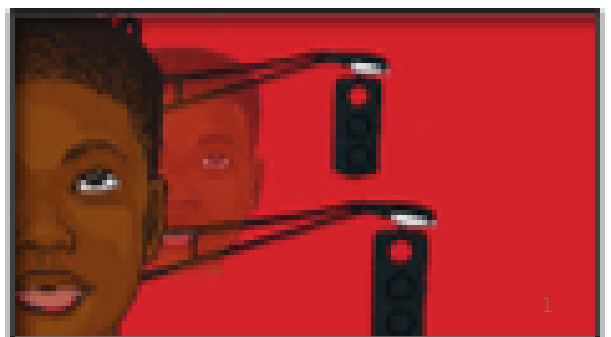


# Holy Trinity Catholic School English Department Working Curriculum 2024-2025



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## Curriculum Intent

In English we teach the students to be **eloquent and truthful**. Students come to Holy Trinity with an intrinsic understanding of the value of English as a subject and we look to develop their **love** of the discipline.

We believe that all students should be exposed to the best of what is written and said, and that they can learn about their place within the world through this exposure.

By reading the best of what is thought and said students are exposed to the truth of humanity: be it the love of Romeo and Juliet or the deception of Dr Jekyll. We read these complex texts and explore their contexts to build empathy, facilitating **solidarity**, explore the **common good** and ideas of **human dignity**.

Students are offered the opportunity to be **eloquent** through the development of their vocabulary allowing them to articulate themselves fluently and confidently. Further to this the students are offered regular opportunities to write creatively which in turns continues to develop their **eloquence**.

Students are offered a safe space in which they can speak their truth offering opinions on topics that they are passionate about and debating what Britain today means to them all of which is embedded in thoughtful, interesting and challenging lessons which explore ideas relating to the **preferential option for the poor**, **participation** and the **promotion of peace**.

The curriculum is designed to develop students critical thinking which they can then apply to their academic, personal and professional lives.

## Curriculum Rationale

The English curriculum follows a horizontal structure in which topics are linked thematically by **gender, power, conflict and responsibility**. These themes were chosen as they have intrinsic cultural and literary capital which helps to create a knowledge rich environment for the students to learn in. Learning is sequenced through and across the year groups with the thematic threads used to bind the differing topics of study.

Students are exposed to a wide range of literature in KS3 that deal with contemporary issues that are representative of the world we live in exposing students to a diverse bank of experiences before focusing on GCSE study at KS4.

# Curriculum Map 2024 - 2025

## Year 7

<b>Autumn:</b> Transition: Genre	<b>Spring:</b> Novel: Ghost Boys	<b>Summer:</b> Thematic: Conflict
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## Year 8

<b>Autumn:</b> Thematic: Gothic Horror	<b>Spring:</b> Shakespeare: Much Ado About Nothing	<b>Summer:</b> Novel: The Bone Sparrow
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## Year 9

<b>Autumn:</b> Novel: A Christmas Carol	<b>Spring:</b> Shakespeare: Romeo and Juliet	<b>Summer:</b> Thematic: Britain
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## Year 10

<b>Autumn:</b> Modern Text: An Inspector Calls	<b>Spring:</b> 19 <sup>th</sup> C. The Strange Case of Dr Jekyll and Mr. Hyde	<b>Summer:</b> Language Paper 2
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Power and Conflict Poetry: Interleaved throughout the three terms  
Language Skills: Interleaved throughout the three terms

## Year 11

<b>Autumn:</b> Unseen Poetry Shakespeare: Macbeth	<b>Spring:</b> Language Paper 2 Revision	<b>Summer:</b> Revision and GCSE
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# Key Stage Three Overview

## Year 7: Genre, Ghost Boys and Conflict

**Rationale:** The year starts with the topic of Genre to introduce students to analytical and writing skills, to embed the core skills needed to study English at secondary level. The second topic of the year is the novel 'Ghost Boys' which will give students the opportunity to read and study a full novel as well as examine the historical and contemporary context of the text. The final unit of study is the thematic unit of 'Conflict' in which students will focus initially on the reading and writing of conflict poetry as well as developing their oracy skills.

## Year 8: Gothic Horror, Much Ado About Nothing and The Bone Sparrow

**Rationale:** The opening topic of the year 'Gothic Horror' draws on learning from the year 7 topics of Genre and Ghost Boys and exposes the students to a variety of prose that will serve as an entry point to 19<sup>th</sup> C language and vocabulary. The second unit studied is 'Much Ado About Nothing' which serves as an introduction to Shakespeare as well the historical context of Elizabethan and Jacobean England. The final topic of study, the novel 'The Bone Sparrow' offers students the opportunity to build their empathy through the relevant and contemporary topic of life in a refugee camp.

## Year 9: A Christmas Carol, Romeo and Juliet and Britain

**Rationale:** The year opens with study of 'A Christmas Carol' which continues the thematic journey of the key stage as well as developing students understanding of Victorian Britain. The second unit of the year 'Romeo and Juliet' continues to build on 'Much Ado About Nothing' unit. The final unit at KS3 is the 'Britain' unit in which teachers have the freedom to draw on any text related to Britain (covering writers as diverse as George Orwell, Satnam Sanghera, John Agard and Queen Elizabeth I) as well as discussing what Britain means to the students today.

# Transition: Genre

## Thematic Sequencing and Links

### Year 7:

**Ghost Boys:** Power-Link between characters in the extracts and Jerome's bullies

**Conflict:** Conflict-The battles fought by the characters and the extracts in the conflict topic

**Ghost Boys:** Responsibility-Taking responsibility for our actions. Carlos when he confesses to Jerome's family about the gun

### Year 8:

#### **Novel:**

**Much Ado About Nothing:** Conflict- references to conflict in Shakespeare's writing

**Gothic Horror:** Conflict: Choice of extracts

### Year 9:

**ACC:** Gender and Power: Relationship between wealthy and poor/elites/commoners

**R&J:** Gender-The relationships between men and women

**Britain:** Power- The influence of classic British writers and genres (Christie/Horowitz)

### KS4:

**Macbeth: Power and Conflict:** Power-connections between Shakespeare and genre extracts

## Thematic Focus

- **Power:** How power is exercised by those that have it: The Hunger Games / Dystopian texts
- **Gender:** Discussions around the roles of women and men in extracts
- **Responsibility:** Discussions regarding the nature of responsibility: Crime or Murder Mystery texts
- **Conflict:** Reading different extracts and discussing the conflict found within; either the physical violence or the mental conflict protagonists go through

## Assessment and Learning Journey

**Teacher Assessed 1:** Creative Writing Baseline

**Self-Assessment 1:** Development of Writing Skill

**Teacher Assessed 2:** Curriculum Assessment and Analysis

**Self-Assessed 2:** Development of Analytical Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, quote explosion, cohort and class writing target tasks

