

# English

**Subject Leaders:** Mrs S Reece & Mrs C Law [sreece@taptonschool.co.uk](mailto:sreece@taptonschool.co.uk) [claw@taptonschool.co.uk](mailto:claw@taptonschool.co.uk)

**Curriculum Intent:** We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

## Core Knowledge

### Topics:

**GCSE English Language has 5 main components:**

- 1) Paper 1 Reading – Literary fiction.
- 2) Paper 1 Writing – Descriptive or narrative writing.
- 3) Paper 2 Reading – Non-fiction.
- 4) Paper 2 Writing – Viewpoint writing.
- 5) Spoken Language – A student choice presentation.

**GCSE English Literature has 5 main components:**

- 1) Paper 1 – Macbeth.
- 2) Paper 1 – 19<sup>th</sup> Century Novel.
- 3) Paper 2 – Modern Text.
- 4) Paper 2 – Anthology Poetry.
- 5) Paper 2 – Unseen Poetry.

## Procedural Knowledge

### Students will:

Identify & interpret explicit & implicit information & ideas. Select & synthesise evidence from different texts. Explain, comment on & analyse how writers use language & structure to achieve effects & influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically & support this with appropriate textual references.

Communicate clearly, effectively & imaginatively, selecting & adapting tone, style & register for different forms, purposes & audiences. Organise information & ideas, using structural & grammatical features to support coherence & cohesion of texts.

Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.

## Homework:

Homework, set on an ongoing basis, reinforces work carried out in lessons and develops independent study skills. It can take many forms, for example: textual analysis, note-taking/annotation and independent research. Homework tasks are designed to aid revision and enable students to secure their learning, in preparation for external examinations.

In addition to homework, students should be reading independently for at least an hour a week, covering both fiction and non-fiction texts. A weekly reading homework will facilitate and monitor this. There is a KS4 book list on the Learning Platform. Reading newspapers, particularly editorials and opinion pieces, is highly beneficial preparation for English Language exams.

## Assessment:

For both Language and Literature in Years 10 and 11, there will be a formal assessment at the end of the unit of work, set by the class teacher. This will be an exam style question, focusing explicitly on the skills taught in the unit.

In addition, there will be 2 formal mock examinations in Year 10: Paper 2 Literature in Y10 Exam Week, and Paper 1 Literature in the Summer Term.

- Paper 2 includes the Modern Text (An Inspector Calls or Lord of the Flies) and Anthology Poetry and lasts for 1 hour 30 minutes.
- Paper 1 includes Macbeth and the 19<sup>th</sup> Century Novel (either Jekyll and Hyde, A Christmas Carol or Sign of Four). It lasts for 1 hour 45 minutes.
- Both these exams test the same skills: AO1, 2 and 3. Details are shared with students of the success criteria and are clearly listed in students' books.

In Year 11, students will have a second opportunity to sit both Paper 1 and Paper 2 Literature. Paper 1 follows exactly the same format as Y10; Paper 2 now also includes Unseen Poetry and lasts for 2 hours and 15 minutes.

In addition, they will undertake both Paper 1 and Paper 2 Language papers, each lasting for 1 hour and 45 minutes.

- Paper 1 focuses on Reading Literary Fiction. Section A includes 4 reading questions; Section B focuses on descriptive and narrative writing.

- Paper 2 focuses on Reading Non-Fiction. Again, Section A includes 4 reading questions; Section B focuses on viewpoint writing.

**Links to Personal Development:**

Promoting inclusivity and diversity of all protected characteristics.

Social development: Practise using a range of social skills in different situations.

Confidence, Resilience and knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Character: Reflect wisely, learn eagerly, behave with integrity, cooperate.

Moral development: Recognising the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape an individual.

**How is my knowledge developed further at Key Stage Five?**

A Level or the Advanced Level study of English Literature offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. You'll be choosing this subject because you enjoy reading: novels, plays and poetry. However, the course will develop you wider critical reading, and the ability to construct, develop and sustain arguments, helping you to develop into confident, well-informed, articulate young adults. The study of English Literature at A Level is via the genre of tragedy and the genre of protest writing. As a subject English Literature has kudos and will make you ready for both further study and future employment.

A Level or the Advanced Level study of English Language offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. And although there are aspects of creative writing and viewpoint writing, the course will develop you wider critical reading, data analysis, evaluation of concepts and attitudes, and the ability to develop and sustain arguments and several different writing skills, helping you to develop into confident, well-informed, articulate young adults. This is promoted by the exploration of topics as varied as child language acquisition to language change. As a subject it will make you ready for both further study and future employment.