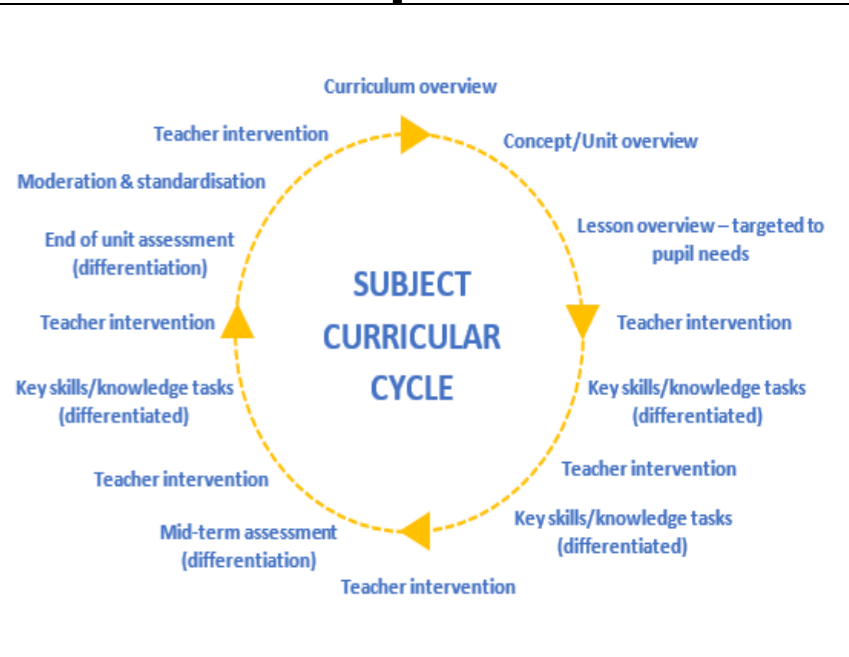


Ian Ramsey CE Academy: ENGLISH Curriculum Progression Model

CURRICULUM OVERVIEW	<p>Curriculum What we study. Why study it. Why study it now. <i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p>Pupils need to learn about English Language and English Literature. Our aim over, 5 years, is to teach pupils to speak and write fluently so that they can communicate ideas and opinions to others as well as learn about other peoples' opinions through reading and listening. We develop pupils culturally, emotionally, intellectually, spiritually, and socially. Pupils learn to acquire knowledge and build on what they already know. English underpins every other subject. Without the skills that are the basis of English Language and Literature, pupils would not be able to access any other subject or the wider world around them. There is a reason that the subject 'English' cannot become a noun to describe a job - because it is more than the content of the subject. It is the basis for all learning and understanding.</p>	<p>How we teach the curriculum <i>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.</i></p>	<p>What we expect from the curriculum <i>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</i></p>
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	Setting	Designing	Planning				Delivering
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YEAR 7	<p>What: Transactional Writing What: To recap and develop transactional writing skills from KS2. Reciprocal Reading strategies are utilised to develop reading skills from KS2 to support the exploration of a range of exemplar pieces of writing before pupils apply their learning to their own writing.</p> <p>Why now: KS2 moderation findings, show pupils choose to write in role more than formal and non-fiction styles and structures.</p>	<p>What: Poetry What: Using explicit teaching of poetic devices and their effect on the reader, using a variety of poems, analysing the way poets use a range of devices to express meaning, the enjoyment of poetry is built upon using challenging poems so pupils can embed their understanding.</p> <p>Why now: Gaps in pupils' knowledge from KS2 are evident in poetry due to a lack of exposure of focus on poetic literature.</p>	<p>What: Shakespeare Play What: A fun play to engages pupils. Pupils investigating plot, character, and analysis of how they are used to express ideas to an audience. The incorporation of drama skills and techniques allow pupils to explore the text from a literary and dramatic form of text.</p> <p>Why now: Building on the analysis developed through poetry, pupils can apply their learning to a range of different texts.</p>	<p>What: Contemporary Novel What: A contemporary text with links to the Victorian Era developing an understanding of styles, techniques, and publications synonymous with the 19th Century (Penny Dreadfuls and Periodicals). Pupils apply their knowledge of plot and characterisation and explore writers' choices.</p> <p>Why now: Reading skills are developed further, allowing pupils to embed prior learning of textual analysis focusing response structure.</p>	<p>What: Descriptive Writing What: Pupils develop their writing skills focusing on how they can structure their writing using a range of structural choices to make their writing more mature. There is also a focus on the importance of technical accuracy, building on key areas identified in prior units.</p> <p>Why now: To recall and embedding skills from the transactional unit building on skills to be able to adapt to different styles of writing.</p>	<p>What: Multicultural Poetry What: Using poems from different cultures, pupils review and extend on their learning from the beginning of the year. Pupils will develop their exploration through developed analysis of writer's use of language and structure for effect.</p> <p>Why now: Pupils build on their learning from earlier in the year, applying them to new texts and styles of writing.</p>	<p>Delivery of lessons is underpinned by an enquiry-based approach to learning to support deep thinking, knowledge and understanding. This helps embed subject knowledge as well as helping to develop metacognition and group work skills to develop resilience. This enables retrieval, interleaving of teaching to identify the key skills and how to apply them to all texts and writing styles.</p> <p>Texts are chosen to fit with the requirements of the KS3 NC, as well as to build on skills, personal experiences and cultural capital of pupils. The writing curriculum is designed to follow the KS3 NC requirements, as well as cover areas which our pupils have gaps/weaknesses in, which are pertinent to their lives outside school. Where possible, events are linked to individuals, places, and the local context to make learning more relevant to pupils.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> • Questioning • Effective teacher feedback (written and verbal) • Peer feedback • Pupil self-assessment <p>Summative Assessment This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	YEAR 8	<p>What: Writing for Purpose What: Year 7 writing skills are revisited; developing pupils' writing looking at non-fiction and descriptive writing. Pupils consider how language is used to convey meaning to achieve desired effects. Non-fiction texts also consolidate pupils' skills and broaden cultural capital.</p> <p>Why now: To revisit and develops skills, consolidating and building on learning from Y7, focusing on how meaning can be conveyed.</p>	<p>What: Descriptive Writing What: Building on skills from Year 7, pupils apply skills to different situations and scenarios. Structure is revisited, but an emphasis is placed on the development of language choice to convey meaning and deliberate choices to impact the reader.</p> <p>Why now: Building on knowledge of writing from previous units, pupils can use knowledge to inform own writing and create effects.</p>	<p>What: Shakespeare Play What: Introduction of a new Shakespeare play, revisiting the skills of character and plot and action. Developing analytical skills and building in the contextual influences of the play to help broaden pupils' understanding of factors the influence the writer's choices.</p> <p>Why now: Pupils engage with a new Shakespeare play using skills from Y7 while developing their knowledge of the 16th Century.</p>	<p>What: Contemporary Novel What: Choice of texts ensure pupils are challenged in their reading, either through length, theme, or structure of the novel. The texts studied focus on topics which link to prior learning in Y7 as well as cross-curricular links with history in KS2 and KS3 as well as RE in KS3.</p> <p>Why now: Pupils build on reading skills and transfer them to a new medium, fictional, using Reciprocal Reading strategies.</p>	<p>What: Narrative Writing What: Building on skills from Year 7 and earlier in the year, pupils apply skills to different situations and scenarios. Structure is revisited, but an emphasis is placed on the development of language choice to convey meaning and deliberate choices to impact the reader.</p> <p>Why now: Building on ideas presented in the novel read, pupils can use the knowledge of character and narrative voice to inform their writing.</p>		
YEAR 9		<p>What: Creative Writing What: Building on the devices and techniques covered in Year 7 and Year 8, lessons will focus on form and elements such as voice, character, setting and plot. Pupils will develop their use of literary devices.</p> <p>Why now: To increase pupils' sophistication in tone and engagement through choices of language to impact on the reader.</p>	<p>What: Modern Novel What: Choice of texts ensure pupils are challenged in their reading, focusing on plot, character, themes, context, and narrative techniques, as well and how the writer portrays meaning to the reader.</p> <p>Why now: Focused on the structural choices made by the writer in the text, while being introduced the theme racial discrimination. This is developed in a future unit.</p>	<p>What: Modern Drama What: Pupils apply their knowledge of playscripts to a new text, as well as build on their knowledge and skills to deepen their understanding of dramatic interpretations of the text.</p> <p>Why now: To focus pupils' analysis of literature play scripts that draw together their learning of narrative structure and dramatic devices for effect.</p>	<p>What: Shakespeare Play What: Introduction of a new Shakespeare play, revisiting the skills of deciphering plot, character, and action. Language and its effect will be studied in more detail, beginning to look at the nuances of language choices.</p> <p>Why now: Draws on learning about racial discrimination in a third Shakespeare play. This is linked to the Holocaust Beacon Status and the theme of anti-Semitism.</p>	<p>What: Non-fiction What: To expose pupils to a range of non-fiction styles and voices. The anthology is formed from selections of non-fiction authors to help widen pupils' exposure to challenging and engaging texts.</p> <p>Why now: Pupils apply their knowledge of skills of this genre and style of writing as well helping to improve and develop their own authorial voice.</p>	<p>What: Poetry What: This unit builds on analytical skills and the effects of poetic techniques, whilst also exposing pupils to a wider cultural base as well as exploring how to apply their understanding of poetic techniques in unseen poetry.</p> <p>Why now: Pupils develop their cultural exploration of poetry before applying their understanding to unseen poetry in preparation for the first unit of the GCSE study.</p>	<p style="text-align: center;">SUBJECT CURRICULAR CYCLE</p>



CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.				How we teach the curriculum	What we expect from the curriculum		
	Setting	Designing	Planning	Delivering				
	<p>What: Reading Fiction</p> <p>What:</p> <ul style="list-style-type: none"> Pupils draw upon a range of 20th and 21st Century extracts to develop their critical reading of texts. Pupils will be able to identify explicit and implicit information in the use of language and structural choices. Pupils will then develop the fluency of their reading through the evaluation of how writers use methods to convey meaning. <p>Why now: Both word and sentence level analysis transferred as it is applied to fiction sources from poetry analysis.</p>	<p>What: 19th Century Novel</p> <p>What:</p> <ul style="list-style-type: none"> Exploration of a post-1914 text focusing on character, setting and theme. Exploration the dramatic devices used by the writer to convey meaning and ideas. Pupils will develop both literal and inferential exploration, distinguishing between explicit and implicit ideas. Critical reading of the text to identify themes and how social, historical, and cultural contexts influence the writer's choices. <p>Why now: Exploration a full text allows pupils to develop skills from Y9 using the most accessible and challenging literature text from the spec.</p>	<p>What: Shakespeare</p> <p>What:</p> <ul style="list-style-type: none"> Exploration of a post-1914 text focusing on character, setting, theme and the dramatic devices used by writers to convey meaning and ideas, both literal and inferential ideas. Critical reading of the text to identify themes and the writers' social, historical, and cultural contexts to understand the writer's influences. Pupils will ensure that their writing is clear and coherent with an accurate use of Standard English. <p>Why now: Challenging text for pupils to retain is placed as close to the examination as possible.</p>	<p>What: Modern Drama</p> <p>What:</p> <ul style="list-style-type: none"> Exploration of a post-1914 text focusing on character, setting, theme and the dramatic devices used by the writer to convey meaning and ideas, both literal and inferential ideas. Critical reading of the text to identify themes and the writers' social, historical, and cultural contexts to understand the writer's influences. Pupils will ensure writing is clear and coherent with accurate use of Standard English. <p>Why now: Exploration a full text allows pupils to develop skills from previous drama text, but in a different context and style.</p>	<p>What: Poetry (Anthology)</p> <p>What:</p> <ul style="list-style-type: none"> Study a range of poems as prescribed by AQA, poems of the past and present. Pupils will study either poetry based on the theme of Power and Conflict or Love and Relationships. Each cluster of poems are thematically linked and written between 1789 and the present day. Pupils compare poems exploring poets' choices of language, structure, and context. <p>Why now: Builds on literature skills developed this year to develop the skills taught in Year 9 focused on a wider range of poems.</p>	<p>What: Speaking & Listening</p> <p>What:</p> <ul style="list-style-type: none"> Pupils will present ideas and information for different purposes based on a set task. Pupils will select and organise information and ideas effectively and persuasively for different purposes and audiences. Pupils will listen and respond appropriately to any questions and feedback, expressing all ideas using Standard English. <p>Why now: Pupils develop their own speeches, having explored the range of speeches and method used as exemplars.</p>	<p>Delivery of lessons is underpinned by an enquiry-based approach to learning to support deep thinking, knowledge and understanding. This helps embed subject knowledge and develop metacognition and group work skills to develop resilience. This enables retrieval, interleaving of teaching to identify the key skills and how to apply them to all texts and writing styles.</p> <p>Texts are chosen to fit with the requirements of the KS4 NC and the AQA specification. They also build on skills, personal experiences and cultural capital of the pupils.</p> <p>The writing curriculum is designed to follow the KS4 NC requirements and the AQA English Language syllabus. Talk for Writing is used to support the coverage of areas which pupils have gaps in, which are pertinent to their lives outside school. Transactional writing builds knowledge of skills they need outside the classroom.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p>Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> Questioning Effective teacher feedback (written and verbal) Peer feedback Pupil self-assessment <p>Summative Assessment This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	<p>What: Reading Non-fiction</p> <p>What:</p> <ul style="list-style-type: none"> Pupils draw upon a range of 19th Century sources compared to 20th or 21st Century texts to develop their critical reading. Pupils will be able to identify explicit and implicit information as well as summarise and synthesise information. Pupils will then develop the fluency of their reading through the comparison writers' methods to convey meaning. <p>Why now: After studying 19th C. text, capitalises on familiarity with style, voice, and narrative. Using extracts from ACC to also support revision.</p>	<p>What: Transaction Writing</p> <p>What:</p> <ul style="list-style-type: none"> Pupils will produce clear and coherent non-fiction texts reflecting purpose and audience. Pupils will explore how to present and maintain a consistent viewpoint through the selection of vocabulary, grammar, and form. Pupils will focus on using examples of others to select, organise and emphasise facts, ideas, and key points. <p>Why now: Builds on S&L, continuing the non-fiction style such as letter, speech, and articles.</p>	<p>What: Creative Writing</p> <p>What:</p> <ul style="list-style-type: none"> Pupils will produce clear and coherent narrative or descriptive writing texts. Pupils will explore how language can be used creatively through their selection of vocabulary, grammar, and form to engage the reader. Pupils will focus is very much on language and device choice, structure and narrative voice using a range of stimuli to practice and develop their skills. <p>Why now: Narrative and descriptive writing skills have threaded through the curriculum.</p>	<p>What: Unseen Poetry</p> <p>What:</p> <ul style="list-style-type: none"> Pupils will experience a wide range of poetry to further develop their ability to closely analyse unseen poems and the methods used by poets to present these ideas. Pupils will analyse poems will explore the poet's intent through their choice of language, poetic devices and meaning. Pupils will also consider how unseen poems can be compared, focusing on the writers' methods. <p>Why now: Builds on poetry skills developed Year 10 to develop the skills taught in focused on a wider range of unfamiliar poems.</p>	<p>What: Revision</p> <p>What:</p> <p>Pupils use this time to revisit the key texts for English Literature and the skills for English Language.</p> <p>Pupils will benefit from the transferable skills developed across the two subjects to support their revision and preparation for their examinations.</p>			