

## Sandhill View

### English Curriculum Policy

#### Achieve Aspire Enjoy

#### Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. Ultimately, we want students to '**Know More, Do More and Go Further**'

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

#### Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The English curriculum is covered through schemes of work, lesson planning, homework, extended independent work, and extra-curricular activities.

Our curriculum is planned to enable all students to develop: a knowledge, understanding and wide range of transferable literacy skills that promote and encourage a love of reading and a willingness to apply themselves to new challenges both across the curriculum and independently; a natural sense of curiosity and a drive to question, argue and persuade; the encouragement of creativity and risk taking; the reading of contemporary and literary texts that promote positive and healthy lifestyles, British values of mutual respect and a love of learning about other cultures and traditions; the encouragement of purposeful talk and attentive listening skills in collaborative work and a development of the emotional skills required to listen. Pupils are able to use their knowledge and skills in language and literature to open possibilities in the world of work and post 16 opportunities. Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which employers say are important in the workplace:

- Aiming high, **staying positive** and resilience
- Communication skills (listening, speaking, presenting)
- Teamwork and problem solving
- **Creativity** and thinking skills
- Self-management and **leadership**

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

#### Sequence and structure

Our curriculum is split into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). We have broadened KS3 to three years so that students have an opportunity to deepen knowledge and refine skills to prepare them for the demands of Key Stage 4. At the end of Year 9, pupils will complete a Language and Literature transition unit to support their conversion to KS4. We teach to termly and yearly end points so that knowledge and skills are continually and consistently developed and embedded through each scheme of learning.

## Literacy

In addition to the literacy taught within the English curriculum, a bespoke, weekly reading lesson is offered by the English department in Year 7 and 8; this focuses on RISE: read, investigate, succeed, enjoy. These lessons aim to develop pupils' love of reading by focusing on the reading and discussion of a class novel for enjoyment. We endeavour to select contemporary novels which pupils will find relatable, entertaining, and challenging. During these lessons, reading skills are taught explicitly and are reinforced and utilised across the curriculum. We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively. We have a different whole school reading focus each half term and this is reinforced and consolidated in RISE reading lessons. We also provide regular opportunities for students to read for pleasure and to receive small group interventions if their reading skills are lower than we would expect using Reading Plus as a whole school reading intervention strategy.

## **KNOW MORE: Our Key Stage 3 English Curriculum includes the following areas of study:**

At KS3, pupils have 7 curriculum lessons a fortnight as well as a weekly RISE reading lesson and a fortnightly Reading Plus session (wave 1 whole school reading intervention strategy).

To ensure our KS3 curriculum equips students with the knowledge they need to be successful at GCSE and beyond, we have identified core reading, writing and knowledge to be explicitly taught at key points during each year. These core skills have been traced from threads from both the NC and the GCSE specification to ensure that children are able to build on their starting points in order to achieve their end points. The key skills of language analysis, literature response and writing will be assessed at key points to give staff a holistic overview of how students perform in English across KS3. Knowledge assessments will also be sat at key points across KS3 to allow staff to adapt the curriculum to ensure pupils retain the key knowledge they need to be successful in KS4 and beyond.

This year, to improve our offering at KS3, speaking and listening will be taught more explicitly on a termly basis to allow pupils to understand how to speak for a variety of purposes. This is to be built into the curriculum this year.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>7</b>	<b>Changes Baseline Assessment Unit</b> – pupils sit a baseline assessment unit (2 weeks) in reading, writing and S&L using extracts/stimuli linked to the theme of changes. Teachers use these assessments as a diagnostic tool to	<b>Introduction to Once</b> – Pupils will continue to study an entire novel to build on their prior understanding of plot, character, setting and theme. This novel deepens their understanding of narrative structure and authorial craft by introducing	<b>War Poetry</b> - Pupils study an array of poems based on the topic of war to extend and deepen their analysis skills by looking at a range of challenging texts. Pupils are also expected to write to present their own viewpoint on war to deepen their understanding of how to	<b>War through Language-War Poetry</b> - Pupils study an array of fiction and non-fiction extracts based on the topic of war to extend and deepen their analysis skills by looking at a range of challenging texts. Pupils are also expected to write to present their own viewpoint	<b>Weather and Setting</b> – Pupils will study a range of fiction extracts based on the topic of weather and setting to extend and deepen their language analysis skills by looking at a range of challenging texts. Pupils are expected to use the methodology they have been	<b>Shakespeare's Villains</b> – Pupils will study a range of extracts from various Shakespeare plays to consolidate/deepen their understanding of drama and literary heritage. Pupils will be expected to write analysis based on Shakespeare's deliberate characterisation, setting and

