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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 – Ghost Boys Non-fiction articles	Reading skills: students will explore a full novel with a focus on racism and violence. Students will compare the main themes, with non-fiction articles related to knife crime and violence, in order to develop a wider understanding of the world around them. Teaching will explore: -Plot -Context	A text drive is engaging for the students and supports the National Curriculum objective of reading whole novels. Likewise, the themes are appropriate to develop an understanding of fundamental British Values. Students will also develop transferable skills in preparation for English Language and, potentially,	This text focuses on the role of law enforcement in Britain and America and the responsibility and demands of the role.	The text used will prepare students for the Component 1 (21 st Century Literature) and expose them to challenging new vocabulary	This will be taught through the themes and ideas explored in the novel. Opportunities for discussion around race, identity and acts of violence will be used to develop and

		<ul style="list-style-type: none"> -Characters -Key themes -Language analysis -Retrieval practise to retain knowledge 	<p>the English Literature option.</p> <p>Looking at a demanding text in a supportive way helps young people to develop the basic disciplinary knowledge required for the GCSE exam next year.</p>	<p>Fundamental British values are at the forefront of this text.</p>	<p>and terminology.</p>	<p>challenge existing ideas of race.</p>
<p>Half Term 2: Oct – Dec</p>	<p>19th Century Novel – Reading ‘A Christmas Carol.’</p> <p>Creative Prose: Festive isn’t always fun</p>	<p>Students will examine the history of Victorian England against the classic novella: A Christmas Carol. A mixture of media and literary sources will be used to help them gain an understanding of the plot and decode the complex archaic language used by Dickens.</p> <p>Teaching will explore:</p> <ul style="list-style-type: none"> -Context of Victorian England - Vocabulary development -Visual media -Analysis of language 	<p>Students will need to be able to decode archaic language and relate it to social and cultural context as part of their GCSE (Component 2, reading 19th and 12th Century literature). Students often feel overwhelmed by classic literature and using a mixture of media and extracts to decode the text enables them to build confidence in approaching new and challenging language.</p>	<p>Through the text, students will examine the topic of child exploitation and working conditions of the poor in Victorian England and how the Social Movement impacted employment rights.</p>	<p>Students are exposed to a wide range of texts from different eras. Students will develop confidence using decoding tools to break down complex vocabulary.</p>	<p>Taught through the universal themes and ideas of the novella, e.g. redemption, change, empathy and forgiveness.</p> <p>Students will look at different social</p>

		<p>-Exploring the writer's purpose</p> <p>Just before Christmas, we will explore the topic 'Festive Isn't Always Fun'. Students will look at different perspectives of Christmas through texts and visuals and demonstrate their understanding through creative prose.</p> <p>Teaching will explore:</p> <ul style="list-style-type: none"> -SPaG -Word classes -Using language creatively -Imagery 	<p>Students often feel anxious before the holidays and understanding different viewpoints and perspectives supports wellbeing around Christmas time.</p> <p>Furthermore, students will be preparing for the creative components of their GCSE (Component 1: Creative prose).</p>			<p>perspectives and be encouraged to be empathetic towards others.</p>
Half Term 3: Jan – Feb	New beginnings – transactional writing	<p>Students will study reading and writing from different perspectives. Through the topic of change, students will analyse a range of non-fiction texts and develop the confidence to create their own viewpoint writing for different purposes and audiences.</p>	<p>As students are more settled at Ethos, they are encouraged to think about positive changes that they have made since starting year 10. The theme of change is a good driver to explore a range of topics including resolutions, influential people and</p>	<p>Students develop the necessary skills to write formally as preparation for adulthood (such as job applications) and adapting</p>	<p>We will learn through articles, speeches, and visual media. Students will retrieve information,</p>	<p>Looking at influential people, we will examine the narrative of Stephen Lawrence and discuss justice, discrimination and changes/</p>

		<p>Teaching will explore:</p> <ul style="list-style-type: none"> -Formal and informal tone -Purpose and audience -Writing from different viewpoints -Improving SPaG -Persuasive devices -Article writing 	<p>environmental changes. Students will write using different transactional writing styles to prepare them for the demands of Component 2: Writers' perspectives and viewpoints.</p>	<p>their language use in different contexts.</p>	<p>discuss tone, explore new vocabulary and identify language devices used.</p>	<p>lack of changes around racism today.</p>
<p>Half Term 4: Feb – April</p>	<p>New beginnings</p>	<p>Students will continue to understand reading and writing from different perspectives. We will continue to explore the topic of change through analysis of non-fiction texts from the 19th and 21st Century around changes to the world around us.</p> <p>Students will complete a spoken language presentation for Component 3: Spoken Language endorsement.</p> <p>Teaching will explore:</p> <ul style="list-style-type: none"> -Viewpoint writing -Analysis 	<p>We will continue to embed the skills from the previous half term and build on these to improve our analysis of complex texts from different centuries in preparation for Component 2: Writers' perspectives and viewpoints.</p> <p>Students will continue to improve their writing skills and develop confidence in writing for a range of purposes and audiences.</p>	<p>Students will develop oracy skills as complete their spoken language assessment which includes a formal presentation to peers.</p>	<p>Students will be learning more challenging reading skills, such as comparison and synthesis.</p>	<p>We will examine a range of texts about Victorian asylums and texts relating to mental health to develop our understanding of the world around us and the real-life experiences of other people.</p>



