

## Subject: English

### Subject Leader

Elizabeth Sanger

### National Curriculum

In Years Seven and Eight, students follow a programme of study either taught in a nurture setting or core group. They will engage in a range of activities that close gaps, build on prior knowledge and set the tone for the appropriate pathway they will go on to study in Years Ten and Eleven. The Long Term Plans meet the requirements of the Key Stage Three National Curriculum Programme of Study, with carefully selected texts that meet the needs of all our students - at whatever stage of their learning journey they are on. Students are challenged to make progress in the core elements of Reading, Writing, Speaking and Listening and vocabulary acquisition and will be set half-term assessments to track progress and support them in fulfilling their potential during their time with us, in accordance with the Kingsmead Key Stage Three English Assessment Plan.

In Year Nine, students follow a more bespoke programme of study that prepares them for more formal assessments while still meeting the requirements of the English Key Stage Three Curriculum. Where they are ready, students are introduced to higher level concepts in their approaches to studying English, more challenging texts, and further routine assessments as drawn up by the Kingsmead Year Nine English Assessment Plan. Differentiation in teaching, assessment and outcomes is in accordance with students' individual progression pathways.

In Years Ten and Eleven, students study the AQA GCSE English Language and Literature Specifications alongside the Pearson Edexcel Specifications for English Entry Level and Functional Skills. Working closely to the Assessment Objectives of the Specifications, students follow a bespoke programme of study that is teacher led; all planning, delivery and content coverage is set by the Kingsmead Key Stage Four English Assessment Plan. This assessment programme has been carefully designed by the team around our students' needs (whether they have studied with us in Key Stage Three or join us at any point in Key Stage Four); analysed exam data from previous years and to target the highest possible outcomes at GCSE level.

### Curriculum Intent

Students can join The Kingsmead School at any stage of their education, from Years Seven to Eleven. In order to facilitate a smooth transition to studying English with us, students undertake a rigorous and informative initial assessment for Key Stage Three or Four. This completed assessment allows the English team to immediately identify gaps from students' prior learning; identify any intervention requirements and/or any specific learning needs and also allow us to begin collecting evidence for any future Exam Access Arrangements that a student may qualify for.

The Kingsmead English Department is fervently committed to engaging all students and supporting their progression across the three elements of English study: Reading, Writing and Speaking and Listening. We are passionate about our subject and work to motivate all our students via our belief of lifelong learning: an approach that makes us confidently curious and questioning; analytical and offering inferences and all the while developing accurate and appropriate language use, vocabulary acquisition and literacy skills that prepare us for life in the 21<sup>st</sup> Century.

As a means of developing students' cultural capital, English lessons and their content are used to explore, discuss and debate key issues taking place in the world around us; we aim to make our students more inquisitive and consider and reflect upon their place and contributions locally, in the City of Derby and on a larger scale. Issues around the media, current affairs, identity, diversity, gender and personal experiences we have learned from, all have a place in lessons alongside the texts studied, prompts used and discussions/debates held.

Through a variety of learning techniques and personalised approaches, we aim to improve the life chances of all our students by equipping them with levels of literacy that prepare them for life beyond our school and time with us.

Students across Key Stages Three and Four are assessed against levelled outcomes that aim to identify and close students' gaps from Key Stage Two (and in some instances Key Stage One), while ultimately preparing them for assessment at the highest level. Teachers' pedagogical understanding and application

combine with thorough working knowledge of how their students learn and behave; ensuring that the learning needs of all are met proficiently and students achieve success in nationally recognised qualifications.

Clear feedback is offered in many forms from lesson to lesson and across the Key Stages – all directly linked to students making optimum progress. Feedback is used to not only support students in their approaches to studying and learning but also to raise their self-esteem and confidence: again with the ultimate aim of preparing them for the highest possible outcomes in Year Eleven.

The English Department looks to expose students to wider life experiences, through extra-curricular activities. These activities range from in-house poetry competitions; celebration or acknowledgement of key dates in the English calendar; visits to a book shop or library, theatre or cinema; work with external agencies or cross-curricular opportunities that lend themselves to literacy and lifelong learning. We aim to broaden the horizons of our students so that they have more to speak about and have more questions to ask of one another, more to actively seek out and read around and more to write about creatively, imaginatively and/or functionally.

