

English @ Caedmon

National curriculum for English: Purpose of study

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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims of the National curriculum for English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students 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 students:

- 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.

Aims of our Caedmon curriculum for English

We believe that English has a unique place within a student's educational journey. As such, our role is to provide a high quality curriculum which allows young people to develop as readers, writers and speakers. These three skills are central to young people's life opportunities and we are committed in our drive to support all students to feel inspired and empowered by English.

Foundation learning – what the National Curriculum expects students to have studied in English by the end of KS3

Reading

Students should be taught to:

- 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
 - choosing and reading books independently for challenge, interest and enjoyment.
 - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- 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.
- 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

Students should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - 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
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail

- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- 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

Students should be taught to:

- 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
 - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Students should be taught to:

speak confidently and effectively, including through:

using Standard English confidently in a range of formal and informal contexts, including classroom discussion

giving short speeches and presentations, expressing their own ideas and keeping to the point

participating in formal debates and structured discussions, summarising and/or building on what has been said

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 English @ Caedmon

Our aim in Year 7 is to establish a passion for more challenging and diverse literature, including novels, short stories, poetry and drama. We want our students to have the building blocks to be able to read, enjoy, and explore literature. It is our intention that all students understand how to think and talk about themes and ideas, and that they are beginning to form a vocabulary that allows them to do this. We have carefully chosen literary texts which will challenge and enthuse children with a love of reading.

We also intend to establish a culture of writing for pleasure and, as such we have library lessons each week, as well as 'Big Writing'- weekly sessions which focus on developing a love of creative writing. Students of all ages can join our writing club, as well as participating in frequent writing competitions.

	Topics, themes and skills covered	Assessment
Autumn 1	Novel: 'The Hunger Games'. An introduction to the exciting world of dystopian literature! Reading, discussing and exploring 'The Hunger Games' by Suzanne Collins.	Explain how and why an extract from 'The Hunger Games' is tense and exciting.
Autumn 2	Novel: 'The Hunger Games'. Think about characters and plot. Create a thrilling film trailer and pitch it to your classmates and teacher.	A presentation.
Spring 1	Poetry from Other Cultures. Enjoy a range of diverse, fun and different poetry styles. Learn about other cultures, through beautiful and diverse poems. Learn about the techniques poets use.	Write about the things you find interesting in a poem.
Spring 2	Short Stories. Read a range of contemporary short stories. Learn about the ways in which writers structure stories in order to hook readers!	Write your own short story.
Summer 1	Introduction to Shakespeare: 'A Midsummer Night's Dream'. Get to grips with a full Shakespeare play. Enjoy performing and understanding the play. Learn about Shakespeare's theatre and the context (background) to the play.	Who is your favourite character in 'A Midsummer Night's Dream'?
Summer 2	The World Around Us. Read and write non-fiction. Think about the world around us, on a local, national and global level. Write persuasively about issues such as the environment.	Write a persuasive article.

Year 8 English @ Caedmon

Our aim in Year 8 is to build on students' love of literature through the introduction of more challenging texts, including novels, poetry and drama. We want our students to be able to recognise quality writing and emulate these skills in their own work. It is our intention that students will use more complex vocabulary and will experiment with unfamiliar ways of expression. We also intend to encourage an awareness of local history and issues, as well as global problems and express opinions about them.

	Topics, themes and skills covered	Assessment
Autumn 1	The Woman in Black. Who doesn't enjoy a ghost story? Read an exciting and challenging story. Learn about how mysteries created.	Evaluating a statement about the novel (English Language).
Autumn 2	Disasters! Creative writing. Talk, read and write about exciting disasters such as the Titanic and Chernobyl. Use a range of sentence structures to produce excellent descriptive/narrative writing.	Writing a story or a description (English Language).
Spring 1	Adventures in the Great Outdoors: English Language Paper 2. We want you to think about how great the outdoors is! Learn about dramatic journeys and explore perspectives about what went wrong.	Answering reading questions on non-fiction texts (English Language).
Spring 2	Drama: Dracula. When people think of Whitby, they think of Dracula! Read the play version and consider elements of performance and staging. Learn about Victorian beliefs and Victorian lunatic asylums. Make links to the 19th century original text.	Writing about the themes or characters (English Literature).
Summer 1	Water: Writing for a Purpose: Non-fiction forms. We are surrounded by the sea and water is a global issue too. Learn what makes 'good' non-fiction writing. Learn how to write persuasively.	Writing a piece of non-fiction (English Language).
Summer 2	Poetry: Rime of the Ancient Mariner. The context links to Whitby's seafaring past. Learn about the ways the writer uses figurative language and poetic structure.	Writing about the themes or characters (English Literature).