## Homework

**Class Reader:** Recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Fortunate/Heroism

## Catholic Social Teaching

**Human Dignity:** The concept of the *Hunger Games* and the violence in the text

**Common Good:** The plot and themes of *The Lord of the Rings*

**Solidarity:** The actions of the characters in the text studied such as *Cogheart*

# Novel: Ghost Boys

## Thematic Sequencing and Links

### Year 7:

**Conflict:** Poetry and extracts

### Year 8:

**Much Ado About Nothing:** Power (standing up for what you believe in)

**N&C:** Power and conflict (race, prejudice, privilege)

### Year 9:

**ACC:** Conflict - between characters (Jerome and Sarah - Scrooge and Cratchit)

**R&J:** Power & Conflict - abuse of power by people with a higher status. The effects of violence.

**Freedom:** Power & Conflict - race relations, slavery, civil rights movement, BLM movement

### KS4:

**Anthology:** Power & Conflict - Emigree, Checking out me History, London,

**AIC:** Power & Responsibility - prejudice, hierarchy, stereotyping, social justice movements, social and individual responsibility

**Macbeth:** Power & Conflict - abuse of power, the domino effect of violent actions

## Thematic Focus

- **Power:** Jerome's lack of power, Officer Moore's abuse of power, the power of people standing up for social justice (Kim's website, the trial).
- **Conflict:** Sarah's conflicting emotions (her dad's actions), the domino effect of bullying (Carlos and Jerome).
- **Responsibility:** Personal responsibility (Jerome choosing to carry a fake gun/Officer Moore shooting a minor who posed no real threat), Jerome's parents wanting to peruse criminal charges/injustice in the system/Privilege (social responsibility).

## Assessment and Learning Journey

**Teacher Assessed 1:** Teacher Choice: Writing or Analytical Skill Review

**Self-Assessment 1:** Teacher Choice: Writing or Analytical Skill Review

**Teacher Assessed 2:** Curriculum Assessment and Analysis

**Self-Assessed 2:** Development of Analytical Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, cohort and class writing target tasks

## Homework

**Class Reader:** Recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Intervene/Prejudice

## Catholic Social Teaching

**Human Dignity:** The story of Jerome and Emmett Till

**Common Good:** Contextual references to fighting racism and prejudice

**Preferential Option for the Poor:** The poverty experienced by Jerome and Carlos' families

**Solidarity:** Sarah's desire for justice for Jerome

# Thematic: Conflict

Thematic Sequencing and Links	Thematic Focus
<p><b>Year 8:</b>  <b>N&amp;C:</b> Conflict and Power- The conflict between the Noughts and Crosses.  <b>Much Ado About Nothing:</b> Power and Conflict- conflict between characters  <b>Gothic Horror:</b> Conflict &amp; Responsibility-Choice of extracts (I.e., isolation)  <b>Year 9:</b>  <b>ACC:</b> Power &amp; conflict: Scrooge's actions and attitudes  <b>R&amp;J:</b> Conflict, Power &amp; Gender- The relationship between the Capulets and Montagues  <b>Britain:</b> Conflict &amp; Power- Choice of extracts (I.e., War poetry/prose)  <b>KS4:</b>  <b>Macbeth:</b> Conflict &amp; Responsibility- Macbeth's inner conflict due to his crimes  <b>Macbeth:</b> Conflict: Macbeth's violence  <b>AIC:</b> Conflict &amp; Responsibility- Class division &amp; death of Eva  <b>Anthology:</b> Conflict &amp; Responsibility- War &amp; conflict poems (Exposure, Remains etc)  <b>J&amp;H:</b> Power &amp; Conflict- Hyde's willingness to commit violence and pain</p>	<ul style="list-style-type: none"> <li>• <b>Power:</b> Choice of extracts but could be seen in prose choices such as '1984' or 'Harry Potter'</li> <li>• <b>Conflict:</b> Choice of extracts but can be seen in potential poetry choices such as 'Dulce Et Decorum'.</li> <li>• <b>Responsibility:</b> Choice of extracts but could be seen in potential poetry choices such as 'Suicide in the Trenches'.</li> <li>• <b>Gender:</b> Choice of extracts but could be seen in choice of prose such as 'The Handmaid's Tale'</li> </ul>

## Assessment and Learning Journey

**Teacher Assessed 1:** Speaking and Listening of Poetry Performance  
**Self-Assessment 1:** Annotation/Assessment of Conflict Poem  
**Teacher Assessed 2:** End of Year Creative Writing  
**Self-Assessed 2:** Development of Writing Skills  
**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, Cohort and class writing target tasks

## Homework

**Class Reader:** Recall and study skills  
**Topic:** Teacher discretion and study skills

## Vocabulary

Retaliate/Violence

## Catholic Social Teaching

**Human Dignity:** The treatment of soldiers during WW1/2  
**Common Good:** Soldiers fighting for justice in WW1/2  
**Solidarity:** The brotherhood of soldiers and link to propaganda  
**Participation:** Soldiers fighting for a safer world



# Thematic: Gothic Horror

Thematic Sequencing and Links	Thematic Focus
<p><u>Year 9</u></p> <p><b>A Christmas Carol:</b> Power and Conflict- The description of the supernatural in the ghosts</p> <p><b>Romeo and Juliet:</b> Gender: Expectations and gender roles in society- Juliet and extract based</p> <p><b>Britain:</b> Responsibility- Extracts focusing on personal responsibility</p> <p><b>KS4 (Extract based)</b></p> <p><b>Anthology:</b> Conflict Links between mental health</p> <p><b>AIC:</b> Responsibility and Power- Eva's lack of agency and control over her own life</p> <p><b>Macbeth:</b> Responsibility: Macbeth's tyranny and oppression</p> <p><b>Jekyll &amp; Hyde:</b> Conflict &amp; Power- Contextual information &amp; Hyde's violence</p> <p><u>Language</u></p> <p>Extracts (fiction). Themes</p>	<ul style="list-style-type: none"> <li>• <b>Gender:</b> Choice of extracts but could include discussions around Frankenstein and Mary/Percy Shelley</li> <li>• <b>Power:</b> Choice of extracts but could include Dracula</li> <li>• <b>Conflict:</b> Choice of extracts but could include a variety of extracts including Frankenstein play</li> <li>• <b>Responsibility:</b> Choice of extracts but could include The Picture of Dorian Gray and the murder of Basil</li> </ul>
Assessment and Learning Journey	
<p><b>Teacher Assessed 1:</b> Creative Writing Baseline</p> <p><b>Self-Assessment 1:</b> Development of Writing Skill</p> <p><b>Teacher Assessed 2:</b> Curriculum Assessment and Analysis</p> <p><b>Self-Assessed 2:</b> Development of Analytical Skills</p> <p><b>Assessment Journey:</b> Vocabulary, grammar and recall low stake quizzing, quote explosion, cohort and class writing target tasks</p>	
Homework	
<p><b>Class Reader:</b> recall and study skills</p> <p><b>Topic:</b> Teacher discretion and study skills</p>	
Vocabulary	
Sinister / Perspective	
Catholic Social Teaching	
<p><b>Human Dignity:</b> The creation of Frankenstein's monster and his subsequent treatment by Frankenstein</p> <p><b>Preferential Option for the Poor:</b> Discussions of Dorian Gray's treatment of those around him</p> <p><b>Solidarity:</b> Discussions the isolation of the narrator in The Yellow Wallpaper</p>	

