

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 students 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, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students 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; students, therefore, 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 also intend to establish a culture of writing for pleasure and, as such we encourage creative and compelling writing through regular competitions.

	Topics, themes and skills covered	Assessment
Autumn 1	Novel: The Hunger Games	Evaluating a statement about the novel (English Language)
Autumn 2	The World Around Us- non-fiction reading and writing	Answering reading questions on non-fiction texts (English Language)
Spring 1	Short Stories	Answering reading questions on a short story (English Language)
Spring 2	Poetry from other cultures	Writing about an unseen poem (English Literature)
Summer 1	Introduction to Shakespeare: A Midsummer Night's Dream	Analysing character or themes in Shakespeare (English Literature)
Summer 2	The Future	Answering reading questions (English Language)

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	Evaluating a statement about the novel (English Language)
Autumn 2	Disasters! Creative writing	Writing a story or a description (English Language)
Spring 1	Adventures in the Great Outdoors: English Language Paper 2	Answering reading questions on non-fiction texts (English Language)
Spring 2	Drama: Dracula	Writing about the themes or characters (English Literature)
Summer 1	Water: Writing for a Purpose: Non-fiction forms	Writing a piece of non-fiction (English Language)
Summer 2	Poetry: Rime of the Ancient Mariner	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	Writing about the themes or characters (English Literature)
Autumn 2	Fighting for freedom Responding to non-fiction	Answering reading question on non-fiction texts (English Language)
Spring 1	Drama: Noughts and Crosses	Writing about character in a play (English Literature)
Spring 2	Modern living: Reading and writing non-fiction	Spoken Language component (oral presentation)
Summer 1	Shakespeare: Romeo and Juliet	Writing about character or themes in Shakespeare (English Literature)
Summer 2	Short stories: AQA anthology OR immersive reading: To Kill A Mockingbird	Answering questions on fiction texts (English Language)

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	Produce a piece of creative writing
Autumn 2	19th century Prose: A Christmas Carol	Complete an essay focusing on a character or theme from A Christmas Carol
Spring 1	Language Paper 1: Responding to fiction texts	Answer 4 exam-style questions on a piece of unseen fiction
Spring 2	Language Paper 2: Responding to fiction texts	Answer 4 exam-style questions on 2 pieces of unseen non-fiction
Summer 1	Modern Drama: An Inspector Calls	Complete an essay on a character or theme from An Inspector Calls
Summer 2	Macbeth	Complete an essay focusing on a character or theme from Macbeth

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	Poetry: Power & Conflict Poetry	Compare the themes and ideas of two poems
Autumn 2	Revision of A Christmas Carol and Poetry Unseen Poetry	Trial Exams
Spring 1	Revision	Ongoing assessment
Spring 2	Revision	Ongoing assessment
Summer 1	Revision	Formal GCSEs
Summer 2		