



The diverse English curriculum at KGA will equip learners with essential communication skills, through extended writing, challenging oracy opportunities and an exposure to a wide variety of seminal literature, which will enable them to be successful, literate citizens in society.

Intent

Implementation

Impact

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Knowledge	<p><i>Transition Unit: This is Me</i></p> <p>Telling Stories Fiction Reading and Writing: (AO1 – AO6)</p> <p>The World Around Us Non-Fiction Reading and Writing (AO1 – AO6)</p> <p>Literature: Shakespeare’s <i>The Tempest</i> (AO1 – AO4)</p>	<p>The Gothic Fiction Reading and Writing (AO1 – AO6)</p> <p>Travel and Adventure Non-Fiction Reading and Writing (AO1 – AO6)</p> <p>Poetry and Spoken Language (AO1 – AO4) (AO7 – AO9)</p>	<p>Dystopia Fiction Reading and Writing: (AO1 – AO6)</p> <p>Gender Through Time Non-Fiction Reading and Writing: (AO1 – AO6)</p> <p>Literature: Shakespeare’s <i>Macbeth</i> (AO1 – AO4)</p>	<p>Literature: Power and Conflict Poetry <i>An Inspector Calls</i> <i>The Merchant of Venice</i></p> <p>Language: Fiction Reading and Writing Unseen Poetry <i>Jekyll and Hyde</i> Non Fiction Reading and Writing</p> <p>Spoken Language</p>	<p>Literature: Power and Conflict Poetry Unseen Poetry <i>An Inspector Calls</i> <i>The Merchant of Venice</i></p> <p>Language: Fiction Reading and Writing Non Fiction Reading and Writing</p> <p>Spoken Language</p>	<p>Literature: <i>The Great Gatsby</i> <i>Death of a Salesman</i> Keats’ Poetry <i>Othello</i></p> <p>Language: Child Language Language, Context and Identity Investigating Language Language variation over time</p>	<p>Literature: <i>The Great Gatsby</i> <i>Death of a Salesman</i> Keats’ Poetry <i>Othello</i></p> <p>Language: Child Language Language, Context and Identity Investigating Language Language variation over time</p>	<p>Literature: Aspects of Tragedy Political and Social Protest</p> <p>Language: Child Language Language, Context and Identity Investigating Language Language variation over time</p>
Recurring skills/themes	<p>The language of narrative The language of information, experience, and debate The language of Shakespeare The language of poetry Identification and inference Summarising information Accurate use of subject terminology Language analysis Evaluating effect of writers’ methods Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy</p>			<p>Identification and inference Summarising information Accurate use of subject terminology Language analysis Structural analysis Evaluating effect of writers’ methods Embed contextual information Comparison of texts Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy</p>		<p>Accurate use of subject terminology Language analysis Evaluating effect of writers’ methods Embed contextual information Comparison and of texts Writing for different purposes and audiences Crafting narrative and descriptive writing Technical accuracy Theoretical approaches Wider links across texts</p>		
Personal Development	<p>Writing Club Calne Wordfest – Shakespeare Production Performance Poetry</p>	<p>Debating Society Writing Club Book Club Shakespeare Live Stream (RSC) Reading Mentor</p>	<p>Debating Society Book Club Comedy Workshop Shakespeare Live Stream (RSC)</p>	<p>Poetry Live Author Visit – Edward Barham Blood Brothers/An Inspector Calls Production</p>	<p>Poetry Live Blood Brothers/An Inspector Calls Production</p>	<p><i>Death of a Salesman</i> Production British Library trip Reading Mentor</p>	<p><i>Death of a Salesman</i> Production Reading Mentor</p>	
Assessment	<p>Initial and end assessment each term (term 1-4 reading and writing, term 5 and 6 literature) Initial assessment provides a baseline to measure progress from KS3 assessments mirror GCSE style questions Language AOs and Literature AOs addressed in each year group at KS3 Opportunities for oracy assessments in each year group at KS3 Demonstrate tasks as appropriate</p>			<p>Initial and end across two terms (literature) Initial and end termly (Lang) End of Year 10 exam (Literature Paper 1, Language Paper 2)</p>	<p>Initial assessment per topic to measure progress from in mocks 2 x mocks (Term 2 and Term 4) Both Lit and Lang papers covered</p>	<p>Fortnightly essays (per teacher) Term 3 mock End of Year 12 Exam AS Level</p>	<p>Fortnightly essays (per teacher) 2 x mocks (Term 2 and Term 4)</p>	

Learners develop as proficient readers with a greater appreciation of writers’ craft and intent. They are able to write for a variety of purposes and for different audiences. They will have a greater appreciation of seminal world literature. Learners will have greater confidence in expressing their own ideas both verbally and in writing.

Their development is visible between assessments, tracking of grades over time and improvements in work (DIRT). Learners will be able to articulate how they have improved between assessments and the next steps.

Learners will develop on the knowledge that has been embedded at KS3 and will develop higher order reading and writing skills. Learners will have a greater appreciation of the context that literature has been produced in and are able to explain the impact of this context.

They will develop a more critical, academic writing style which includes use of higher order vocabulary and subject terminology. They also achieve the necessary GCSE grades to allow them to access further education and improve their life chances.

Learners will work more independently to develop a wider appreciation of literature. Learners in English Literature will be able to use a theoretical lens to analyse texts more broadly. In English Language, learners will apply theory, concept and framework to data. A-Level learners equipped to move onto Further study in related subjects.