# Shakespeare: Much Ado About Nothing

## Thematic Sequencing and Links

### Year 8

**Gothic Horror:** Presentation of conflict in both topics

**Gothic Horror:** References to deceit or trust in both topics

### Year 9

**A Christmas Carol:** Conflict: How the different characters treat each other

**Romeo and Juliet:** Gender & Power- Representation of women

**Britain:** Power & Gender- Contextual information about the Elizabethan/Jacobean era.

### KS4

**Anthology:** Power & Gender: Presentation of women

**AIC:** Responsibility and Power- the deception of Don John and Eric & contextual information

**Macbeth:** Gender- Representation of women in Shakespeare's work

## Thematic Focus

- **Power:** Contextual information and extract based. Great Chain of Being
- **Conflict:** Deception between the characters
- **Responsibility:** Contextual information (GCB)
- **Gender:** Roles and expectations both contextually and in texts

## Assessment and Learning Journey

**Teacher Assessed 1:** Teacher Choice: Writing or Analytical Skill Review

**Self-Assessment 1:** Teacher Choice: Writing or Analytical Skill Review

**Teacher Assessed 2:** Curriculum Assessment and Analysis

**Self-Assessed 2:** Development of Analytical Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, Cohort and class writing target tasks, Cohort and class writing target

## Homework

**Class Reader:** recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Infuriate / Patriarchy

## Catholic Social Teaching

**Subsidiarity:** Beatrice: a strong-willed woman who uses her voice to subvert traditional gender roles and make her own decisions in life

**Promoting Peace:** Discussions when setting the scene of the play as the characters are returning from war

**Human Dignity:** References to the presentation of Beatrice as a strong woman despite the contextual influences of Elizabethan England

# Novel: The Bone Sparrow

## Thematic Sequencing and Links

## Thematic Focus

### Year 9

**A Christmas Carol:** Conflict: How the different characters treat each other

**Romeo and Juliet:** Conflict- between differing groups

**Britain:** Responsibility- Extracts focusing on personal responsibility

### KS4

**Anthology:** Power of memories in 'Poppies' and 'Remains'. Conflicts changing lives and creating trauma.

**AIC:** Responsibility and Power- the abuses of power (upper classes and the Jackets) & contextual information

**Jekyll and Hyde:** Power - differing attitudes to those in the upper and lower classes

**Macbeth:** Conflict between characters

- **Power:** Contextual information (refugee crisis and politics). Power of the jackets vs. lack of power (refugees)
- **Conflict:** Conflict between the refugees and the jackets / human rights abuses / conflict playing a role in the refugee crisis
- **Responsibility:** Whose responsibility it is to uphold human rights? Queeny's desire and sense of responsibility to expose the conditions in the detention centre.
- **Gender:** Isolation of single males (like Eli) to Alpha camp

## Assessment and Learning Journey

**Teacher Assessed 1:** Speaking and Listening of speech on refugees

**Self-Assessment 1:** Annotation/Assessment of speech on refugees

**Teacher Assessed 2:** End of Year Creative Writing

**Self-Assessed 2:** Development of Writing Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, Cohort and class writing target tasks, Cohort and class writing target

## Homework

**Class Reader:** recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Isolation / Liberation

## Catholic Social Teaching

**Human Dignity:** Discussions around the abuse of those considered to be 'illegal'

**Common Good:** Jimmie's treatment of Subhi (seeing him as an equal and trying to bridge the gap between 'the Outside' and inside the detainment centre)

**Preferential Option for the Poor / Distributive Justice:** The lack of resources available to the refugees in the detainment centre

# Novel: A Christmas Carol

## Thematic Sequencing and Links

### Year 9

**Romeo and Juliet:** Traditional gender roles and lack of identity (female characters' names)

Power, Gender and conflict-Juliet and Belle, Romeo and Scrooge

Power- Hierarchies in Verona and Victorian Britain (Scrooge and Capulet)

**Britain:** Power & Responsibility-Extracts with links to Race and Class

### KS4

**Anthology:** Power - London and poverty in Victorian Britain

**AIC:** Responsibility and Power- Treatment of the lower classes and workers

**Macbeth:** Gender- Stereotypical expectations of women both contextually and in the text. Power - the cruelty of Macbeth and Scrooge

**J&H:** Responsibility - Hyde and Scrooge's lack of responsibility.

### Language

Extracts (fiction). Themes: class, childhood, power and control (Non-Fiction)

## Thematic Focus

- **Gender:** Belle being less worthy than money, Ignorance being more important than Want: 'beware of this boy' and nameless Mrs Cratchit.
- **Power:** Scrooge's exploitation of workers and the effects of poverty on the Cratchits. Context (workhouses, Thomas Malthus)
- **Conflict:** Scrooge and Belle's relationship (his obsession with wealth comes between them). Scrooge's internal battle with his past and consequences of neglect during childhood
- **Responsibility:** Scrooge's responsibility as an employer and religious responsibility

## Assessment and Learning Journey

**Teacher Assessed 1:** Creative Writing Baseline

**Self-Assessment 1:** Development of Writing Skill

**Teacher Assessed 2:** Curriculum Assessment and Analysis

**Self-Assessed 2:** Development of Analytical Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, quote explosion, cohort and class writing target tasks

## Homework

**Class Reader:** recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Capitalism / Redemption

## Catholic Social Teaching

**Human Dignity:** Referenced through Scrooge's attitude towards the poor (link to Malthus)

**Common Good:** Scrooge's eventual redemption and embracing of the Christmas Spirit

**Participation:** Contextual learning about the Chartist Movement during the 19th C.

# Shakespeare: Romeo and Juliet

## Thematic Sequencing and Links

## Thematic Focus

### Year 9

**Britain:** Power; responsibility; conflict; hierarchy and roles- changes over time.

**Britain:** Power & Responsibility- Contextual information about the play and the renaissance

### KS4

**AIC:** Responsibility-Familial responsibility Romeo & Eric, Juliet and Eva

**AIC:** Gender- role of women;.

**Macbeth:** Gender- Role of women in play and Contextually

**Macbeth:** Power- Role of religion in both texts & contextually

**J&H:** Conflict & Responsibility-Internal conflict that leads to tragedy (Romeo & Jekyll)

**Anthology:** Power- The control exerted by Ozymandias & Capulet

**Anthology:** Gender & Violence-Juliet and the Duchess.

### Language

Extracts (fiction) violence, tragedy, conflict .

- **Gender:** Relationship between Juliet and her father/ Romeo's reaction to Rosaline's unrequited love
- **Power:** Hierarchy and powerful families/ father-daughter/ law and order.
- **Conflict:** Consequences- violence and death
- **Responsibility:** Romeo's banishment/ Romeo and Juliet's death.