<p>determine what pupils KNOW and can DO to allow lessons to be tailored effectively to meet needs/ address misconceptions/ build on prior knowledge from KS2.</p> <p><b>Introduction to Once</b> – Pupils study an entire novel to build on their prior understanding of plot, character, setting and theme. This novel deepens their understanding of narrative structure and authorial craft by introducing them to new methodology used by writers that isn't covered in much depth that isn't covered at KS2 such as deliberate structural devices.</p> <p><u>Core reading skill</u> – Comprehension (understanding of texts) – builds on prior knowledge by introducing more complex texts.</p> <p><u>Core writing skill</u> – Sentence construction – consolidates/ builds on KS2 grammar.</p> <p><u>Core knowledge</u> - Conventions of novels (basics of texts) – consolidates/ builds on understanding of genre.</p> <p><u>Speaking and Listening focus</u> – explain – consolidates/ builds on how to speak for a variety of purposes.</p> <p><u>Core reading skill</u> – Comprehension (understanding of texts) – builds on prior knowledge by</p>	<p>them to new methodology used by writers that isn't covered in much depth that isn't covered at KS2 such as deliberate structural devices.</p> <p><u>Core reading skill</u> – Comprehension (understanding of texts) – builds on prior knowledge by introducing more complex texts.</p> <p><u>Core writing skill</u> – Sentence construction – consolidates/ builds on KS2 grammar.</p> <p><u>Core knowledge</u> - Conventions of novels (basics of texts) – consolidates/ builds on understanding of genre.</p> <p><u>Speaking and Listening focus</u> – explain – consolidates/ builds on how to speak for a variety of purposes.</p>	<p>write for a variety of purposes.</p> <p><u>Core reading skill</u> – selecting quotations – builds on comprehension skills from KS2/previous unit.</p> <p><u>Core writing skill</u> – paragraphing – consolidates/ builds on understanding of how-to paragraph/ introduces paragraphing for effect.</p> <p><u>Core knowledge</u> – the world of war – consolidates/ builds on KS2 history curriculum and lays the foundation for understanding context at GCSE.</p> <p><u>Speaking and Listening focus</u> – debate – consolidates/ builds on how to speak for a variety of purposes.</p> <p><u>Horizontal cross-curricular links</u> – History – WW1 and WW2</p>	<p>on war to deepen their understanding of how to write for a variety of purposes.</p> <p><u>Core reading skill</u> – selecting quotations – builds on comprehension skills from KS2/previous unit.</p> <p><u>Core writing skill</u> – paragraphing – consolidates/ builds on understanding of how-to paragraph/ introduces paragraphing for effect.</p> <p><u>Core knowledge</u> – the world of war – consolidates/ builds on KS2 history curriculum and lays the foundation for understanding context at GCSE.</p> <p><u>Speaking and Listening focus</u> – debate – consolidates/ builds on how to speak for a variety of purposes.</p> <p><u>Horizontal cross-curricular links</u> – History –</p>	<p>introduced to in their own writing to deepen their understanding of how to write for a variety of purposes/ to create deliberate effects.</p> <p><u>Core reading skill</u> – formulating an idea – consolidates/ builds on their ability to read, understand and interpret texts.</p> <p><u>Core writing skill – spelling rules</u> – consolidates/ builds on their ability to spell tier 1, 2 and 3 words.</p> <p><u>Core knowledge</u> – Conventions of literary fiction – consolidates/ builds on their understanding of different genres/types of texts.</p> <p><u>Horizontal cross-curricular links</u> – Geography – consolidates their understanding of different climates across the world.</p>	<p>use of dramatic methods as well as write their own playscript featuring a villain to deepen their understanding of authorial craft/ writing for a range of purposes.</p> <p><u>Core reading skill</u> – formulating an idea – consolidates/ builds on their ability to read, understand and interpret texts.</p> <p><u>Core writing skill – spelling rules</u> – consolidates/ builds on their ability to spell tier 1, 2 and 3 words.</p> <p><u>Core knowledge</u> – Conventions of literary fiction – consolidates/ builds on their understanding of different genres/types of texts.</p> <p><u>Speaking and Listening focus</u> – dramatic performance – consolidates/ builds on how to speak for a variety of purposes.</p>
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	<p>introducing more complex texts.</p> <p><u>Core writing skill</u> – Sentence construction – consolidates/ builds on KS2 grammar.</p> <p><u>Core knowledge</u> - Conventions of novels (basics of texts) – consolidates/ builds on understanding of genre.</p> <p><u>Speaking and Listening focus</u> – explain – consolidates/ builds on how to speak for a variety of purposes.</p> <p><u>Horizontal cross-curricular links</u> – History – covers the Holocaust and WW2.</p>	<p><u>Horizontal cross-curricular links</u> – History – covers the Holocaust and WW2.</p>		<p>WW1 and WW2</p>		<p><u>Horizontal cross-curricular links</u> – History – tyrannical rulers such as Richard III.</p>
	<b>Autumn 1 and 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>8</b>	<p><b>Animal Farm</b> - Pupils study an entire novel to build on their prior understanding of plot, character, setting and theme. This novel deepens their understanding of narrative structure/ authorial craft, and the role stories play in shaping our world. This unit runs across a term</p>	<p><b>Speeches</b> – Pupils study a range of speeches on a variety of different topics to consolidate/ build on their ability to</p>	<p><b>Love and Relationships: Poetry</b> - Pupils study an array of poems based on the topic of love and relationships to extend and</p>	<p><b>Love and Relationships: Drama</b> - Pupils will read and study a whole Shakespeare play to build on their knowledge of</p>	<p><b>Love and Relationships: Prose</b> - Pupils study an array of extracts from fiction texts based on the topic of love and</p>	

<p>due to the complexity of the text.</p> <p><u>Core reading skill</u> – single word analysis – consolidates/deepens their analytical skills by exploring complex, challenging texts.</p> <p><u>Core writing skill</u> – ambitious vocabulary – consolidates/deepens their understanding of how to use more complex vocabulary in context for both clarity and effect.</p> <p><u>Core knowledge</u> – Power in the world – extends their cultural capital of the different political systems that exist in the world today/ the impact politics can have on people.</p> <p><u>Horizontal cross-curricular links</u> – History – historical world leaders such as Stalin. ASPIRE – the impact politics can have on people.</p> <p><u>Speaking and Listening focus</u> – debate – consolidates/builds on how to speak for a variety of purposes using complex material.</p>	<p>interpret and analyse non-fiction texts. Pupils are also expected to write to present their own viewpoint on war to deepen their understanding of how to write for a variety of purposes.</p> <p><u>Core reading skill</u> – device analysis – consolidates/ extends their ability to identify and explore the effect of methodology used by a writer to create effects</p> <p><u>Core writing skill</u> – Employing single devices – consolidates/ extends their ability to use methodology in their own writing to create deliberate effects</p> <p><u>Core knowledge</u> – The basics of rhetorical non-fiction – consolidates/ builds on their understanding of genre and form.</p> <p><u>Horizontal cross-curricular links</u> –</p>	<p>deepen their analysis skills by looking specifically at the complex methodology used by writers to create effects. Pupils are also expected to write their own love poem/fiction piece to deepen their understanding of how to write for a variety of purposes using the complex methodology they have explored within the unit.</p> <p><u>Core reading skill</u> – Structural analysis – consolidates/ extends their understanding of how writers structure their ideas for effect. Introduces more complex structural methodology exclusive to poetry.</p> <p><u>Core writing skill</u> – Embedding structural/extended devices – consolidates/ builds on their understanding of structure and how this can be replicated in their own writing to</p>	<p>Shakespeare and pre-1914 drama. Students study plot, setting and characterisation and the effects of these, understanding how the work of dramatists is communicated through performance.</p> <p><u>Core reading skill</u> – Structural analysis – consolidates/ extends their understanding of how writers structure their ideas for effect. Introduces more complex structural methodology exclusive to poetry.</p> <p><u>Core writing skill</u> – Embedding structural/extended devices – consolidates/ builds on their understanding of structure and how this can be replicated in their own writing to create deliberate effects.</p> <p><u>Core knowledge</u> – The world of Shakespeare –</p>	<p>relationships to extend and deepen their analysis skills by looking specifically at the complex methodology used by writers to create effects. Pupils are also expected to write their own love poem/fiction piece to deepen their understanding of how to write for a variety of purposes using the complex methodology they have explored within the unit.</p> <p><u>Core reading skill</u> – Structural analysis – consolidates/ extends their understanding of how writers structure their ideas for effect. Introduces more complex structural methodology exclusive to poetry.</p> <p><u>Core writing skill</u> – Embedding structural/extended devices – consolidates/ builds on their understanding of structure and how this can be replicated in</p>
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		<p>Geography/Science – climate change.</p> <p><u>Speaking and Listening focus</u> – explain – consolidates/builds on how to speak for a variety of purposes using complex material.</p>	<p>create deliberate effects.</p> <p><u>Core knowledge</u> – The world human condition</p> <p><u>Horizontal cross-curricular links</u> – ASPIRE – Healthy relationships</p> <p><u>Speaking and Listening focus</u> – dramatic performance – consolidates/builds on how to speak for a variety of purposes using complex material.</p>	<p>Consolidates/builds on prior knowledge of William Shakespeare, the time he was writing and his works</p> <p><u>Horizontal cross-curricular links</u> – ASPIRE – Healthy relationships</p> <p><u>Speaking and Listening focus</u> – dramatic performance – consolidates/builds on how to speak for a variety of purposes using complex material.</p>	<p>their own writing to create deliberate effects.</p> <p><u>Core knowledge</u> – The h</p> <p><u>Horizontal cross-curricular links</u> – ASPIRE – Healthy relationships</p> <p><u>Speaking and Listening focus</u> – dramatic performance – consolidates/builds on how to speak for a variety of purposes using complex material.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1 and 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>9</b>	<p><b>Literary Heritage-</b> pupils study a range of texts (poetry and prose) from contrasting historical periods that have influenced literature we study today. This unit consolidates/builds on pupils understanding of the conventions of English literature/ raises their cultural capital concerning common</p>	<p><b>Women’s Voices</b> – pupils study a range of non-fiction text linked to the female experience in modern day society. This unit consolidate/builds on their ability to analyse complex non-fiction texts. This unit builds on/extends their understanding of comparison and evaluation to prepare students for the demands of KS4.</p> <p><u>Core reading skill</u> – authorial intent/writer’s purpose – consolidates/builds on their understanding of how writers use writing shape the reader/ the wider world.</p> <p><u>Core writing skill</u> – establishing tone and</p>	<p><b>Blood Brothers-</b> Pupils will study the whole play to consolidate/extend their understanding of dramatic conventions. Studying Blood Brothers will also deepen their understanding of the key themes that underpin ACC/AIC at GCSE such as poverty and inequality. Within this unit pupils will focus on developing their analysis skills in longer, exam-style responses to help them transition to KS4. Due to the complexity of the text and its themes, this unit will run a term.</p>	<p><b>Terror Transition - The Gothic (Language Transition)</b> Within this unit pupils study a range of fiction extracts from the Gothic genre to prepare them for the demands of Language Paper 1. As a part of this, they will read, analyse and evaluate texts. Pupils are also expected to write both narratives and descriptions to deepen their understanding of how to write</p>	<p><b>Terror Transition - War and Conflict Poetry (Literature Transition)</b> – Within this unit, students will start to study some of the war poems from the Power and Conflict cluster as their final study of the year to start their transition to GCSE. Within this, they will analyse a range of poems and write comparative essays to</p>