Where necessary, intervention is used to support students in attaining a reading age that is more in line with their chronological age. Teachers celebrate reading for pleasure and actively model what reading looks like and feels like to them as a process - supporting our students on their journeys to becoming more fluent and more critical consumers of a range of texts - across all subjects. Annual testing of reading ages allows us to monitor students' readiness for formal exams and make recommendations for Exam Access Arrangements while our 'Annual Reading Awards' celebrate students' progress within this critical element of our curriculum provision.

Using KS2 outcomes, base line data acquired upon arrival and outcomes from ongoing assessment, students are all supported and encouraged to ambitiously progress towards the highest outcomes pertinent to them, at the end of Key Stage Four: Entry Level, Functional Skills and GCSEs in English Language and Literature where appropriate/required. In most cases, able students leave with a qualification in Entry Level/Functional Skills *and* a GCSE in English Language.

### Curriculum Implementation

		Term	Content/Topics	Assessment
Year 7	Autumn Term	1	Focuses on a range of pre-selected poetry, prose, media and non-fiction from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Students study a range of texts including, but not limited to, those by: Pied Piper of Hamelin – Robert Browning, Caterpillar, In the Bleak Midwinter, What is Pink? – Christina Rossetti, What is Red? Mary O’Neil, The Listeners & Silver – Walter De La Mare, The Highwayman – Alfred Noyes, Talking Turkeys – Benjamin Zephaniah, I’m tired – Michael Rosen, First Day at School – Roger McGough, Frost, Time, Granny is – Valerie Bloom; Fiction Text extracts from across the centuries: Oliver Twist, Lord of the Flies (+Tongan School Boys article), The Hunger Games, Twilight (+ links to Gothic Texts and vampire fiction), Ghost Boys Non-fiction texts from across the centuries (Non-fiction to 14 text book): Testing the first atomic bomb Richard Feynman 1985, The kite surfer who defied a coma Luke Brown 2016, Penguin swims 5000 every year for a reunion with the man who saved in life Alison Lynch 2016	Entry Level style assessment set according to student stages: 1-3 Adapted at discretion of class teacher to meet needs of students or replaced by KS1/KS2 style assessment where required (SEN/nurture needs) GCSE style for more able students linked to stage 4+.
		2	Guardian articles on Real Life Experiences: I’m stranded in a ghost town, I couldn’t read until I was 34, I was blinded by a school science experience <a href="#">Nurture students may complete some autobiographical work at this point to support them settling into year seven and develop relationships.</a> <b>Plus</b> further articles from broad sheets newspapers and non-fiction texts from across the centuries that broaden their horizons, celebrate our literary heritage and develop their cultural capital.	As above.
	Spring Term	3	Term Two focuses on drama texts where students study a modern play-script from either: The Demon Headmaster or other appropriate lower level text. They will also study a Shakespeare play: A Midsummer Night’s Dream.	As above.

		4		As above.
	Summer Term	5	Term Three sees students study the novel. This unit is left until the end of the year to allow class teachers to select an appropriately challenging and engaging class text for their group to enjoy: Owen and the Soldier, Treasure Island and R.Dahl's Revolting Rhymes are recommended. Depending on student ability and prior learning experiences, authors can include, but are not limited to: H.G.Wells, Robert Louis Stevenson, Louis Sachar, Roald Dahl, David Walliams, Annie Dalton, Jewell Parker Rhodes and Lisa Thompson.	As above + <b>Annual Department assessments including Reading Age</b>
		6		As above.
	<b>Term</b>		<b>Content/Topics</b>	<b>Assessment</b>
Year 8	Autumn Term	1	Focuses on a range of pre-selected poetry, prose, media and non-fiction from the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Students study a range of texts including, but not limited to, those by: The Tyger, The Angel, Night – William Blake, The Owl and the Pussy-Cat – Edward Lear, The Warm and the Cold – Ted Hughes, Prince Kano, The Huntsman – Edward Lowbury, Mr Mistoffelees and Macavity: The Mystery Cat – T.S.Eliot, Chocolate Cake – M.Rosen, Rabbit in a Mixer – Roger McGough, Childhood Tracks, Isn't my name magical? – James Berry, Dulce et Decorum Est – Wilfred Owen Fiction Text extracts from across the centuries: Anne Frank, War of the Worlds, Harry Potter. Non-fiction texts from across the centuries: Non-fiction to 14: Chapter 2: 19th Century Text: Learning to concentrate: The Young Woman's Bk, Chapter 3: 20th Century Text: Stories that shape us: A Passion for Books S.Townsend, Chapter 6: 19th Century Text Animal Encounters: Travels in West Africa M.Kingsley Guardian articles on Real Life Experiences: 'I'm a teenage viral slime star' & 'I went blind for a year' <b>Plus</b> further articles from broad sheets newspapers and non-fiction texts from across the centuries that broaden their horizons, celebrate our literary heritage and develop their cultural capital.	Entry Level style assessment set according to student stages: 1-3 Adapted at discretion of class teacher to meet needs of students or replaced by KS1/KS2 style assessment where required (SEN/nurture needs) GCSE style for more able students linked to stage 4+.
		2		As above.
	Spring Term	3	Term Two focuses on drama texts where students study a modern play-script from either: Stone Cold or other appropriate lower level text. They will also study a Shakespeare play: Macbeth	As above.
		4		As above.
	Summer Term	5	Term Three sees students study the novel. This unit is left until the end of the year to allow class teachers to select an appropriately challenging and engaging class text for their group to enjoy: Time Machine and R.Dahl short stories are recommended. Depending on student ability and prior learning experiences, authors can include, but are not limited to: H.G.Wells, Robert Louis Stevenson, Louis Sachar, Roald Dahl, David Walliams, Annie Dalton, Jewell Parker Rhodes and Lisa Thompson.	As above + <b>Annual Department assessments including Reading Age</b>
		6		As above.
	<b>Term</b>		<b>Content/Topics</b>	

