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Ethos College

Curriculum Planning

English

Curriculum intent statement: English

Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development... Literacy is a platform for democratisation, and a vehicle for the promotion of cultural and national identity... For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential.

~ **Kofi Annan**

Intent:

We believe that a quality English curriculum should foster and develop our pupils love of reading and writing, empowering them to communicate effectively in the wider world. We acknowledge that our pupils come from diverse range of backgrounds with an assortment of prior knowledge in their study of English. We embrace the need to adapt and review our curriculum regularly to respond to the strengths and deficits of each cohort.

SEMH content is embedded within our curriculum to meet the complex needs of our pupils and to educate them through exposure to a wide range of literature, enriched by diverse voices and experiences, thus enhancing their cultural capital. Texts and topics are selected to re-engage reluctant learners, to create a platform for discussion and to provoke intrigue.

Implementation:

Here at Ethos, literacy and communication are valued as disciplines that impact both academic progress and later life chances. Whilst meeting the requirements of the national curriculum, English is a driving force within the school for promoting high expectations, academic progress, challenge and emotional resilience for our pupils, to enable them to be active participants of an increasingly complex world.

Pupils will be exposed to increasingly challenging fiction and non-fiction texts, which include works by 19th, 20th and 21st century writers. They will engage with a range of challenging literature with confidence and develop their skills in decoding difficult language, gathering carefully selected evidence, evaluating texts in detail and possessing the ability to explore multiple texts simultaneously to formulate and articulate personal viewpoints.

We provide opportunities for enrichment through theatre trips, guest speakers and workshops to enhance cultural capital and promote the core British values. The curriculum is bespoke to the needs of the cohort and their SEMH development. This is reviewed frequently by the department lead to ensure all pupils can thrive and engage in the subject.

Impact:

Pupils will leave Ethos College as tolerant and empathetic individuals. They will be competent in the core disciplines of reading and writing in order to navigate their way through post 16 and later life. They will be enriched by the diverse range of literature they have been exposed to and will be resilient in the face of challenge by drawing on their literary experiences. They will understand the importance of the spoken word, be confident in their communication and be empowered to use their individual voices.

Year 1

English Literature Year 1 and English Language Year 2

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Modern Text – An Inspector Calls	Paper 2 English Literature Modern Prose or Drama Text. Section A – Drama Text. Assessment Objective 3 is taught first and then move onto AO1 and AO2. <u>Literature Mock – Modern Text</u>	Teaching to the AO's Teaching transferable skills in preparation for English Language and English Literature exam. Teaching explicit vocabulary needed for the exams and metacognition strategies are developed. NB: This is also a compulsory element of the amended GCSE English Literature qualification for the 2022 series.	Visits to live shows where appropriate. Discussion of life working in the theatre in and different roles.	Accessible modern text to engage students in the course. Students are encouraged to take on roles and read aloud. Students are also provided with critical reviews of the plays in order to widen their frame of reference.	Taught through the themes and ideas explored in the play. Open discussions around identity mental health



Half Term 2: Oct – Dec	19 th Century Novel – A Christmas Carol.	Paper 1 English Literature Shakespeare and the 19 th Century novel Section B – 19 th Century Novel. Assessment Objective 3 is taught first then move onto AO1 and AO2. <u>Literature Mock – 19th Century Novel</u>	Time of year appropriate. Students will have developed skills and confidence with the AOs through the teaching of the modern text. NB: This is the optional element the department has chosen in light of the amended GCSE English Literature qualification for the 2022 series.	Visits to watch live shows as appropriate. Discussions around the social and historical context of the novella, develop understanding of Victorian Society.	Students are encouraged to read aloud during the lessons as we read the text. Again, students are provided with contextual reading such as Malthus Theory to broaden their frame of reference.	Taught through the universal themes and ideas of the novella, e.g. redemption, change, forgiveness etc...
Half Term 3: Jan – Feb	Shakespeare – Romeo and Juliet	Paper 1 English Literature – Shakespeare and the 19 th Century Novel – Section A - Shakespeare Assessment Objective 3 is taught first and then move onto AO1 and AO2. <u>Literature Mock – Shakespeare Element</u>	Students are by now confident with the requirements of the exams and are able to be much more independent when it comes to the requirements of essay writing. NB: This is a compulsory element of the amended GCSE English Literature	Visits to RSC workshops in Stratford and live performances where appropriate.	Students are encouraged to read aloud during lessons, and are encouraged to think and respond critically to the play, reading responses from modern and	Taught through the universal themes and ideas in the play e.g. family relationships, healthy relationships, autonomy etc...