<p>threads, themes and motifs that feature in literature texts to help prepare them for the demands of KS4.</p> <p><u>Core reading skill</u> – applying context – builds on/extends their understanding of common symbolism, motifs and themes used in literature to allow them to analyse complex texts successfully.</p> <p><u>Core writing skill</u> – Varying punctuation – builds on/extends their understanding of how punctuation can be used for both clarity and to create deliberate effects.</p> <p><u>Core knowledge</u> – the basics of essay writing – builds on/extends their ability to formulate their ideas coherently and cohesively to</p>	<p>voice – consolidates/extends their ability to write for a variety of purposes/ to achieve deliberate aims/effects/</p> <p>Core knowledge – the voice of the minority – consolidates/builds on their ability to understand the human experience around the world</p> <p><u>Horizontal cross-curricular links</u> – History – treatment of women across time/ ASPIRE – equality</p> <p><u>Speaking and Listening focus</u> – debate – consolidates/builds on how to speak for a variety of purposes using complex material.</p>	<p><u>Core reading skill</u> – authorial intent/writer’s purpose – consolidates/builds on their understanding of how writers use writing shape the reader/ the wider world.</p> <p><u>Core writing skill</u> – establishing tone and voice – consolidates/extends their ability to write for a variety of purposes/ to achieve deliberate aims/effects</p> <p><u>Core knowledge</u> – the impact of culture and identity – consolidates/builds on their understanding of the human condition and how this is shown in literature to raise their cultural capital/ help scaffold their understanding of complex issues explored in GCSE texts.</p> <p><u>Horizontal cross-curricular links</u> – History – Thatcherism/ ASPIRE – Poverty and equality</p> <p><u>Speaking and Listening focus</u> – dramatic performance – consolidates/builds on how to speak for a variety of purposes using complex material</p>	<p>for a variety of purposes. A</p> <p><u>Core reading skill</u> – comparison – consolidates/ extends their ability to compare a range of texts in terms of theme, main messages and methodology.</p> <p><u>Core writing skill</u>- planning, editing and redrafting – consolidates/ extends their ability to write for a variety of purposes for both clarity and to create deliberate effects.</p> <p><u>Core knowledge</u> – conflict poetry – builds on/extends their understanding of how the war impacted the world. Consolidates/ extends their ability to interpret, analyse and compare a range of texts in extended essays.</p> <p><u>Horizontal cross-curricular links</u> – History – WW1 and WW2</p>	<p>exam-style questions.</p> <p><u>Core reading skill</u> – comparison – consolidates/ extends their ability to compare a range of texts in terms of theme, main messages and methodology.</p> <p><u>Core writing skill</u>- planning, editing and redrafting – consolidates/ extends their ability to write for a variety of purposes for both clarity and to create deliberate effects.</p> <p><u>Core knowledge</u> – conflict poetry – builds on/extends their understanding of how the war impacted the world. Consolidates/ extends their ability to interpret, analyse and compare a range of texts in extended essays.</p> <p><u>Horizontal cross-curricular links</u> – History – WW1 and WW2</p>
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ease their transition to KS4.				
<u>Horizontal cross-curricular links</u> – RE – bible study/ History – myths and legends from the past.				

**KNOW MORE: Our Key Stage 4 Curriculum**

In Key Stage 4, we study the AQA specification which explores: Macbeth, A Christmas Carol, An Inspector Calls and the Power and Conflict Poetry anthology. Pupils are encouraged to think and speak analytically through challenging discourse and questioning. Pupils study the texts contextually discovering their relevance in today’s society by questioning how attitudes change in relation to gender, society and life-style. In Language, the department continuously updates and self-evaluates the resources we use in lessons so that reading and writing is meaningful and purposeful. Students access a range of fiction, non-fiction and literary non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century to extend skills developed in Key Stage 3. Writing opportunities are regular and pupils are taught to write clearly, coherently and accurately, using a range of sophisticated vocabulary and sentence structures and for different purposes and audiences. Spoken language is developed in all schemes of learning through discussion, debate and working collaboratively with peers in preparation for the spoken language component.