Year 9	Autumn Term	1	Students will start the year with Steinbeck's 'Of Mice and Men' or Boyne's 'The Boy in the Striped Pyjamas' and develop their understanding of the importance of context and authorial intent ahead of potential literature studies at GCSE.	Able ability: Q1/Q5 (AO1, AO5 and 6) linked to text studied. Less able ability: Entry Level assessment to support assessment of progress through strands and identify further intervention/teaching needs.
		2	Students progress to a unit on 19 <sup>th</sup> , 20 <sup>th</sup> , and 21 <sup>st</sup> century texts studying a range of poets and authors including but limited to: Agard: Half Caste (dialect & repetition), Angelou: Women's work, Caged Bird ( monosyllabic use, rhyme, narrative voice), Coleridge: The Months, The Storm, Douglas: The Hen, The Shark (Vocab & rhyme end), Duffy: Elvis's Twin Sister/Mrs Tilcher's class (character, tone, personal response), Nichols: What me mudder do (dialect, culture), Reeves: The Sea (Imagery, metaphor), Scannell: A Case for Murder Nettles (narrative, structure, imagery, narrative voice), Stevenson: Bed in Summer, Windy Nights (1 <sup>st</sup> person, pace, syllable use/structure), Tennyson: The Charge of the Light Brigade ( Repetition, rhythm, war loss/glory, history), Zephaniah: We Refugees (structure, narrative voice, 1 <sup>st</sup> person, imagery), Agard: Half-caste (narrative voice, dialect, cultural misconceptions/perceptions) Fiction Text extracts from across the centuries: <b>Dickens: Great Expectations with reading tasks, Swindells: Stone Cold with task. Use quotations and explain effects</b> <b>Collins: The Hunger Games; 3 extracts &amp; tasks use of PEE, M.Yousafzai: I am Malala. Extract with question and full unit of work, J.Monroe: A Girl called Jack?</b> Non-fiction texts from across the centuries: Non-fiction to 14: Chapter 9 Poverty and Homelessness: 19 <sup>th</sup> /20 <sup>th</sup> /21 <sup>st</sup> century texts resources and tasks. <b>Plus</b> further articles from broad sheets newspapers and non-fiction texts from across the centuries that broaden their horizons, celebrate our literary heritage and develop their cultural capital.	Able ability: FS style question – write a letter to the author of a text (poem or prose: TD). Where able, comment on how language creates effects and influences the reader plus Q1 style Q on set texts. Less able ability: Options to create a collage from images (annotated) from images to express response and/or GCSE style Q1 based on text(s) of choice and/or Entry Level assessment to support assessment of progress through strands and identify further intervention/teaching needs.
	Spring Term	3	Students study a modern drama: Willy Russell's 'Our Day Out' or other suitable text according to ability and target grades	Able ability: Writer perspective embedded in FS style writing question. Write a formal letter of apology or complaint from/to pupil/teacher/cafe/zoo. Less able ability: Entry Level assessment to support assessment of progress through strands and identify further intervention/teaching needs.
		4	Students study a class novel – typically Bali Rai: The Harder They Fall or if appropriate, short stories chosen by group teacher in collaboration with Head of Department.	Speaking and listening assessment based on Bali Rai text: The Harder they Fall. Able ability: Entry 3/GCSE criteria Less able ability: Entry Level criteria to support assessment of progress through strands and identify further intervention/teaching needs.
	Summer Term	5	Students complete an introduction to Functional Skills unit where they are given the opportunity to secure an Entry Level English qualification, appropriate to their individual progression pathways. This can be supported by non-fiction articles (if not covered in unit 2) Non-fiction texts from across the centuries: Non-fiction to 14: Chapter 9 Poverty and Homelessness: 19 <sup>th</sup> /20 <sup>th</sup> /21 <sup>st</sup> century texts resources and tasks and Guardian articles on Real Life Experiences: 'I'm a competitive eater', 'I got my head stuck in a pumpkin' and 'I woke from a coma speaking French' plus other relevant and supporting texts to support student engagement, enjoyment and progress.	Live Functional Skills Entry Level papers in line with students' levels <b>+ Annual Department assessments including Reading Age</b>
		6	This final unit then serves as an 'Introduction to GCSE English Literature and Language' unit where students can begin to acquaint themselves with the skills required at GCSE level focusing in on Assessment Objective 3 from the literature specification: Show understanding of the relationships between texts and the contexts in which they were written. This unit is teacher led and draws on the expertise of the Key Stage Four team who remain committed to closing	<b>POETRY OR NON-FICTION</b> Introduction to Literature – Contexts: the literary worlds of authors that will be studied Differentiated responses assessed AO1, AO5

	students' gaps in their knowledge and securing the highest possible outcome for students in Year Eleven, setting the tone ahead of KS4 studies commencing fully after the summer break.	& AO6 from GCSE Language <b>and Entry Level Assessment Objectives.</b>  Bank final elements of Entry Level qualifications where appropriate
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		Term	Content/Topics	Assessment (including formal exam options)
Year 10	Autumn Term	1	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Finding information/facts Imagery/sentence structure/ punctuation/writing creatively Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs. Students study their first Literature Text from AQA Specification.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
		2	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Language features/words and phrases Writers' choices and effects PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
	Spring Term	3	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Text structure and structural features Opinions/Statements/PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
		4	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Summarising information/similarities & differences/PQA/PQE Write to achieve a purpose Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
	Summer Term	5	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Comparisons/viewpoints/Methods V.E.M.E Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD)

		GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead <b>+ Annual Department assessments including Reading Age</b> Appropriate Literature Assessment in line with school LTP.	
	6	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. All of the above. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.	
	<b>Term</b>	<b>Content/Topics</b>	<b>Assessment (including formal exam options)</b>	
<b>Year 11</b>	Autumn Term	1	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. Facts/Language/Structure/opinion/ Writing skills and PQA/PQE Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
		2	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. True statements/Summarising/ Effects of language choices/comparison of viewpoints/write to achieve a purpose. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
	Spring Term	3	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead Appropriate Literature Assessment in line with school LTP.
		4	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2) GCSE literature pathway, as set out by School English Specialists, appropriate to student needs.	H.A, M.A & L.A (2013-14 GCSE papers/Past Entry Level SAMs and live Papers) Questions set according to ability and in accordance with Department/School Assessment Plan Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD) FS Level 1 & 2 – entered for next window via Exams Officer & FS Lead
	Summer Term	5	19 <sup>th</sup> -21 <sup>st</sup> Century Prose/fiction and non-fiction texts. As dictated by group/student need. Speaking and Listening activities. Appropriate skills preparation for Functional Skills pathways (Entry 1 through Level 2)	<b>GCSE Summer series AQA</b> Pearson Edexcel Live Entry Level (1-3) series for current Year – papers requested via Department Leads/ S&L completed at appropriate point (TD)

			FS Level 1 & 2 – entered for final window via Exams Officer & FS Lead <b>+ Annual Department assessments including Reading Age</b>
	6	<b>GCSEs</b> Last opportunities to bank Entry Levels or Functional skills Pathways: Levels 1 & 2	<b>GCSE Summer series AQA</b> <b>EDEXCEL for Functional Skills Pathways</b>