			qualification for the 2022 series.		Shakespearean audiences.	
Half Term 4: Feb – April	Poetry Anthology and Unseen Poetry (Power and Conflict Poetry)	Paper 2 English Literature the Poetry Anthology and Unseen Poetry Section B is taught first AO1, AO2 and AO3 then Section C (a&b) AO1 and AO2 <u>Literature Mock – All Poetry elements</u>	Cluster to suit needs of young people. Pupils should have embedded the skills needed and have more confidence in producing perceptive ideas. NB: The Anthology of poems is a non-compulsory element of the 2022 series and therefore students are only required to study the unseen poetry.	In war and conflict poetry, students are able to explore different perspectives (War photographer, soldier etc...) and the personal and professional ramifications that career entails.	Students are encouraged to read and critically respond to poetry, forming personal opinions on what they have read.	Taught through the themes and ideas e.g. PTSD etc... Open discussions around trauma using trauma informed practices and opportunities for students to reflect and discuss their feelings around what we have read.
Half Term 5: April – May	Revision	Offer individual workshops covering all elements of the exam to suit the needs of the young people. External visitors. Using PIXL resources to facilitate revision sessions.	Personalised revision sessions to meet the needs of the individual pupils.	N/A	Students are now expected to read extracts independently as they prepare for their exams.	Providing students with a toolkit of resources to prepare themselves for the exams.

Half Term 6: June – July	Externally Set GCSE Exams					
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Year 2

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1 Sep – Oct	English Language Paper 1 – Explorations in Creative Reading and Writing.	Engaging pupils in reading whilst introducing GCSE style questions. Assessment Objectives 1-6 are taught this way.	Settling pupils into the demands of GCSE. Engaging them with reading and building their confidence and oracy skills. Explicit teaching of key vocabulary.	Students take the role of editor to offer suggestions and improvements in writing.	Students are encouraged to take turns in reading the novel aloud, once it has been modelled by	This first half term is used to build relationships with the students and aim to break down any

	Skills taught through a modern novel.				the teacher and they feel confident to do so.	barriers they have in relation to English. We aim to choose an engaging novel to begin the year with in order for the students to develop confidence and oracy skills.
Half Term 2: Oct - Dec	Paper 1 mock preparation – Reading and Writing	Begin with Reading by engaging pupils with a number of different extracts from various genres and time periods. Teach explicitly the vocabulary needed to access the questions. Reading Assessment Objectives 1,2,3,4, Move onto writing skills by teaching writing skills explicitly and building on the knowledge from the teaching of reading Assessment Objectives 5 and 6. Paper 1 Mock	Expose pupils to a variety of different texts – giving pupils the confidence to be more independent with answering GCSE English Language skills.	Implement stories of protagonists in different work-related roles. Opportunities for creative writing workshops.	Students are now required to develop independence in their reading of texts in order to prepare them for the exams. This is done through 10 mins silent challenges within lessons to build confidence.	Taught through the themes and ideas explored in the texts chosen. Slow introduction of independent reading and writing to build confidence.

<p>Half Term 3: Jan – Feb</p>	<p>English Language Paper 2 Writers' Viewpoints and Perspectives. Mock preparation based on suitable theme usually around the SMSC needs of the cohort. Reading and Writing</p>	<p>Begin with Reading by engaging pupils with a number of different extracts from various genres and time periods. Teach explicitly the vocabulary needed to access the questions. Reading Assessment Objectives 1,2,3,4, Move onto writing skills by teaching writing skills explicitly and building on the knowledge from the teaching of reading Assessment Objectives 5 and 6. <u>Paper 2 Mock</u></p>	<p>Students are exposed to a range of texts from various cultures, contexts and backgrounds. The AOs run across both exam papers and by teaching paper 1 skills first this allows the pupils to build on that prior knowledge. Large focus on oracy to develop metacognition and confidence.</p>	<p>Students are given the opportunity to write from a range of different perspectives and purposes. Opportunity to speak to journalist in the industry.</p>	<p>Students are now required to develop independence in their reading of texts in order to prepare them for the exams. This is done through 10 mins silent challenges within lessons to build confidence.</p>	<p>Taught through the themes and ideas explored in the texts chosen. Slow introduction of independent reading and writing to build confidence.</p>
<p>Half Term 4: Feb – April</p>	<p>Revision of skills and spoken language study</p>	<p>Spoken Language completed first based on written skills developed through paper 2 and by this point in the course pupils will have</p>	<p>Spoken Language Study is something our pupils find challenging and therefore confidence needs to be optimal, which is why this unit is completed at this time.</p>	<p>Opportunity to practise vital speaking skills and respond to questions in preparation for future</p>	<p>Students present using their oracy and presentation skills.</p>	<p>Lots of mental preparation required in order for students to feel supported in completing this task.</p>

		<p>developed oracy skills through the curriculum offer.</p> <p><u>Spoken Language Study completed Non –Assessed component</u></p>		employment opportunities.		
Half Term 5: April – May	Revision of skills	<p>Offer individual workshops covering all elements of the exam and revising key skills based on the AOs to suit the needs of the young people. External visitors. Using PIXL resources to facilitate revision sessions.</p>	Personalised package of support.	N/A	Students are now confident to read texts from a range of genres and time periods independently ready for the exams.	Mental exam preparation as well as academic.
Half Term 6: June - July	<u>Externally Assessed GCSE Exams</u>					