		KS4			
		Autumn 1	Autumn 2	Spring 1	Spring 2
		<b>THE NATURAL ORDER</b>		<b>MEMORY</b>	
Y10	LITERATURE	<p><b>Unseen Poetry:</b> Pupils will focus on understanding (AO1), analysing and comparing (AO2) a range of unseen poetry to prepare for Literature Paper 2, Section C.</p> <p><b>Macbeth:</b> Pupils will start to read, study and analyse Shakespeare’s Macbeth in terms of plot, character, setting and theme (AO1). In this half term, they will read the first act and focus on Macbeth’s early character development. As a part of this, they will start rehearsing Literature Paper 1 skills by responding to</p>	<p><b>Macbeth:</b> Pupils will continue to study the plot, themes, characterisation of Macbeth (AO1). They will continue to refine their essay writing skills by demonstrating their ability to interpret, analyse (AO2) and relate Macbeth to the context of the time within exam responses (AO3, AO4) .</p> <p><b>Mock Revision –</b> Pupils will complete interleaved revision sessions to extend and consolidate their understanding of Literature Paper 2 and Language Paper 2 to prepare for their up-</p>	<p><b>P&amp;C Poetry:</b> Pupils will continue to study how poets use form, structure and language to create meaning and deliberate effects in the cluster of power and conflict poems (AO1, 2). They will start to refine their essay writing skills by comparing the meaning and methodology of poems from the cluster in comparative essay responses to prepare for Literature Paper 2, Section B (AO1, AO2 and AO3).</p> <p><b>Unseen Poetry:</b> Pupils will focus on understanding, analysing and</p>	<p><b>A Christmas Carol</b> Pupils will continue to read, study and analyse Dickens’ A Christmas Carol in terms of plot, character, setting and theme (AO1). As part of this, they will start rehearsing Literature Paper 1 skills by responding to extract-based exam questions based on characters and themes from the novella, demonstrating the ability to interpret, analyse and relate the novel to the context of the time within exam responses (AO2 and AO3).</p>



	<p>extract-based exam questions on themes and characters from the opening of the play, demonstrating their ability to interpret, analyse and relate Macbeth to the context of the time within exam responses (AO2, AO3 and AO4).</p> <p><u>Vertical and Horizontal Cross-curricular links:</u> Tyrannical rulers studied in Y7 in the Shakespeare Unit; Leadership across time is also covered at length in the History curriculum. Poetry is covered throughout KS3.</p>	<p>and-coming mock exams (AO1, AO2 and AO3).</p> <p><u>Vertical and Horizontal Cross-curricular links:</u> Tyrannical rulers studied in Y7 in the Shakespeare Unit; Leadership across time is also covered at length in the History curriculum.</p>	<p>comparing a range of unseen poetry to develop their understanding of how to answer Literature Paper 2, Section C (AO1, AO2).</p> <p><b>A Christmas Carol:</b> Pupils will start to read, study and analyse Dickens' A Christmas Carol in terms of plot, character, setting and theme (AO1). As a part of this, they will start rehearsing Literature Paper 1 skills by responding to extract-based exam questions based on characters and themes from the novella, demonstrating their ability to interpret, analyse and relate the novel to the context of the time within exam responses (AO2, AO3).</p> <p><u>Vertical and Horizontal Cross-curricular links:</u> 19<sup>th</sup> century fiction is covered across KS3. Pupils study Victorian literature and about life in the Victorian times in both English and History at KS3. Poetry analysis is also covered across KS3 in English.</p>	<p><b>P&amp;C Poetry:</b> Pupils will continue to study how poets use form, structure and language to create meaning and deliberate effects in the cluster of power and conflict poems. Pupils will also complete interleaved CONECTS to read and consolidate poetry previously covered. They will start to refine their essay writing skills comparing the meaning and methodology of poems from the cluster in comparison to essay responses to prepare for Literature Paper 2, Section C (AO1, AO2 and AO3).</p> <p><u>Vertical and Horizontal Cross-curricular links:</u> 19<sup>th</sup> century fiction is covered across KS3. Pupils study Victorian literature and about life in the Victorian times in both English and History at KS3.</p> <p><u>Vertical and Horizontal Cross-curricular links:</u> 19<sup>th</sup> century fiction is covered across KS3. Pupils study Victorian literature and about life in the Victorian times in both English and History at KS3. Poetry analysis is covered across KS3 in English.</p>
<b>LANGUAGE</b>	<p><b>Paper 2 Reading - Serial Killers – Introduction to Non-Fiction Reading skills:</b> identify and select information (AO1) how writers use language and structural techniques</p>	<p><b>Paper 2 Writing- Serial Killers – Introduction to Non-fiction Writing skills:</b> communicate clearly, effectively and imaginatively; organise ideas</p>	<p><b>Paper 1 Writing – Haunting of Hill House- Introduction to Fiction Writing skills:</b> communicate clearly, effectively and imaginatively; organise ideas</p>	<p><b>Paper 2 Writing- Nursing – Development of Non-fiction Writing skills:</b> communicate clearly, effectively and imaginatively; organise ideas</p>

		<p>to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3), evaluate texts critically (AO4).</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Macbeth in English Literature; Bias covered in Animal Farm Unit; Analysing and comparing non-fiction is covered in all years at KS3.</p>	<p>effectively (AO5) and SPaG (AO6)</p> <p><b>Paper 1 Reading - Haunting of Hill House - Introduction to Fiction reading skills:</b> identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3) evaluate texts critically (AO4)</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Interpretation, analysis and evaluation/comparison of fiction and non-fiction as well as fiction and non-fiction writing is taught at KS3.</p>	<p>effectively (AO5) and SPaG</p> <p><b>Paper 2 Reading – Nursing - Development of Non-Fiction Reading skills:</b> identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3), evaluate texts critically (AO4).</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Interpretation, analysis and evaluation/comparison of fiction and non-fiction as well as fiction and non-fiction writing is taught at KS3.</p>	<p>effectively (AO5) SPaG (AO6)</p> <p><b>Paper 1 Reading Rebecca – Development of Fiction Reading Skills:</b> identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3) evaluate texts critically (AO4)</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Interpretation, analysis and evaluation/comparison of fiction and non-fiction as well as fiction and non-fiction writing is taught at KS3.</p>
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**HUMANITY**

**CONSOLIDATION OF ALL CONCEPTS ANALYSIS**

**Y11**

**LITERATURE**

**Power and Conflict Poetry - Nature:**  
Pupils will continue to study how poets use form, structure and language to create meaning and deliberate effects in the cluster of power and conflict poems. They will refine their essay writing skills by comparing the meaning and methodology of poems from the cluster in comparative essay responses to prepare for Literature Paper 2, Section B (AO1, AO2 and AO3).

