

## Curriculum Progression Pathway for English

### Subject Intent:

*As a team, we have developed this curriculum intent to represent what we believe our subject celebrates.*

Our curriculum allows students to experience a broad and balanced diet. Texts are selected to develop students as compassionate and knowledgeable individuals, whilst also developing their analytical and writing skills to prepare them functionally and creatively. Underpinning all of this is a love and joy of literature, which students experience through our rich extra curricular offer.

### Why is the study of English important?

English is fundamental to the success of all students. Communicating using both the spoken and written word is essential to achieving the best possible standards across the curriculum. Language underpins all learning therefore its skillful use is empowering.

English consolidates, builds upon and extends the knowledge and skills that students have learned at KS2, thus enabling the transition to KS3. Equally, transition to KS5 is again developed through contact with Scarborough VI Form College.

We offer a challenging broad and balanced curriculum which is sequenced to enable students to remember the skills and knowledge they learn. We continue to develop our curriculum by regularly reviewing how diverse and inclusive it is. We give clearly sequenced lessons and Schemes of Learning, and texts are selected to develop students as compassionate and knowledgeable individuals whilst also developing their analytical and writing skills to prepare them functionally and creatively. We support students of all backgrounds, experiences and protected characteristics. We are inclusive and ambitious for all; the curriculum aims to widen participation and engagement

In KS3 all students have one English Mastery Writing lesson and one English Reading lesson a week. They also have English Mastery Literary Heritage lessons twice a week. The study of texts is interwoven within the keystage in order to create a broad and balanced curriculum for all students providing a diverse and differentiated model from which every student in the school can benefit. Specific endpoints are built into the Schemes of Learning in order to

assess the knowledge and understanding of individual students. This ensures that students' misconceptions can quickly and promptly be rectified.

In KS4 the curriculum is modelled on the AQA examination board set texts and again the order in which texts are taught is planned in order to move as seamlessly through the schemes as possible. Consideration is given to the texts already studied at KS3. Written formal assessments are planned into each Scheme of Learning and marked according to the AQA examination mark scheme. Internal Formal Assessments take place at the end of year 10, in November and in late February/early March in year 11.

### **What skills will the study of English teach students?**

- Reading
- Writing
- Speaking
- Listening
- Grammar

### **What will students know and understand from the study of English**

#### **Reading**

It is our intention that all students will read fluently and with understanding and no one will leave Graham School without being able to read. Students will be able to infer and interpret high quality, challenging texts. Reading for Pleasure is encouraged through the use of library lessons and supported by the Accelerated Reader programme. Reading interventions Read Write Inc and Thinking Reading are used for students who have been identified as needing reading intervention.

#### **Writing**

All Schemes of Learning are being written with further reading recommendations attached and links to the library are strong. Students will develop a wide and ambitious vocabulary through explicit teaching which they will be able to use with confidence. Students will be introduced to the Literary Canon in order to understand the development of English Literature across the centuries. Writing skills will be enhanced through the use of English Mastery Writing in year 7, 8 and 9 which provides a foundational knowledge of English grammar. Writing is developed around the concepts of audience and purpose, brings to the curriculum a wide range of cogent, cohesive and creative writing styles.

**Spoken language**

Speaking and listening skills are developed across KS3 and KS4. Students are encouraged to use talk for learning, give formal presentations and participate in discussions. Questioning and engaging is encouraged at all levels.

[KS3 English Curriculum](#)

[KS4 English Curriculum](#)

**How does the study of English support students' learning in other subjects?**

English allows all students to access the broader curriculum. Reading is the bedrock of all learning across all disciplines.

**How can students deepen their understanding of English?**

In English students are prepared for endpoints. These endpoints are used to measure understanding, specific skills and establish a firm knowledge on which they can build in future Schemes of Learning. Therefore we have a spiral curriculum which builds on former knowledge to deepen understanding of both English and all other cross-curricular links.

English, being an international language, is an essential global and electronic means of communication. Understanding how English has emerged through the centuries is vital to where we have developed as society and how we move forward. We use the study of English to support students' future career aspirations.

**How can English support students' future progression?**

The English Schemes of Learning are now being written to incorporate links to careers and the world of work. Engaging students with the ever changing and mutability of language is essential. Students with the range of skills developed to a high standard will be in an advantageous position at the end of year 11. Confident, articulate and fluent speakers, analytical readers and coherent writers will have positive opportunities in the future.

Exam board used in Y10 & Y11:

[AQA 8700](#)

[AQA 8702](#)

## English Curriculum 2022-23

Year	Autumn 1 (6.5 wks)	Autumn 2 (7 wks)	Spring 1 (5.5 wks)	Spring 2 (6 wks)	Summer 1 (6 wks)	Summer 2 (7 wks)
Y7 x4	Writing Mastery (1 p/w)		Writing Mastery (1 p/w)		Writing Mastery (1 p/w)	Writing Mastery (1 p/w)
	Reading Mastery (1 p/w)		Reading Mastery (1 p/w)		Reading Mastery (1 p/w)	Reading Mastery (1 p/w)
	Oliver Twist  Main SOL: 28 lessons (24 with GL testing week)		A Midsummer Night's Dream  Main SOL: 20 lessons		Poetry  Main SOL: 12 lessons	The Daydreamer Or Danny Champion of the World Main SOL: 14 lessons
Y8 x4	Writing Mastery (1 p/w)		Writing Mastery (1 p/w)		Writing Mastery (1 p/w)	Writing Mastery (1 p/w)
	Reading Mastery (1 p/w)		Reading Mastery (1 p/w)		Reading Mastery (1 p/w)	Reading Mastery (1 p/w)

	<b>Sherlock Holmes</b> <i>Main SOL: 28 lessons (24 with GL testing week)</i>	<b>The Tempest</b> <i>Main SOL: 20 lessons</i>	<b>Poetry</b> <i>Main SOL: 12 lessons</i>	<b>Animal Farm</b> <i>Main SOL: 14 lessons</i>		
<b>Y9</b>	Writing Mastery (1 p/w)	Writing Mastery (1 p/w)	Writing Mastery (1 p/w)	Writing Mastery (1 p/w)		
<b>x4</b>	<b>The Literary Canon</b> <i>Main SOL: 20 lessons</i>	<b>Lord of the Flies</b> <i>Main SOL: 36 lessons</i>	<b>Romeo &amp; Juliet</b> <i>Main SOL: 36 lessons</i>	<b>Small Island</b> <i>Main SOL: 21 lessons (minus IFA)</i>		
<b>Y10</b>	<b>Power &amp; Conflict Poetry</b>	<b>An Inspector Calls</b>	<b>Macbeth</b>	<b>Exam Prep. Lang 1</b>	<b>Exam Prep. Lang 2</b>	Revision and mock exams
<b>x4</b>	<i>26 lessons</i>	<i>28 lessons</i>	<i>22 lessons</i>	<i>24 lessons</i>	<i>24 lessons</i>	<i>28 lessons (minus IFA period)</i>
<b>Y11</b>	<b>A Christmas Carol</b>	<b>A Christmas Carol and Exam Prep.</b>	Exam revision	Exam revision	Exam revision	
<b>x4</b>	<i>26 lessons</i>	<i>28 lessons (minus IFA period)</i>	<i>14 lessons (minus IFA)</i>	<i>24 lessons</i>	<i>24 lessons</i>	

Whole novel	Short stories	Poetry	Drama	Shakespeare	Reading skills	Writing skills	Revision
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