## Assessment and Learning Journey

**Teacher Assessed 1:** Teacher Choice: Writing or Analytical Skill Review

**Self-Assessment 1:** Teacher Choice: Writing or Analytical Skill Review

**Teacher Assessed 2:** Curriculum Assessment and Analysis

**Self-Assessed 2:** Development of Analytical Skills

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, Cohort and class writing target tasks

## Homework

**Class Reader:** recall and study skills

**Topic:** Teacher discretion and study skills

## Vocabulary

Authoritarianism / Hierarchies

## Catholic Social Teaching

**Promoting Peace:** Romeo's refusal to fight Tybalt and the ending of the feud

**Human Dignity:** Juliet standing up to her father and his patriarchal values

**Human Dignity:** Discussions regarding the violence in the play and the characters disregard for each other's dignity

**Common Good:** Romeo and Juliet's love despite the feud

# Thematic: Britain

Thematic Sequencing and Links	Thematic Focus
<p><b>KS4</b></p> <p><b>AIC:</b> Responsibility- The class system in Britain both historically and contemporary linked to extracts (The Edwardian's JB Priestley, Road to Wigan Pier Orwell)</p> <p><b>Macbeth:</b> Gender &amp; Power- Contextual information on Jacobean England (Extract based Q.E speech to the troops at Tilbury)</p> <p><b>J&amp;H:</b> Power and Conflict- Contextual information; Jack the Ripper and 19th C. Britain (Non-fiction articles)</p> <p><b>Anthology:</b> Power and Conflict- Contextual information for Checking Out Me History (Windrush) &amp; Storm on the Island (The Troubles)- extract based articles both fiction and non-fiction</p> <p><b>Language</b></p> <p>19th Century extracts both fiction and non-fiction relating to Britain / British experiences</p>	<ul style="list-style-type: none"> <li>• <b>Gender:</b> Choice of extracts but could include Q.E speech at Tilbury, contemporary articles on sexism/gender roles</li> <li>• <b>Power:</b> Choice of extracts but could include articles relating prejudice (Windrush, Islamophobia)</li> <li>• <b>Conflict:</b> Choice of extracts but could include conflict poetry</li> <li>• <b>Responsibility:</b> Choice of extracts but could include Chavs &amp; The Establishment (Owen Jones)</li> </ul>
Assessment and Learning Journey	
<p><b>Teacher Assessed 1:</b> Speaking and Listening on Britain Speech</p> <p><b>Self-Assessment 1:</b> Annotation/Assessment of Speech</p> <p><b>Teacher Assessed 2:</b> End of Year Creative Writing</p> <p><b>Self-Assessed 2:</b> Development of Writing Skills</p> <p><b>Assessment Journey:</b> Vocabulary, grammar and recall low stake quizzing, Cohort and class writing target tasks, Cohort and class writing target</p>	
Homework	
<p><b>Class Reader:</b> recall and study skills</p> <p><b>Topic:</b> Teacher discretion and study skills</p>	
Vocabulary	
Ambiguous / Class	
Catholic Social Teaching	
<p><b>Human Dignity:</b> Discussed during conversations about the Empire and reading of <i>Empireland</i></p> <p><b>Common Good:</b> Referenced when reading <i>An English Journey</i> and the influence it has on Priestley</p> <p><b>Preferential Option for the Poor:</b> Referenced when reading <i>Chavs</i> or <i>Poverty Safari</i></p>	

# Key Stage Four Overview

## Year 10: An Inspector Calls, The Strange Case of Dr Jekyll and Mr. Hyde, Power and Conflict Poetry and Language Paper 2

**Rationale:** The year will be split between a study of the literature texts and language skills. The year opens with a focus on An Inspector Calls which follows on from the Britain topic. After the Christmas break students will study The Strange Case of Dr Jekyll and Mr. Hyde using their understanding of Britain and the class system to support their learning. The final term ends with an explicit focus on Language Paper 1 (including intervention sessions) finalising with a full mock paper and the completion of the students GCSE Speaking and Listening Endorsement.

Analytical skills and writing opportunities are embedded throughout the year to ensure students are developing their understanding of English language. Furthermore, the Power and Conflict poems are interleaved throughout the year, ensuring most English Literature content is covered in year 10.

## Year 11: Unseen Poetry, Macbeth, Language Paper 1 and Revision

**Rationale:** The year begins with an intensive Unseen Poetry unit before starting Macbeth. In addition to this students will begin to explicitly cover Language Paper 1 before Christmas ensuring all student have been exposed to the full GCSE content before the Christmas break.

Once returning after Christmas students spend the Spring and Summer terms revising and preparing for their GCSE examinations.

## Language Only Group

**Rationale:** The challenging nature of the English Literature course means that it is not appropriate for all students. As such a select few are chosen at the end of year 9 to be entered for English Language only. These students will study class texts to ensure they are given a wide-ranging curricular diet ensuring they too are exposed to a breadth of cultural capital. At the end of the Autumn term (study of select poems and An Inspector Calls) additional students may be added to this group.

# Modern Text: An Inspector Calls

## Thematic Sequencing and Links

### Year 10

#### Literature

**Power & Conflict:** Power and Conflict- References to war and its effects

**Power and Conflict:** Gender- Gender roles in the play and the Duchess in MLD

**Power and Conflict:** Responsibility: The responsibility of those in power to those without (Class, PTSD in war poems)

**Jekyll and Hyde:** Power and Conflict- The relationship between Utterson & J.H and the Inspector & Mr B.

**Jekyll & Hyde:** Conflict- The acts of violence committed in the texts (Hyde & Eva's suicide)

### Year 11

#### Literature

**Macbeth:** Responsibility/Power: Struggle for power.

**Macbeth:** Conflict and power in Macbeth and link to contextual ideas

**Macbeth:** The roles and expectations of women (L. Macbeth, Macduff/Eva, Sheila and Mrs B.)

## Thematic Focus

- **Conflict:** Socialism and Capitalism, rich and poor, wealth and poverty
- **Power:** The fight and need for power and who ultimately has and holds the power
- **Power:** The change from the start to the end of the play in the younger generation. The stubbornness in the older generation
- **Responsibility:** Who is willing to accept this and refuses to accept their part and is more conscious of reputation?
- **Gender:** The roles and expectations of gender in the play

## Assessment and Learning Journey

**Teacher and Self:** See Page 21

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, revision materials, quote explosions, assessment of model responses

## Homework

**Topic:** Teacher discretion and at least one example of purposeful study skills/revision

## Vocabulary

Cynical/Chronology/ Causality/ False Causality/ Conflicting viewpoints/ Rhetoric

## Catholic Social Teaching

**Human Dignity:** Discussions of the mistreatment of Eva due to her gender / class

**Common Good:** The exclusion of Eva from a fair wage based on her gender (link to Suffragettes)

**Participation:** Eva's strike and demand for equality

**Preferential Option for the Poor:** Referenced when discussing the development and growing understanding of the working classes of Eric and Sheila. As well as the central idea of social responsibility in the play