**Macbeth:**  
Pupils will continue to study the plot, themes, characterisation of Macbeth (AO1). They will continue to refine their essay writing skills by demonstrating their ability to interpret, analyse and relate Macbeth to the

**A Christmas Carol:**  
Pupils will continue to read, study and analyse Dickens' A Christmas Carol in terms of plot, character, setting and theme (AO1). As a part of this, they will refine their Literature Paper 1 skills by responding to extract-based exam questions based on characters and themes from the novella, demonstrating their ability to interpret, analyse and relate the novel to the context of the time within exam responses AO2 and AO3).

**An Inspector Calls:**  
Pupils will continue to read, study and analyse Priestley's An Inspector Calls in terms of plot, character, setting and theme. As a part of this, they will start rehearsing Literature Paper 2 skills by responding to exam

Pupils will study a bespoke, interleaved curriculum determined by mock performance/ QLA generated to meet needs and consolidate areas of difficulty for exams. For example:

L1 - LANG	L2 - LANG	L3 - MACBETH	L4 - ACC	L5 - AIC	L6 - P&C
ENSURE ALL POWER AND CONFLICT POEMS WHICH HAVE NOT BEEN TAUGHT/RECAPPED HAVE BEEN COVERED.					
P1 Q3 NOV 2019 SUPPORTED	P1 Q2 NOV 2022 INDEPENDENT	CONCEPT: POWER			
		Desire, ambition, control, kingly, leadership, violence.	Christmas, joy, happiness, celebration, kindness.	Abuse of power, control, social class.	LONDON - GUY MILD
P1 Q3 NOV 2019 SUPPORTED	P1 Q3 NOV 2022 INDEPENDENT	CONCEPT: CHOICES AND DECISIONS			
		Fate vs. free will, consequences, punishment, judgement, change, responsibility.	Redemption, loss, consequences, punishment, judgement, change, responsibility.	Choices and decisions of individual characters.	KAMIKAZE REMAINS CHECKING
P1 Q4 NOV 2019 SUPPORTED	P1 Q4 NOV 2022 INDEPENDENT	CONCEPT: SUPERNATURAL VS. NATURAL			
		Fate, supernatural, appearance vs. reality, madness, duplicity.	Shadows, time, alteration, setting and atmosphere.	Inspectors, time, setting, truth vs. lies, perception of reality.	STORM PRELUDE EXPOSURE
P2 Q2 NOV 2020 SUPPORTED	P2 Q2 JUNE 2022 INDEPENDENT	CONCEPT: MORALITY			
		Guilt, remorse, regret, good vs. evil, immorality, realisation.	Wealth, greed, generosity, sense of self, right vs. wrong.	Generations, society, Gerald, Eric.	BACONET COLD WAKE PHOTIC

context of the time within exam response (AO2, AO3, AO4).

**Unseen Poetry:**  
Pupils will focus on understanding, analysing and comparing a range of unseen poetry to develop their understanding of how to answer Literature Paper 2, Section C (AO1, AO2).

questions based on characters and themes from the play, demonstrating their ability to interpret, analyse and relate the play to the context of the time within exam responses (AO2, AO3 and AO4).

**Power and Conflict - Memory:** Pupils will continue to study how poets use form, structure and language to create meaning and deliberate effects in the cluster of power and conflict poems. They will refine their essay writing skills by comparing the meaning and methodology of poems from the cluster in comparative essay responses to prepare for Literature Paper 2, Section B (AO1, AO2 and AO3).

**LANGUAGE**

**Paper 2 Reading and Writing – Mountain Climbing**

Reading: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3), evaluate texts critically (AO4).

Writing: identify and select information (AO1) how writers

**Paper 1 Reading and Writing: Where the Crawdads Sing:**

Reading: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4)

Writing: identify and select information (AO1) how writers

Pupils will study a bespoke, interleaved curriculum determined by mock performance/ QLA to meet needs and consolidate areas of difficulty for exams. For example:

L1 - LANG	L2 - LANG	L3 - MACBETH	L4 - ACC	L5 - AIC	L6 - PBC
ENSURE ALL POWER AND CONFLICT POEMS WHICH HAVE NOT BEEN TAUGHT/RECAPED HAVE BEEN COVERED.					
P1 Q2 NOV 2019 SUPPORTED	P1 Q2 NOV 2022 INDEPENDENT	CONCEPT: POWER			
		Desire, ambition, control, kingship, leadership, violence.	Christmas, joy, happiness, celebration, kindness.	Abuse of power, control, social class.	LONDON Q2Y MLD
P1 Q3 NOV 2019 SUPPORTED	P1 Q3 NOV 2022 INDEPENDENT	CONCEPT: CHOICES AND DECISIONS			
		Fate vs. free will, consequences, punishment, judgement, change, responsibility.	Redemption, loss, consequences, punishment, judgement, change, responsibility.	Choices and decisions of individual characters, COVER MR and MRS B.	KAMIKAZI REMAINS CHECKING
P1 Q4 NOV 2019 SUPPORTED	P1 Q4 NOV 2022 INDEPENDENT	CONCEPT: SUPERNATURAL VS. NATURAL			
		Fear, supernatural, appearance vs. reality, madness, imagery.	Ghosts, time, alteration, setting and atmosphere.	Inspector, time, setting, truth vs. lies, perception of reality.	STORMA PRELUDE EXPOSURE
P2 Q2 NOV 2020 SUPPORTED	P2 Q2 JUNE 2022 INDEPENDENT	CONCEPT: MORALITY			
		Guilt, remorse, regret, good vs. evil, immorality, realisation.	Wealth, greed, generosity, sense of self, right vs. wrong.	Generations, society, Gerald, Eric.	BARONET COUR WAR PHOTO

		<p>use language and structural techniques to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3), evaluate texts critically (AO4).</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Interpretation, analysis and evaluation/comparison of fiction and non-fiction as well as fiction and non-fiction writing is taught at KS3 and in Y10.</p>	<p>use language and structural techniques to achieve effects and influence readers (AO2), compare writer's ideas and perspectives (AO3), evaluate texts critically (AO4).</p> <p><u>Vertical and horizontal Cross-curricular links:</u> Interpretation, analysis and evaluation/comparison of fiction and non-fiction as well as fiction and non-fiction writing is taught at KS3 and in Y10.</p>	
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**DO MORE: Language Milestone assessment end points**

