessment in this term will be a completely unseen GCSE English Literature mock exam.</p> <p>You will also complete formative assessments in class to develop your analytical writing style.</p>	<p>All sections of the English Literature papers require a very similar style of essay approach, which is transferable across components of the exams.</p> <p>Recall of <i>An Inspector Calls</i> is more</p>	<p>Modelled writing helps to show you the process of constructing an essay response under exam pressures, so that you can then apply the same strategies yourself.</p> <p>As you get closer to the exam, you will get quicker and more independent, requiring less guidance and support.</p>
Term 2:	<p>You will consolidate and build on your understanding of <i>Macbeth</i>.</p> <p>You will develop more independent essay responses to all texts through interleaved practice.</p>	<p>You will revise <i>Macbeth</i> using a number of methods including recall tests, online learning and re-reading whilst giving part and whole essay responses to focused questions.</p> <p>You will then begin revision and spaced practice for the summer examinations</p> <p>Assessment in this term will be through completely unseen practice questions based on your teachers' predictions of possible questions for the summer exams.</p> <p>You will also complete formative assessments in class to develop your analytical writing style.</p>	<p>A very secure understanding and recall of the set texts is the foundation for success in the closed-book exams.</p> <p>Interleaved and spaced practice builds independence and supports the long-term development of skills.</p>	<p>More independent writing builds on the modelled writing used in term 1 and builds towards full independence in Summer.</p>
Term 3:	<p>You will learn how to apply your examination skills independently.</p> <p>You will identify and work on your own individual areas for improvement in exam technique and skills.</p> <p>You will develop a detailed and practical understanding of the exam papers and mark schemes.</p>	<p>You will learn this through detailed examination and discussion of past papers, mark schemes and model answers.</p> <p>You will also complete activities which encourage metacognition, reflection and independent learning whilst your teachers will provide you with expert guidance on exam technique.</p> <p>Assessment in this term will be through past papers and practice questions based on your teachers' predictions of possible questions for the summer exams.</p>	<p>Self-assessment and activities which encourage metacognition are recognised as highly effective and efficient tools for success.</p>	<p>In this final phase you are preparing to communicate your ideas through essay responses in an exam, so this provides purposeful practice for working in those conditions.</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.