# 19<sup>th</sup> C.: The Strange Case of Dr Jekyll and Mr. Hyde

Thematic Sequencing and Links	Thematic Focus
<p><b><u>Year 11 Literature</u></b></p> <p><b>Macbeth:</b> Conflict- The violence perpetrated by the central characters in both texts</p> <p><b>Macbeth:</b> Responsibility- The need to take responsibility for actions; Jekyll in releasing Hyde despite his evil and Macbeth's guilt over his murders</p> <p><b>Macbeth:</b> Power- The power of ambition and its influence over man. J&amp;H power of science and Macbeth the power of the supernatural.</p> <p><b>Macbeth:</b> Gender- The influence and role of masculinity and masculine ideals across both texts</p>	<ul style="list-style-type: none"> <li>• <b>Power:</b> The power the transformation has on Dr Jekyll and the power of social norms (the threat of blackmail against Hyde)</li> <li>• <b>Gender:</b> The lack of women in the text and the role of masculinity</li> <li>• <b>Responsibility:</b> Jekyll taking responsibility for the actions of Hyde. Utterson deciding to investigate the actions of Hyde</li> <li>• <b>Conflict:</b> The actions of violence committed by Hyde and Jekyll's conflict over them</li> </ul>
Assessment and Learning Journey	
<p><b>Teacher and Self:</b> See Page 21</p> <p><b>Assessment Journey:</b> Vocabulary, grammar and recall low stake quizzing, revision materials, quote explosions, assessment of model responses</p>	
Homework	
<p><b>Topic:</b> Teacher discretion and at least one example of purposeful study skills/revision</p>	
Vocabulary	
<p>Duality/Deception/Blasphemy/Disreputable/Cerebral</p>	
Catholic Social Teaching	
<p><b>Human Dignity:</b> Discussed when analysing the characters of Jekyll and Hyde and the contextual features of the novella</p> <p><b>Solidarity:</b> Referenced when discussing the relationship between Utterson and Jekyll</p> <p><b>Stewardship:</b> Referenced during contextual discussions that focus on the context (industrialisation) of the novella</p>	

# Poetry Anthology: Power and Conflict

## Thematic Sequencing and Links

## Thematic Focus

### Year 10

#### Literature

**Jekyll and Hyde:** Conflict: Ideas of guilt and internal conflict as seen in Dr Jekyll and sufferers of PTSD in the poems

**Jekyll and Hyde:** Conflict: Violence seen across the texts

**Jekyll and Hyde:** Responsibility- Jekyll being responsible for Hyde and the Duke being responsible for the Duchess

### Year 11

#### Literature

**Macbeth:** Conflict & Responsibility: The effects of conflict on soldiers across the texts

**Macbeth:** Power- Abuses of power (Macbeth, the Duke, Commanders, British Empire)

**Macbeth:** Gender- Gender roles and expectations in the texts (specifically MLD and Lady Macbeth)

- **Power:** How power is used; usually as a negative across societies, class, gender
- **Conflict:** Specific examples of physical violence and conflict in the war poems and internal conflict people face
- **Gender:** Gender roles and expectations in MLD, Poppies and Prelude
- **Responsibility:** The need to take responsibility for actions (Kamikaze, Checking out me History)

## Assessment and Learning Journey

**Teacher and Self:** See Page 21

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, revision materials, quote explosions, assessment of model responses

## Homework

**Topic:** Teacher discretion and at least one example of purposeful study skills/revision

## Vocabulary

Similarity/ Contrasts/Dramatic/Emphasis/Tragedy/Tragic

## Catholic Social Teaching

**Human Dignity:** Discussed through the eyes of the soldiers in Exposure

**Human Dignity:** Referenced when discussing prejudice shown in Checking Out Me History

**Stewardship:** References to the power and beauty of nature in the Romantic poems in the anthology

# Shakespeare: Macbeth

## Thematic Sequencing and Links

### Year 7

**Genre:** Extract choice - references to violence, retellings, genre conventions (tragedy)

**Conflict:** Effects of violence and conflict on soldiers

### Year 8

**Much Ado:** Patriarchal views as expressed toward Beatrice / Lady Macbeth

**Gothic Horror:** Supernatural conventions and presentation

### Year 9

**A Christmas Carol** - Links to the patriarchal views expressed in the texts

**Romeo and Juliet** - Contextual information of Elizabethan/Jacobean England

### Year 10

**An Inspector Calls** - Links to responsibility- Wealthy/Poor GCHB/Divine Rights of Kings

**Anthology** - Arrogance and power of Ozymandias and Duke (MLD) link to the character of Macbeth

**Jekyll and Hyde:** Conflict and the duality of man

## Thematic Focus

- **Gender:** Lady Macbeth's challenge to contextual stereotypes. Is Shakespeare a feminist? Lady Macduff's death scene. What makes a man? (Macbeth vs. Macduff.)
- **Power:** Influence of others over Macbeth, ambition, Macbeth vs Banquo, kingship
- **Conflict:** Macbeth's internal conflict, war in the play, relationships with others e.g. Banquo.
- **Responsibility:** Who is responsible for Macbeth's actions? How do others (Macduff/Malcom) take responsibility?

## Assessment and Learning Journey

**Teacher and Self:** See Page 21

**Assessment Journey:** Vocabulary, grammar and recall low stake quizzing, revision materials, quote explosions, assessment of model responses

## Homework

**Topic:** Teacher discretion and at least one example of purposeful study skills/revision

## Vocabulary

Biblical allusion/ Appeal to Emotion/Hamartia/ Fallacy/Symbolism

## Catholic Social Teaching

**Solidarity:** Discussed through Macduff's loyalty to Malcolm and Scotland

**The Common Good:** Discussed through the violence and ambition of Macbeth

**Human Dignity:** Referenced when discussing the supernatural and links to Lady Macbeth and the lengths she will go to for power

# Assessment in Key Stage Three

Students complete two assessments each half term, one is teacher assessed and from the results of this (following formative comments from the teacher) a self-assessment is completed based on the students' areas of need. The accuracy of the self-assessment is then verified by the teacher with a summative comment. Students are assessed in the following ways across KS3.

**Curriculum Assessment:** Autumn and Spring Terms. These test the students learning of the curriculum and analytical skills. From these teachers identify student misconceptions to inform future planning, learning journey tasks and assessment.

**Creative Writing:** Autumn and Summer Terms. A baseline is completed in the Autumn term and targets are given for development; students work on the targets throughout the year before completing the end of year assessment in the Summer term.

**Speaking and Listening:** Summer Term. To support and develop students' confidence in public speaking (and prepare them for their GCSE) each assessment in the summer term is of the students' oracy skills.

**Learning Journey:** Throughout the Year. These small tasks show the development and learning of the students throughout the year. They are pre-designed activities (keyword vocabulary analysis) or relate to student misconceptions or learning gaps.

# Assessment in Key Stage Four

## Year 10

The assessment model in KS4 follows the same format of KS3 with one teacher marked assessment and one self-assessment to be completed each term as well as a range of learning journey activities.

### Autumn

**Teacher Assessed 1**  
Teacher Discretion

**Self-Assessed 1**  
Development of Key Skill

**Teacher Assessed 2**  
An Inspector Calls Literature Response: How does Priestley present Mr Birling / responsibility?

**Self-Assessed 2**  
Development of Key Skill

### Spring

**Teacher Assessed 1**  
Teacher Discretion

**Self-Assessed 1**  
Development of Key Skill

**Teacher Assessed 2**  
Dr Jekyll and Mr Hyde Literature Response: How does Stevenson present violence in the extract / novella?