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p><b>Reading:</b> Can identify explicit information and ideas with basic interpretation. Can select basic evidence from different texts with some synthesis. Shows a basic awareness of the effects of language and structure. Makes basic use of subject terminology. Can make basic evaluative comments. Basic understanding of writer's viewpoint.</p> <p><b>Writing:</b> Produces some writing. Attempts to use simple sentences. Uses basic vocabulary. Uses basic language techniques. Attempts to use full stops and capital letters correctly. Spells some simple words correctly. Attempts to use standard English. Basic understanding of form, audience and purpose.</p>	<p><b>Reading:</b> Can identify and interpret explicit and some implicit information and ideas. Can select and synthesise some evidence from different texts. Shows some understanding of the effects of language and structure. Makes some use of subject terminology. Can make some evaluative comments. Shows some understanding of writer's viewpoint.</p> <p><b>Writing:</b> Attempts to use paragraphs. Produces some structured writing. Some use of a range of sentence types. Uses some ambitious vocabulary. Uses some language techniques. Uses capital letters and full stops correctly and attempts to use question marks, exclamation marks and commas. Spells some ambitious words correctly. Uses standard English. Shows some understanding of form, audience and purpose.</p>	<p><b>Reading:</b> Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Shows clear understanding of the effects of language and structure. Makes clear use of subject terminology. Can make clear evaluative comments. Shows clear understanding of writer's viewpoints.</p> <p><b>Writing:</b> Clear use of paragraphs. Produces clearly structured writing. Clear use of a range of sentence types. Clear use of ambitious vocabulary. Clear use of language techniques. Uses a range of punctuation accurately. Spells most words accurately. Uses standard English accurately. Shows a clear understanding of form, audience and purpose.</p>
8	<p><b>Reading:</b> Can identify and interpret explicit and some implicit information and ideas. Can select and synthesise some evidence from different texts. Shows some understanding of the effects of language and structure. Makes some use of subject terminology. Can make some evaluative comments.</p>	<p><b>Reading:</b> Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Shows clear understanding of the effects of language and structure. Makes clear use of subject terminology. Can make clear evaluative comments. Shows clear understanding of writer's viewpoints.</p>	<p><b>Reading:</b> Can identify and interpret in explicit and implicit information and develop ideas. Can select and synthesise evidence from different texts in detail. Shows a developed understanding of the effects of language and structure. Makes accurate use of subject terminology. Can make developed evaluative comments. Shows developed understanding of writer's viewpoints.</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Shows some understanding of writer's viewpoint.</p> <p><b>Writing:</b> Attempts to use paragraphs. Some use of a range of sentence types, sometimes inaccurately. Uses some ambitious vocabulary. Uses some language techniques. Uses capital letters and full stops correctly and attempts to use question marks, exclamation marks and commas. Spells some words correctly. Uses some standard English. Shows some understanding of form, audience and purpose.</p>	<p><b>Writing:</b> Clear use of paragraphs. Produces clearly structured writing. Clear use of a range of sentence types. Clear use of ambitious vocabulary. Clear use of language techniques. Uses a range of punctuation accurately. Spells most words accurately. Uses standard English accurately. Shows a clear understanding of form, audience and purpose.</p>	<p><b>Writing:</b> Structures writing using a range of discourse markers. Links paragraphs and sentences. Uses a full range of sentence forms with accuracy. Developed use of ambitious vocabulary. Developed use of language techniques. Uses a full range of punctuation accurately to create effects. Spells most words accurately including some ambitious vocabulary. Uses standard English accurately. Shows a developed understanding of form, audience and purpose.</p>
9	<p><b>Reading:</b> Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Shows some supported understanding of the effects of language and structure. Makes some use of accurate subject terminology. Can make some supported evaluative comments. Shows some understanding of writer's viewpoint and can make some basic comparisons.</p> <p><b>Writing:</b> Some use of paragraphs. Some accurate use of a range of sentence types. Uses ambitious vocabulary at times. Uses language techniques to create effects at times. Uses capital letters and full stops correctly and attempts to use other forms of punctuation. Spells simple words correctly. Attempts to use standard English with limited control of agreement. Shows an awareness of form, audience and purpose.</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a clear, supported understanding of the effects of language and structure. Makes clear, accurate use of subject terminology. Makes clear evaluative comments. Shows clear understanding of writer's viewpoint and can make some comparisons.</p> <p><b>Writing:</b> Structures writing using a range of discourse markers. Links paragraphs and sentences. Uses a full range of sentence forms with accuracy. Developed use of ambitious vocabulary. Developed use of language techniques. Uses a full range of punctuation accurately to create effects. Spells most words accurately including some ambitious vocabulary. Uses standard English accurately. Shows a developed understanding of form, audience and purpose.</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a developed, supported understanding of the effects of language and structure. Makes developed use of accurate subject terminology. Makes developed evaluative comments. Shows developed understanding of writer's viewpoint and can make clear comparisons.</p> <p><b>Writing:</b> Produces writing that is consciously crafted to sustain the interest of the reader. Uses structural features to create effects. Uses a full range of sentence forms with accuracy and to create effects. Uses ambitious vocabulary and punctuation accurately. Uses a range of language techniques to create effects. Spelling and grammar are accurate; mistakes are rare. Shows a detailed understanding of form, audience and purpose.</p>
10	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a detailed understanding of the effects of language and structure. Makes accurate use of subject terminology. Makes some evaluative comments. Makes some attempts to compare ideas and perspectives and has a some understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Basic awareness of register, audience and purpose. Basic vocabulary and use of linguistic devices. Evidence of basic structural features. One or two relevant ideas, simply linked. Random paragraph structure. Some use of sentence demarcation. Basic use of punctuation. Basic range of sentences forms. Occasional use of Standard English with limited control of agreement. Accurate basic spelling.</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a detailed understanding of the effects of language and structure. Makes sophisticated use of subject terminology. Makes clear and relevant evaluative comments. Compares ideas and perspectives clearly and has a clear understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Some sustained attempt to match register to audience and purpose. Some conscious use of vocabulary and linguistic devices. Some use of structural features. Increasing variety of linked and relevant ideas. Clear use of paragraphs and discourse markers. Sentence demarcation is mostly secure and accurate. Some control of a range of punctuation. Attempts a range of sentences forms. Uses Standard English with some control of agreement. Some accurate spelling of more complex words.</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a perceptive understanding of the effects of language and structure. Makes sophisticated and accurate use of subject terminology. Makes detailed and perceptive evaluative comments. Compares ideas and perspectives in a perceptive way and has a detailed understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Register is consistently matched to audience and purpose. Increasingly sophisticated vocabulary chosen for effect with a range of successful linguistic devices. Effective use of structural features. Writing is engaging with a range of clear, connected ideas. Coherent paragraphs and integrated discourse markers. Sentence demarcation is secure and accurate. Wide range of punctuation used with success. Variety of sentences forms used for effect. Uses Standard English appropriately. Accurate spelling of more complex words.</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
11	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Shows a detailed understanding of the effects of language and structure. Makes sophisticated use of subject terminology. Makes clear and relevant evaluative comments. Compares ideas and perspectives clearly and has a clear understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Some sustained attempt to match register to audience and purpose. Some conscious use of vocabulary and linguistic devices. Some use of structural features. Increasing variety of linked and relevant ideas. Some use of paragraphs and discourse markers. Sentence demarcation is mostly secure and accurate. Some control of a range of punctuation. Attempts a range of sentences forms. Uses Standard English with some control of agreement</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts with perception. Shows a perceptive understanding of the effects of language and structure. Makes sophisticated and accurate use of subject terminology. Makes detailed and perceptive evaluative comments. Compares ideas and perspectives in a perceptive way and has a detailed understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Register is consistently matched to audience and purpose. Increasingly sophisticated vocabulary chosen for effect with a range of successful linguistic devices. Effective use of structural features. Writing is engaging with a range of clear, connected ideas. Coherent paragraphs and integrated discourse markers. Sentence demarcation is secure and accurate. Wide range of punctuation is used with success. Variety of sentences forms used for effect. Uses Standard English appropriately. Accurate spelling of more complex words.</p>	<p><b>Reading:</b> Can identify and interpret in detail explicit and implicit information and ideas. Can select evidence judiciously and shows perceptive and accurate synthesis of different texts. Shows a detailed and critical understanding of the effects of language and structure. Makes sophisticated and critical use of subject terminology. Evaluates critically and with perception. Compares ideas and perspectives in a perceptive and critical way and has a detailed understanding of how these are conveyed across two texts.</p> <p><b>Writing:</b> Register is convincing and compelling for the audience and assuredly matched to purpose. Extensive and ambitious vocabulary with sustained crafting of linguistic devices. Varied and creative use of structural features. Writing is compelling, has flair and includes a range of convincing and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers. Sentence demarcation is consistently secure and accurate. Wide range of punctuation is used with a high level of accuracy. Full range of sentences forms used for effect. Uses Standard English consistently with secure control of complex grammatical structures. High level of accuracy in spelling including ambitious vocabulary.</p>