Year 9 English @ Caedmon

Our aim in Year 9 is to develop cultural capital beyond students' own experiences through the study of fiction and non-fiction texts. We want our students to be able to identify, understand and empathise with the perspectives of others. Through the study of diverse and historical texts we also want our students to be able to consider, express and justify their own perspectives.

	Topics, themes and skills covered	Assessment
Autumn 1	Prose: Mice and Men. Read about themes such as isolation, racism and sexism which are still relevant today. Explore characters and analyse setting.	Writing about the themes or characters (English Literature).
Autumn 2	Fighting for freedom. Responding to non-fiction. Build your knowledge of significant British 'fights'. Identify and compare perspectives.	Answering reading question on non-fiction texts (English Language).
Spring 1	Drama: Noughts and Crosses. Build on your knowledge of drama. Analyse characters and perform dramatic monologues.	Writing about character in a play (English Literature).
Spring 2	Modern living: Reading and writing non-fiction. Write with passion and enthusiasm on a range of important issues for young people. Argue for/against a topic and promote your own point of view.	Spoken Language component (oral presentation).
Summer 1	Shakespeare: Romeo and Juliet.. Teenagers in love! Disapproving parents! You should be hooked! Analyse Shakespeare's characters. Perform key scenes.	Writing about character or themes in Shakespeare (English Literature).
Summer 2	Unseen Poetry. Experience poetry from a diverse range of poets. Poems are a great way to explore identity. Develop personal responses.	Write about an unseen poem (English Literature)

Year 10 English @ Caedmon

Our aim in Year 10 is for students to cover much of the GCSE content, including three of the four English Literature components. Students will be able to build on the strong building blocks that our KS3 curriculum has provided them with; allowing them to draw on a wide range of embedded skills.

Students are offered a range of challenging and exciting texts with which they can continue to explore the world around them and building on the theme of identity which Year 9 explored.

We want our students to feel prepared for their GCSEs, and to be equipped to excel in these examinations but we also want them to feel inspired and excited by the relevance, challenge and creative opportunities English offers.

	Topics, themes and skills covered	Assessment
Autumn 1	Writing creatively and convincingly: Fire. Learn about the techniques that help you create really exciting, interesting narratives. Draft, edit and create 'best' versions of.	Produce a piece of creative writing.
Autumn 2	19th century Prose: 'A Christmas Carol'. Learn about the context to 'A Christmas Carol'. Read, discuss, explore and analyse the novel. Learn how to write critically, developing a personal argument.	Complete an essay focusing on a character or theme from 'A Christmas Carol'.
Spring 1	Language Paper 1: Responding to fiction texts. Explore a range of fiction texts. Understand the ways in which you will be assessed in the GCSE exams. Interpret and explore texts.	Answer 4 exam-style questions on a piece of unseen fiction.
Spring 2	Language Paper 2: Responding to fiction texts. Explore a range of non-fiction texts. Understand the ways in which you will be assessed in the GCSE exams. Interpret and explore texts.	Answer 4 exam-style questions on 2 pieces of unseen non-fiction.
Summer 1	Modern Drama: 'An Inspector Calls'. Enjoy reading and exploring this GCSE Literature texts. Think about themes such as social injustice. Consider the ways in which drama text are explored.	Complete an essay on a character or theme from 'An Inspector Calls'.
Summer 2	Poetry: Power & Conflict Poetry. Gain a thorough understanding of all of the set GCSE literature poems. Become confident in expressing opinions and ideas. Explore and critically evaluate a poet's purpose.	Compare the themes and ideas of two poems.

Year 11 English @ Caedmon

Our aim in Year 11 is to cover the remaining English Literature element of the course and to support students in their revision and preparation. Much of Year 11 is spent on revision of all 4 exam papers. Students will spend time honing their craft as readers and writers to ensure that they feel confident with the following:

- 1: What the exam papers involve and the types of questions they will face.
- 2: What 'good' examples look like.
- 3: How they can produce the best possible work they can, in realistic conditions.

As such, our key goal is supporting our students to feel secure, prepared and ready to prove just how much they have developed as readers and writers.

	Topics, themes and skills covered	Assessment
Autumn 1	Shakespeare: 'Macbeth'. Study the full play of 'Macbeth'. Explore different interpretations, and critically reflect on elements of stagecraft. Closely analyse key scenes and apply knowledge to the whole play.	Complete an essay focusing on a character or theme from Macbeth.
Autumn 2	Revision of A Christmas Carol and Poetry. Unseen Poetry.	Trial Exams.
Spring 1	Revision	On-going assessment.
Spring 2	Revision	On-going assessment.
Summer 1	Revision	Formal GCSEs.
Summer 2		