**Wootton Park English Department**

**Year 7**

**The core aims of the Key Stage 3 English Curriculum are to encourage learners to:**

* 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
* develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
* introduce core skills which will prove fundamental for GCSE study and beyond

**All schemes of learning will introduce learners to the new GCSE specification requirements for English Language and English Literature. These are:**

* The study of a whole text by William Shakespeare
* The study of Pre-19th Century literature
* The study of unseen texts (both fiction and non-fiction)
* The study of a post-1914 prose or drama
* The study of Poetry across the ages
* The study of unseen non-fiction and media texts
* The study of unseen fiction texts
* Writing for genre, audience and purpose
* Written communication (Spelling, punctuation, grammar and register)

**Promoting Reading:**

All students will be expected to have their own reading book of suitable quality and age appropriateness **every lesson.** Students will read silently during the register, until the start of the planned lesson. Please refer to the ‘Reading for Meaning’ resources for questioning strategies.

**Promoting Writing:**

Once a fortnight, learners should engage in a self/peer assessed 200 word challenge. These should cover a range of writing skills, including creative, descriptive and discursive writing.

**Assessment:**

Each scheme of learning will conclude with a formal timed assessment focused on core reading or writing skills. The assessments and marking criteria will be modelled on GCSE frameworks and the school’s data entry policies. Formative assessment will take place continuously with either written or verbal feedback **at least** once every week. Dedicated DIRT time each week will allow for peer/self-assessment as well as live marking. **Please refer to department feedback templates.**

**GCSE Language & Literature Assessment Objectives**

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| **GCSE English Language** | **Skill Intersections** | **GCSE English Literature** |
| AO1:  • identify and interpret explicit and implicit information and ideas  • select and synthesise evidence from different texts  AO2: Explain, comment on and analyse how writers use language and structure to achieve  effects and influence readers, using relevant subject terminology to support their views  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two  or more texts  AO4: Evaluate texts critically and support this with appropriate textual references  AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using  structural and grammatical features to support coherence and cohesion of texts  AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose  and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the  marks for each specification as a whole.)  AO7: Demonstrate presentation skills in a formal setting  AO8: Listen and respond appropriately to spoken language, including to questions and feedback  on presentations  AO9: Use spoken Standard English effectively in speeches and presentations. | **Reading & understanding**  **Interpreting explicit & implicit ideas**  **Select textual evidence to support interpretation**  **Developing informed personal responses**  **Developing critical style (applying contextual knowledge?)**  **Analysis of Language, Structure & Form**   1. **How are effects achieved?** 2. **How are meanings conveyed?**   **Comparing ideas and perspectives/Exploring relationships between texts**  **Synthesis**  **Evaluation**  **Literacy – use of vocabulary and grammar for clarity, purpose & effect** | AO1: Read, understand and respond to texts. Students should be able to:  • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.  AO2: Analyse the language, form and structure used by a writer to create meanings and effects,  using relevant subject terminology where appropriate.  AO3: Show understanding of the relationships between texts and the contexts in which they  were written.  AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with  accurate spelling and punctuation. |

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| **Theme 1: Understanding Myself and Others** | | **Theme 2: Creative Minds – Poetry and Writing** | | **Theme 3: Exploring Social Issues** | |
| **Autumn 1**  **September – October** | **Autumn 2**  **November – December** | **Spring 1**  **January - February** | **Spring 2**  **April - May** | **Summer 1**  **June - July** | **Summer 2**  **June-July** | |
| **Autobiography and Biography Unit: Who are you? Who am I?** | **The Tempest – William Shakespeare** | **Poetry Across Time**  Analysis of poetry from different time periods | **Creative Writing: Short Stories and Gothic writing** | **Stone Cold Whole Novel Study** | **Understanding the World / Changing the World /** | |
| **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | **Key Curriculum Skills:** | |
| English Language  Paper 2 Section A+B  AO1, 2, 5 & 6 | English Literature Paper 1  AO 1, 2, 3 & 4 | English Literature Paper 2  AO1, 2, 3 & 4 | English Language Paper 1  Section A+B  AO1-6 | English Literature Paper 1  AO1-4 | English Language Paper 2 A+B  Spoken Language (Speaking and Listening)  AO5-6 | |
| **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | **Key Knowledge:** | |
| * Subject terminology * Features of autobiography/biography * Understanding different viewpoints/perspectives * Structure of a PQA paragraph * Introduction to language analysis | * Shakespeare’s life and times * Colonialism and Jacobean social attitudes. * Key Plot Points * Character of Caliban * Themes of power and forgiveness * Structure of a PQA Paragraph * Introduction to language analysis * Subject terminology | * Poetic devices and terminology * Different poetic forms + structures * How poems deliver messages * Identifying themes within poetry * Understanding unusual vocabulary | * Subject Terminology * Context of Gothic Genre/origins * Features/Conventions of Gothic Genre * Introduction to structure * Developing ambitious vocabulary * Features of effective descriptive writing | * Social context of the novel * Attitudes towards homelessness * How novels/writing present social issues * Plot * Theme * Characters * Narrative Structure | * Different type, audience and purpose of non-fiction text * Features of speeches, letters, diary, blog, articles * Persuasive writing features * Structure of speech writing * Structure of debates | |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | |
| **Baseline Assessment “Houdini” – Comprehension Reading Paper  + Descriptive Writing** | **Reading: Character study of Caliban**  **“Is Caliban a victim or a Villain?”**  **Extract based**  **Slow Write** | **Reading:**  **Analysis of Sonnet 116** | **Creative Writing:**  **Gothic inspired story/description**  **Slow Write**  **(possible link to 500 Word Short Story Competition)** | **Character Study**  **How does Swindells present the character of Shelter?**  **Extract based** | **Spoken Language Assessment**  **Presentation – Speech on social issue/topic of choice** | |
| **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | **Literacy Curriculum:** | |
| Priority placed on developing understanding of:   * Features of autobiography/biography * Different types, forms and audience * Proof reading * Structure of written responses * Active Reading * Retrieval practice | Priority placed on understanding of:   * Structure of response – PQA/PEACE * Identifying Technique * Plot * Themes * Character * Understanding importance of context | Priority placed on core writing skills:   * Understanding * Comprehension * Interpretation * Analysis * Structure for writing analysis * Developing vocabulary | Priority placed on core reading and writing skills:   * Understanding * Comprehension * Identifying linguistic devices * Features of descriptive writing * Developing vocabulary * Developing variation of sentence structures | Priority placed on skills of:   * Analysis * Interpretation * Evaluation * Context * Structure for writing analysis | Priority placed on developing understanding of:   * Structure of an argument * Persuasive devices * Presentation skills | |
| Home Learning | Home Learning | Home Learning | Home Learning | Home Learning | Home Learning | |
| 1. Key Vocabulary Test Revision (See vocab booklet) 2. All About Me – Home Learning Booklet | Key Vocabulary Test Revision (See vocab booklet)  Tempest Home Learning Booklet | Key Vocabulary Test Revision (See vocab booklet)  Poetry Across Tim Research Booklet | Key Vocabulary Test Revision (See vocab booklet)  Presentation Project  Gothic Home Learning Booklet | Key Vocabulary Test Revision (See vocab booklet)  Social Issues Research/Comprehension | Key Vocabulary Test Revision (See vocab booklet)  Spoken Word Presentation Prep | |