**Self-Assessed 2**  
Development of Key Skill

### Summer

**Teacher Assessed 1**  
Poetry Anthology (Teacher Discretion either single or comparison) Exemplar Tasks: How does the poet present conflict in Bayonet Charge? / Compare how the poets present conflict in Bayonet Charge and another poem of your choice

**Self-Assessed 1**  
Development of Key Skill

**Teacher Assessed 2**  
Mock: Language Paper 2  
GCSE Speaking and Listening

**Self-Assessed 2**  
DIRT of Key Mock Question

## Year 11

The focus of the assessments in year 11 is to prepare the students for their GCSE exams during the Summer term. As such each assessment completed by the students (both teacher and self-assessed, will be a full exam paper.

### Autumn

**Teacher Assessed 1**  
Language Paper 1 (Section B: Writing)

**Self-Assessed 1**  
Language Paper 1 (Section A: Reading)

**Teacher Assessed 2**  
Language Paper 2 (Section A: Reading)

**Self-Assessed 2**  
Language Paper 2 (Section B: Writing)

### Spring

**Teacher Assessed 1**  
Literature Paper 2 Full Paper (Mock)

**Self-Assessed 1**  
Unseen Poetry (Teacher Discretion either single or comparison)

**Teacher Assessed 2**  
Literature Paper 1 (Jekyll and Hyde)

**Self-Assessed 2**  
Literature Paper 1 (Macbeth)

## Homework in Key Stage Three

Homework in Key Stage Three takes three forms and is set by the class teacher.

**Class Homework Reader:** In two of the three terms students will be set a class reader to read at home. The books are commensurate to the level of the students and the purpose of this form of homework is to ensure all students are reading outside of the classroom and to support their independence and time management skills as they move into Key Stage Four.

**Study Skills:** At least once a term students will be set a 'study skills' revision activity based on either the in-class topic or the class homework reader. This may take the form of flashcards, mind maps, knowledge organisers. The purpose of this form of homework is to prepare students for the independent revision needed to succeed at Key Stage Four.

**Teacher Discretion:** Throughout the remainder of each academic year, teachers will set homework designed to support the needs of their classes. The purpose of this homework is to respond to the needs of individual classes and students.

## Homework in Key Stage Four

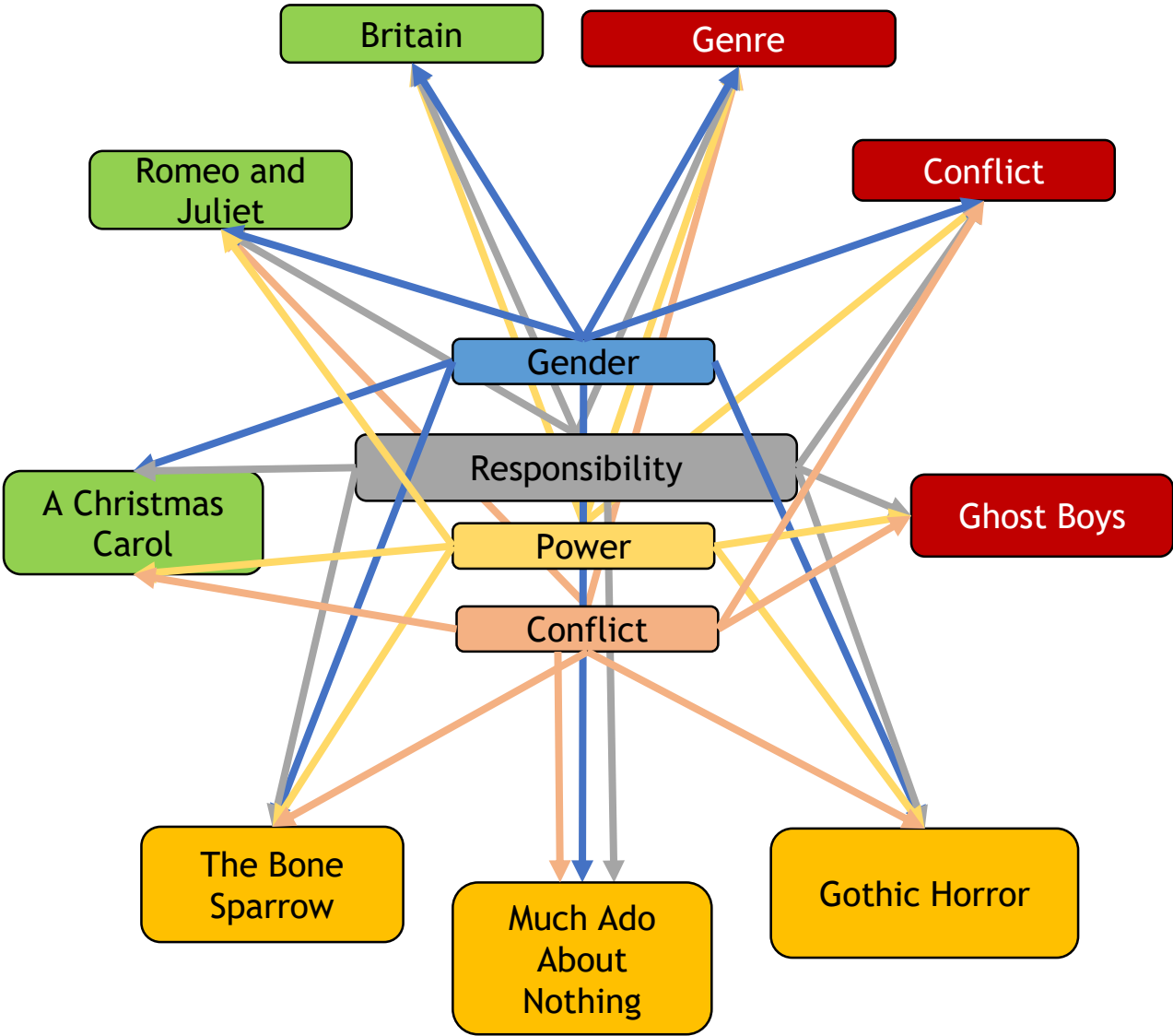
Homework at Key Stage Four is completely at the class teacher's discretion and focuses on the skills needed to thrive at GCSE level. As such each term students will complete one 'study skills' homework on the literature text they are studying.

# Departmental Priorities: 2024 - 2025

1. SEND Strategies and Progress
2. Embedding Oracy in lessons with a focus on Drama, Scaffolds, Questioning and Plenaries
3. Teacher Feedback, ensuring it is purposeful and actionable
4. Exam Skills, Writing Frames, Timings, Revision

# Thematic Links

These themes have been identified as having significant cultural and literary capital which students can take forward in their lives. Students are exposed to these themes throughout their school journey, and they link the topics of study throughout both key stages and individual year groups. The horizontal curriculum structure used in English creates a knowledge rich environment for students.





# Cultural Capital

To develop ‘the whole child’ teachers, need to offer opportunities to develop students’ cultural capital. These opportunities can be developed through the curriculum and classroom teaching as well as extra-curricular such as the creative writing club, external performances of plays (RSC’S School Broadcast) and potential visits (Poetry Live/Shakespeare’s Globe). Teachers should encourage students to bring their own cultural capital into the classroom and support in their expression of this.

Below are examples of how the English Department can help to develop student’s cultural capital. These are examples not an exhaustive list and as such teachers should take further opportunities to support student’s development.

Cultural Capital Opportunities		
Year 7	Genre	Genre will explore extracts and texts across a range of genres and their conventions, exposing students to texts they may not normally read as well as strengthening existing knowledge of favourite genres. The novel Ghost Boys will allow students to discuss ideas around prejudice and racism focusing on the death of African American children in America. The final topic of conflict will allow teachers to explore a range of ideas/themes such as war, relationships and internal conflicts such as depression.
	Ghost Boys	
	Conflict	
Year 8	Gothic Horror	The topic of Gothic Horror will give students an opportunity to build on their understanding of the supernatural / horror genres as well as introducing students to Victorian Britain. Much Ado About Nothing will allow students an introduction to Elizabethan England and the serve as an introduction to the writing of Shakespeare. Finally, the novel The bone Sparrow students learn about life in a refugee camp.
	Much Ado About Nothing	
	The Bone Sparrow	
Year 9	A Christmas Carol	Students will gain an initial introduction into Victorian Britain through the novel A Christmas Carol. This will also serve develop students understanding of responsibility and class; feeding in to subsequent areas of study. Romeo and Juliet will allow discussions of attitudes towards women/marriage. Finally, the topic of Britain will allow the students to focus on what Britain means to them as well as the culture of historic and contemporary Britain
	Romeo & Juliet	
	Britain	
Literature / Language	An Inspector Calls & Anthology	Teachers can take the opportunity to use contextual information to develop the students understanding of key events in the 20 <sup>th</sup> C. Britain such as the two world wars, suffragette movement and formation of the welfare state. The poetry anthology will allow students to discover Britain’s cultural influences (Tissue, Checking Out Me History)
	Macbeth & Unseen Poetry	Macbeth will allow a discussion of key themes such as gender roles in society and an understanding of a key period of British history. The unseen poems will allow students to discuss a variety of cultural ideas. For example, Quickdraw by Carol Ann Duffy may lead to a discussion of same sex relationships and cultural assumptions.
	Jekyll and Hyde	Teachers should take the opportunity to discuss poverty and class in British society and how it has changed or not so. The use of language skills should enable teachers to introduce texts students may not have been exposed to both British classics (prescribed by the curriculum) and wider cultural texts.
	Through classroom discussion and choice of texts teachers can offer students opportunities to develop their cultural capital.	

# Key Stage Two National Curriculum Expectations: Reading

## Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

## Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

# Key Stage Two National Curriculum Expectations: Writing

Writing - vocabulary, grammar and punctuation Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

# Key Stage Two National Curriculum Expectations: Writing

Writing - transcription. Spelling - see English appendix 1. Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting and presentation. Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing - composition. Pupils should be taught to: Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

# Key Stage Two National Curriculum Connections: KS3

## Reading

Read a wide range of challenging material including a wide range of fiction, non-fiction, poetry, plays, pre 1914

### Shakespeare:

**Much Ado About Nothing**  
**Romeo & Juliet**

### Seminal World Literature:

**Ghost Boys**  
**A Christmas Carol**

### Choosing and reading books independently:

**Library Sessions**

### Make inferences and refer to evidence in text:

**Language focus in extracts and novels- All areas of study**

### Understand how grammar, language, structure and vocabulary present meaning:

**Development of Analytical Skills in all areas of study**

### Study setting, plot and characterisation:

**Ghost Boys / Much Ado About Nothing**  
**A Christmas Carol / Romeo & Juliet**

### Understand poetic conventions and effects:

**Extract based / Conflict**

## Writing

Write accurately, fluently and effectively

### Expository and narrative essays

### Stories, poetry and imaginative writing

Consistent opportunities in all year groups:

**Conflict Poetry / Study of Shakespeare**

### Arguments and personal/formal letters

Consistent opportunities in all year groups:

### Write for a range of purposes

Consistent opportunities in all year groups:

**Descriptive Baseline /Genre writing**

### Apply knowledge of grammar and vocabulary

Explicitly taught content (DO NOWs/teacher discretion)

Language for Learning and Prefix of the Week

## Speaking & Listening

Speak confidently in a wide range of settings

### Give short presentations

Speaking and Listening Assessments for each year group in Summer 1

### Take part in debates

Natural occurring opportunities when discussing key influences on texts (e.g.. Responsibility and poverty ACC)

### Improvising play scripts and poetry

Writing and performing poetry during the Themed topics: **Conflict, Gothic Horror**

## Grammar & Vocabulary

Consolidate KS2 knowledge

### Study effectiveness and impact of grammar in studied texts

Consistently taught through natural occurring opportunities (extract and text based)

### Draw on new vocabulary to use in own writing

Consistently taught through natural occurring opportunities (extract and text based)

Each year group has explicit vocabulary DO NOW tasks / Prefix of the Week

### Use standard English in own writing and speech

Monitored through assessments and language for learning

# Key Stage Two National Curriculum Connections: KS4

## Reading

Read and appreciate the depth and power of the English literary heritage

Shakespeare

Macbeth

Works from 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> C.

Jekyll and Hyde & An Inspector Calls

Language extracts

Poetry since 1789

Power and Conflict Poetry Cluster

Revision extracts

Understand and critically evaluate texts

Language extracts and Literature texts

Drawing on contextual knowledge

Influences on literature texts

Explicit historical information and implicit political, religious and social theories

Identifying and interpreting themes

Exploring plot, characterisation, events and settings

Literature texts

Seeking evidence to support a point of view

Language extracts

Literature texts

Making critical comparisons

Language extracts

Literature texts

## Speaking & Listening

Speak confidently, audibly and effectively

Use Standard English

High expectations through language for learning and classroom standards

Working in groups for a variety of tasks

Paired work, study groups and class contributions

Listening and building on contributions of others

Paired work, study groups and class contributions

Planning for different purposes and audiences

Speaking and Listening assessments

Listening and responding in a variety of different contexts

Paired work, study groups and class contributions

Using play scripts and poetry to discuss language

Reading of key literature texts

## Writing

write accurately, fluently, effectively and at length for pleasure and information

Adapt writing for a range of purposes

No More Marking

Assessments

Response to texts

Selecting and organising ideas effectively

Assessments

Response to texts

Selecting and using judicious vocabulary, grammar, form and structure

Assessments

Response to texts

Revise, edit and proofread

Assessments

Response to texts

DIRT tasks

## Grammar & Vocabulary

Consolidate and build on their knowledge of grammar and vocabulary

Studying the effectiveness of grammar in written texts

Literature texts

Language extracts

Drawing on new vocabulary and applying to written work and speech

Vocabulary DO NOWs and natural occurring opportunities through reading & research

Analysing the differences between written and spoken English

Naturally occurring opportunities when reviewing texts

Use linguistic and literary terminology accurately and confidently

Naturally occurring opportunities when reviewing texts



# Jump Start Reading Intervention

## Identifying Students

Upon entry to the school all year 7s will take the NGRT tests to determine their reading ages. Students identified as having lowest reading ages in the year group will form the basis of the Jump Start group. These students will be in addition to the Access group (who will follow the programme in their own timetable). The group should consist of 16 pupils.

## The Programme

The programme is adapted from the Fresh Start modules as developed by Read Write Inc. whereby the students review and learn key phonetic sounds and concepts (to develop and support reading fluency) before reading an increasingly challenging set of texts designed to improve their comprehension, inference and writing skills.

## Timetable

The students identified will receive one hour of Jump Start during form time.

## Progress

Students will take additional NGRT tests midway and at the end of the academic year. If students have made significant progress with their reading skills, they may be taken out of the programme and returned to a mainstream timetable. As well as this students from the Access group can make the move to the primary Jump Start group if they have made sufficient progress in the group. At the end of the year students will progress to the mainstream curriculum.

### Phonics Approach – THRASS (consonants)

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
bird	rabbit	cat	kitten	duck	school	queen	chair	watch	dog	ladder	fish	coffee	dolphin	gate	egg										
b	bb	c	k	ck	ch	q	ch	tch	d	dd	f	ff	ph	g	gg										
hand	jam	giant	cage	bridge	leg	bell	mouse	hammer	lamb	net	dinner	knee	king	ink											
h	j	g	ge	dge	l	ll	m	mm	mb	n	nn	kn	ng	n											
panda	hippo	rain	cherry	wrist	sun	dress	horse	city	ice	treasure	shark	station	chef	tap	letter										
p	pp	r	rr	wr	s	ss	se	c	ce	s	sh	ti	ch	t	tt										
thumb	feather	voice	sleeve	water	wheel	quilt	yawn	zip	fizz	sneeze	laser	cheese													
th	th	v	ve	w	wh	u	y	z	zz	ze	s	se													

# Teaching Reading

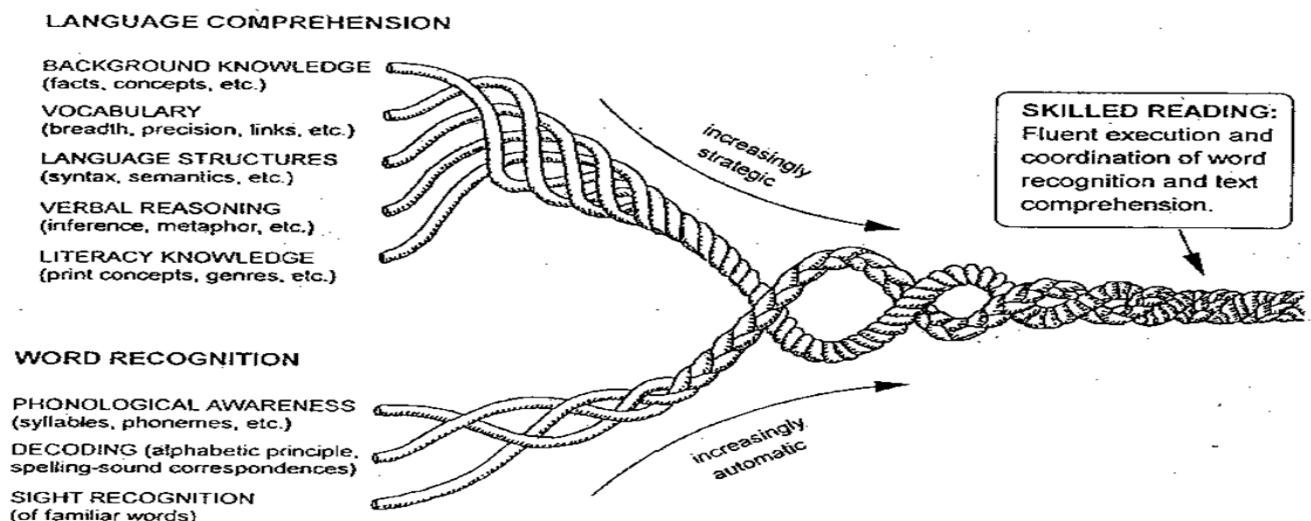
In order to best support the students reading (both comprehension and analysis) teachers can follow the Jump Start method of reading analysis when analysing a text. This will allow students to fully develop all strands of reading to become skilled readers.

The method broadly follows the following steps:

1. Pre-teach any necessary vocabulary to support comprehension
2. The teacher/student read the text aloud (model pronunciation of unfamiliar words)
3. Students read the text underlining in pencil any words or phrases that they don't understand
4. The teacher leads a think aloud to support comprehension and clear up any misconceptions
5. The teacher leads a think aloud questioning and supporting students in making inferences about the text (this is done in a second colour/pen to differentiate between comprehension and analysis).
6. The students respond to the text based on question/task as necessary

Teachers do not need to follow the method every time they introduce a text or extract, but students should be exposed to the method regularly to build their reading skills. When teaching a new text teachers should be consistently referencing tier two vocabulary to build the students academic vocabulary.

## The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)





# Oracy Strategies

## Oracy: Strategies and sentence stems

*How often does a classroom discussion feel like a series of ‘disconnected monologues’? Our ideas become more powerful, the more responsive we are to others. It doesn’t happen spontaneously; it requires the same ‘disciplined moves’ that a successful piece of writing does.*

### When discussing/developing:

- ‘I really like the point about... I would add that...’
- ‘I take your point that... Still, I believe that...’
- ‘In other words, what I am trying to say is...’
- ‘My point is this...’
- ‘I really like that point, could you develop it to consider...’
- ‘I love that idea; how could we rephrase some of our wording so that...’

### When debating/questioning:

- ‘Though both ... and ... seem to disagree about... I don’t think their ideas are that different because...’
- ‘I have to disagree with ... point about... because...’
- ‘I know most of you think... but I feel that...’
- ‘I agree that... however, has anyone yet considered...’
- ‘What if we were to consider a different point of view such as...’
- ‘I would like to question...’

### When changing the subject:

- ‘So far we have been talking about... but isn’t the real issue the...’
- ‘I would like to change the subject to something that hasn’t yet been considered...’
- ‘I would like to use what ... has said about... to also consider...’

## Structured discussion

Reading should be followed with structured discussion where teachers ask planned questions about the aspect of the text being studied that students most need to remember and think about.

This should include scaffolded practice of academic discourse mediated by the teacher where students are expected to ‘speak like an essay.’

# Departmental Planner

The shared Departmental Planner includes:

- Teacher Guides for all topics
- Updates
- Extracts: for all year groups and topics where appropriate
- Model and exemplar responses for GCSE style questions including AQA assessed responses
- Mark schemes and DO NOW templates
- Year group assessments
- Assessment Calendar
- CPD opportunities (Blogs/AQA)

# Snag List

Date	Topic	Issue	Fix or Addition	Priority (L/M/H)