		<ul style="list-style-type: none"> -Persuasive language devices -Summarising information -Making comparisons -Speech writing -Speaking and listening 				
Half Term 5: April – May	Creative prose: writing a narrative	<p>Students will learn how to craft a narrative. They will recap key disciplines and embed accuracy in their writing.</p> <p>Teaching will explore:</p> <ul style="list-style-type: none"> -The narrative arc -Perspective writing -Character -SPaG -Linguistic devices -Sentence structure -Paragraphs -Structure 	<p>Creative writing can be challenging for young people who lack confidence. At this stage in the year, students should feel more secure in their ability and creativity.</p> <p>Exploring narratives and reading a wide range of fiction will prepare them for the demands of Component 1: reading fiction and writing creative prose.</p>	Exploring different fictional characters allows students to explore different people, different lives and different perspectives.	High quality fictional texts will be used to model writing.	Students will have the opportunity to write about personal experiences, be reflective and use real life experiences to create interesting narratives.
Half Term 6: June – July		We will continue to examine fiction extracts and begin to approach exam style questions using short extracts. Students will be encouraged to read more	The final half term is a transitional period and students have the maturity to approach their learning more independently.	Exploring different fictional characters allows students to	Teachers will move away from reading to students and encourage independence using short	Talking more directly about the exams and encouraging independence helps students to transition and




		<p>independently and respond academically, selecting evidence and explaining inferences clearly.</p> <p>Teaching will explore:</p> <ul style="list-style-type: none"> -Reading fictional prose -Selecting evidence -Making inferences -Succinct and academic writing for the exam 		<p>explore different people, different lives and different perspectives.</p>	<p>extracts and accessible questions to develop confidence.</p>	<p>become more confident learners.</p>
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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	Teaching through a text – teacher's choice depending on cohort.	Settling pupils into the demands of GCSE. Engaging them with	Students take the role of editor to offer suggestions	Students are encouraged to take turns in reading the	This first half term is used to build relationships



in Creative Reading and Writing. Skills taught through a modern novel.

Disciplinary knowledge for the following will be delivered through the chosen text:

- Extracting explicit and implicit information (A01)
- Analysing language and structure through an exploration of how fiction works (A02)
- Character analysis (A01, A02, A03, A04)
- Setting and structure (A02)
- Evaluating texts and formulating critical thinking skills. (A04)

Creative writing.

Disciplinary knowledge for writing imaginative prose:

- Structure (A05 and A06)
- Descriptive writing (A05 and A06)
- Narrative writing (A05 and A06)

reading and building their confidence and oracy skills.



Explicit teaching of key vocabulary.

Understanding how to approach a question based on vocabulary used.

and improvements in writing.

novel aloud, once it has been modelled by the teacher and they feel confident to do so.


with the students and aim to break down any 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.



		- SPaG -responsive teaching based on need following regular formative assessment (A06)				
Half Term 2: Oct - Dec	Paper 1 mock preparation – Reading and Writing	<p>Disciplinary knowledge of paper 1. Exploring a range of fiction texts:</p> <ul style="list-style-type: none"> - Extracting explicit and implicit information (A01) - Analysing language and structure through an exploration of how fiction works (A02) - Character analysis (A01, A02, A03, A04) - Setting and structure (A03) - Evaluating texts and formulating critical thinking skills. (A04) <p>Creative writing. Disciplinary knowledge for writing imaginative prose: -Structure (A05 and A06) -Descriptive writing (A05 and A06)</p>	<p>Expose pupils to a variety of different texts – giving pupils the confidence to be more independent with answering GCSE English Language skills.</p> <p>Equipping students with the skills to communicate formally to prepare them for the demands of the English exams and other curriculum subjects.</p>	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>-Narrative writing (A05 and A06)</p> <p>- SPaG -responsive teaching based on need following regular formative assessment (A06)</p> <p>Metacognitive practices through walk talk mocks.</p> <p>Paper 1 Mock</p>				
Half Term 3: Jan – Feb	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>Engaging pupils with a number of different extracts from various genres and time periods in preparation for Paper 2, including pre and post 19th Century literature:</p> <p>Assessment Objectives 1-4)</p> <p>-locating explicit and implicit information (A01)</p> <p>-analysing language (A02)</p> <p>-summarising information (A04)</p> <p>-comparison of pre and post 19th Century texts. (A03)</p> <p>Explicitly teaching the vocabulary required to</p>	<p>Students are exposed to a range of texts from various cultures, contexts and backgrounds.</p> <p>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>Exploring etymology to identify the meaning of unfamiliar language using root words and de-coding.</p>	<p>Students are given the opportunity to write from a range of different perspectives and purposes. This links to writing CV and college applications.</p> <p>Non-fiction texts linking to people, places and careers.</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>access the questions for paper 2.</p> <p>Transactional writing skills: writing in a range of forms for a variety of audiences and purposes:</p> <p>Assessment Objectives 5 and 6:</p> <ul style="list-style-type: none"> -formal letter writing -blogs -speeches -articles -Leaflets - SPaG -responsive teaching based on need following regular formative assessment <p>Paper 2 Mock</p>		<p>Themes link to SEMH (mental health, crime, illness etc.)</p> <p>These can be adapted to suit the cohort.</p>		
Half Term 4: Feb – April	Revision of skills and spoken language study	<p>Spoken Language component:</p> <ul style="list-style-type: none"> -developing and exploring viewpoints -researching a personal topic for debate and discursive communication 	<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</p>



		<ul style="list-style-type: none"> - expanding on the written skills developed through paper 2 and applying this to a written speech. - Delivering a speech to peers and responding to a range of questions related to the chosen topic <p><u>Spoken Language Study completed Non -Assessed component</u></p>		employment opportunities.		completing this task.
Half Term 5: April – May	Revision of skills	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.	Responsive teaching depending on the needs of the students following data analysis.	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>					