### **DO MORE: Literature Milestone assessment end points**

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Basic understanding of text and question. Basic use of textual reference. Basic inferences made. Basic analysis of writers' method and the effects. Makes basic use of subject terminology. Basic awareness of links between life at the time and within the text.</p>	<p>Clear understanding of text and question. Clear use of textual reference. Clear inferences made. Some analysis of writers' methods and the effects. Makes some use of subject terminology. Some awareness of links between life at the time and within the text.</p>	<p>Developed understanding of text and question. Developed use of textual reference. Developed inferences made. Developed analysis of writers' methods and the effects. Makes developed use of subject terminology. Developed understanding of links between life at the time and between texts.</p>
8	<p>Some understanding of text and question. Some use of textual reference. Some inferences made. Basic analysis of writers' methods and the effects. Makes some use of subject terminology. Basic awareness of links between life at the time and within the text.</p>	<p>Developed understanding of text and question. Developed use of textual reference. Developed inferences made. Developed analysis of writers' methods and the effects. Makes developed use of subject terminology. Developed understanding of links between life at the time and within the text.</p>	<p>Detailed understanding of text and question. Detailed use of textual reference. Detailed inferences made. Detailed analysis of writers' methods and the effects. Makes detailed use of subject terminology. Detailed understanding of links between life at the time and within the text.</p>
9	<p>Some understanding of text and question including plot, characters, themes, setting and ideas. Some use of textual references to support ideas. Some inferences made to support ideas. Some analysis of writer's methods and the effects – including the text as a construct. Some use of accurate subject terminology. Some understanding of links between life at the time and within the text.</p>	<p>Clear understanding of text and question including plot, characters, themes, setting and ideas. Clear use of textual references to support ideas. Clear inferences made to support ideas. Clear analysis of writer's methods and the effects – including the text as a construct. Clear use of accurate subject terminology. Clear understanding of links between life at the time and within the text.</p>	<p>Developed understanding of text and question including plot, characters, themes, setting and ideas. Developed use of textual references to support ideas. Developed inferences made to support ideas. Developed analysis of writer's methods and the effects – including the text as a construct. Developed use of accurate subject terminology. Detailed understanding of links between life at the time and within the text.</p>

<b>Year Group</b>	<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<b>10</b>	Basic response to the question and whole text. Basic references used to support a range of comments. Basic comments on the effects of words, form or structure with basic relevant use of subject terminology. Basic identification of the effects of writer's methods. Basic understanding of links between life at the time and within the text.	Developed response to the question and whole text. Developed use of references used to support ideas. Developed explanation on the effects of words, form or structure with some relevant use of subject terminology. Developed understanding of the effects of writer's methods. Developed understanding of links between life at the time and within the text.	Thoughtful response to the question and whole text. Apt use of references used to support ideas. Detailed comments on the effects of words, form or structure with accurate use of subject terminology. Thoughtful comments on the effects of writer's methods. Thoughtful understanding of links between life at the time and within the text.
<b>11</b>	Some response to the question and whole text. Some use of references used to support ideas. Some explanation of the effects of words, form or structure with some relevant use of subject terminology. Some understanding of the effects of writer's methods. Some understanding of links between life at the time and within the text.	Clear, explained response to the question and whole text. Effective use of references used to support ideas. Clear explanation on the effects of words, form or structure with relevant use of subject terminology. Clear understanding of the effects of writer's methods. Clear understanding of links between life at the time and within the text.	Convincing and detailed exploration of the question and whole text. Perceptive use of references used to support ideas. Explorative and detailed comments on the effects of words, form or structure with impressive use of subject terminology. Explorative comments on the effects of writer's methods. Detailed exploration of links between life at the time and within the text.
<b>SPaG</b>	Learners spell and punctuate with reasonable accuracy and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.

## **DO MORE: Spoken Language Milestone assessment end points**

<b>Year Group</b>	<b>Basic (Lower Ability End Points)</b>	<b>Clear (Middle Ability End Points)</b>	<b>Detailed (Higher Ability End Points)</b>
<b>7</b>	Is audible. Sometimes uses spoken Standard English including answering questions mostly in complete sentences. Can speak using examples to support their ideas and begins to use gesture. Begins to demonstrate listening skills by paraphrasing what they have heard.	Is audible and begins to speak clearly. Often uses spoken Standard English including answering questions in complete sentences. Can begin to speak engagingly using expression and gesture. Can demonstrate listening skills by paraphrasing what they have heard and begins to summarise.	Is audible and speaks clearly. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak engagingly by using tone, expression and gesture. Can demonstrate listening skills by summarising or paraphrasing what they have heard and begins to ask open questions.
<b>8</b>	Is audible and begins to speak clearly. Often uses spoken Standard English including answering questions in complete sentences. Can begins to speak engagingly using expression and gesture. Can demonstrate listening skills by paraphrasing what they have heard and begins to summarise.	Is audible and speaks clearly. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak engagingly by using tone, expression and gesture. Can demonstrate listening skills by summarising or paraphrasing what they have heard and begins to ask open questions.	Is audible and speaks clearly building confidence. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak adaptively by changing language, tone and expression depending on the response of listeners. Can demonstrate listening skills through asking open questions to deepen understanding.
<b>9</b>	Is audible and speaks clearly. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak engagingly by using tone, expression and gesture. Can demonstrate listening skills by summarising or paraphrasing what they have heard.	Is audible and speaks clearly building confidence. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak adaptively by changing my language, tone and/or expression depending on the response of listeners. Can demonstrate listening skills through asking open questions to deepen understanding.	Is audible and speaks clearly with confidence. Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences. Can speak adaptively by anticipating the listener's response.
<b>10</b>	Is audible and speaks clearly. Uses spoken Standard English in a way that is sometimes suited to the setting, audience and purpose. Begins to express simple ideas/information/feelings. Begins to attempt to organise a presentation which attempts to meet the needs of the audience. Listens to questions/feedback and provides a simple response.	Is audible and attempts to speak clearly to engage the audience. Uses Spoken Standard English with some success in a way that is generally suited to the setting, audience and purpose. Can expresses straightforward ideas / information / feelings. Makes an attempt to organise and structure a presentation. Makes an attempt to meet the needs of the audience.	Is audible and speaks clearly with some confidence to engage the audience. Uses Spoken Standard English accurately and effectively in a way that is clearly suited to the setting, audience and purpose. Expresses challenging ideas / information / feelings using a range of vocabulary. Can organise and structure a presentation clearly and appropriately to meet the needs of the audience. Can achieve the purpose of the presentation.



Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
		Listens to questions/feedback and provides an appropriate response in a straight forward manner.	Listens to questions/ feedback, and responds in some detail.
11	Is audible and attempts to speak clearly to engage the audience. Can use Spoken Standard English with some success in a way that is generally suited to the setting, audience and purpose. Can express straightforward ideas / information / feelings. Makes an attempt to organise and structure a presentation. Makes an attempt to meet the needs of the audience. Listens to questions/feedback and provides an appropriate response in a straight forward manner	Is audible and speaks clearly with some confidence to engage the audience. Uses Spoken Standard English accurately and effectively in a way that is clearly suited to the setting, audience and purpose. Expresses challenging ideas / information / feelings using a range of vocabulary. Can organise and structure a presentation clearly and appropriately to meet the needs of the audience. Can achieve the purpose of the presentation. Listens to questions/ feedback, and responds in some detail.	Is audible and speaks clearly and confidently to engage the audience. Uses Spoken Standard English accurately and effectively in a way that is impressively suited to setting, audience and purpose. Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary. Can organise and structure a presentation using an effective range of strategies to engage the audience. Can achieve the purpose of the presentation. Listens to questions/ feedback, responds perceptively and if appropriate elaborates with further ideas and information.

## GO FURTHER: Skills Builder

We are explicitly embedding transferable 'Skills Builder' skills such as problem solving, teamwork, creativity, aiming high, staying positive and leadership to prepare students for higher education and to equip them with employability skills for the future. This year in English we will focus on **CREATIVITY** in writing, reading responses and through oracy tasks, **LEADERSHIP** of independent learning and when working with others and **STAYING POSITIVE** to build resilience and determination when faced with challenge.

## How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We actively work to support the learning and needs of all members of our community. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their absolute best and all students at the Academy are expected to make at least good progress. All students follow the same curriculum and are taught the same knowledge and skills however, for those students who with SEND, different texts or smaller chunks of text may be used. Furthermore, some students in KS3 may have an additional skill lesson and/or reading intervention depending on need and the impact of COVID. In addition, some students in Year 9 and Year 10 who require additional support will complete the AQA Step Up to English qualification to prepare them for the demands of GCSE English.

Further specific approaches that are used within the English curriculum area include:

- Seating to allow inclusion
- Differentiated activities to challenge and support in all lessons and in various parts of each lesson
- Resources that are accessible yet challenging
- Visual learning tools, writing frames and learning mats used to support where necessary e.g. SMART Reading and Writing
- Where appropriate, support from additional adults is planned to scaffold student learning
- Group work, discussion and a varied range of tasks to support different types of learners
- Class teacher / student communication
- Feedback that allows students to make progress, whether written, verbal, peer or whole class.
- Independent study / home learning
- Targeted intervention and support when required, including Lexia and Accelerated Reader.

### **How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy.

In English we cater for disadvantaged students by:

- Identifying disadvantaged students and ensuring they are placed in classrooms with careful consideration so that they receive high quality focus and support from staff and peers
- Providing targeted support for under-performing students during lesson time through a variety of strategies including targeted questions, live marking, scaffolds and writing frames
- Identifying barriers to learning and ensuring effective, timely and appropriate intervention is put in place
- In assessment, positive discrimination is used to ensure effective and detailed feedback is written in books.
- Ensuring there are opportunities for students to make use of resources and gain home learning support outside of lesson time using Teams
- Providing revision guides, theatre opportunities and other visits to develop cultural capital at no cost or a reduced cost to minimise the financial burden on families.
- Ensuring monitoring and evaluation processes are robust for these students and used to inform interventions.

Please see our separate Curriculum Improvement Plan for our most recent targets and interventions.

### **How do we make sure that our curriculum is implemented effectively?**

- The English curriculum leader is responsible for designing the English curriculum and monitoring implementation.
- The subject leader's monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met, and subject knowledge is developed.
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

Every year, the English department meets to discuss, evaluate and adapt the KS3 and 4 curriculums based upon data, pupil voice, across trust discussions and to ensure it remains relevant, current and promotes critical thinking about prominent issues. Key roles are allocated to experienced members of staff to ensure the monitoring of the curriculum is implemented correctly and effectively.

The Assistant Principal and subject leaders have clear roles and responsibilities to carry out curriculum design and delivery. They ensure that the curriculum within their key stage expertise has sufficient depth and coverage of knowledge in the subjects. Assessment timelines are created so that enough time is allocated to ensure there is a breadth and depth of a topic and LPs intervene where necessary. A mastery approach is used. These are shared across the Academy trust. To ensure consistency, a weekly CPD programme is planned and delivered by Lead Practitioners, senior examiners/examiners and TLR holders within the department where training focuses on improving subject knowledge and the pedagogy of striding and exploring English.

### **How do we make sure our curriculum is having the desired impact?**

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based on departmental priorities
- Work samples for each year group across the trust cross referenced against milestone assessment end points

- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations