**English**

The English department strives to promote a passion for English, a love of literature and an appreciation of the English language. We aim for students to become independent learners, and to make outstanding progress in their study of the subject. Our ultimate goal is to help students to speak, read and write fluently, which are all vital life skills.  
Highly motivated students will enjoy and achieve within a positive, purposeful and secure learning environment, developing a genuine enthusiasm for language and literature. Through a range of inclusive, exciting and innovative learning opportunities, students will become effective communicators, critical thinkers and successful global citizens, developing the necessary transferable skills to be fully prepared for the world of work.

Spiritual, moral, cultural and social education in English is carried out through the exploration of poetry, plays and prose and the range of non-fiction texts, from the 20th and 21st centuries. Students are encouraged to empathise with characters and their difficult situations, for example, in the analysis of the **WWI poetry** of Jesse Pope and Wilfred Owen; the reading of **John Boyne’s *The Boy in the Striped Pyjamas*** and the analysis of conflict, consequence and action in **Shakespeare’s *Romeo and Juliet***. Our **Dickens** unit explores moral and social issues of the Victorian era. **The Dystopia Genre** allows pupils to explore an imaginary future and the decisions, dilemmas and consequences that could involve. **The Writing from a Particular Viewpoint and Perspective** unit allows pupils to express their opinions and many different social, moral and spiritual issues. The Speaking and Listening unit also encourages verbal expression on these topics.

**Curriculum Content and Skills**

**What is studied at KS4?**The English department delivers AQA GCSE English Language. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning.

**Paper 1 - Explorations in Creative** **Reading and Writing**, is split into two sections: reading and writing. The reading section not only allows pupils to become better readers but enables them to produce writing of a higher quality. **Section A** looks at how writers use narrative and descriptive techniques to engage the interest of readers of fiction. This will then enable students to improve their own creative writing for **Section B** of the exam paper.

**Paper 2 - Writers’ Viewpoints and Perspectives** is also split into the reading and writing categories. **Section A** looks at how different writers present a similar topic over time in non-fiction texts. Pupils will learn how to express a viewpoint in a structured and engaging manner, in order to answer the question for **Section B** of the exam paper.

KS4 will study the following units in preparation for these exams:

* **The Dystopia Genre** - which will look at the common features, language, themes and content of the genre and culminate in a creative writing task where pupils create an idea for their own dystopia novel and write the first chapter. This will help to develop the skills required for Paper 1, sections A and B.
* ***Of Mice and Men* by John Steinbeck** - is a differentiated alternative to the Dystopia Genre Unit for less able learners. The key skills for Paper 1 and Paper 2, both reading and writing, will be explored throughout the scheme.
* **Non-Fiction Reading** – analysing and understanding non-fiction texts in order to obtain the skills required for Paper 2, Section A. This unit includes the analysis, exploration and comparison of texts from the 19th Century to the present day.
* **Non-Fiction Writing** – developing a point of view and how to express it, helping to obtain the skills for Paper 2, Section B
* **The World of Charles Dickens** - will explore the techniques of this great writer when creating characters, settings, plots and developing ideas. We will also explore the social and historical context of Dickens non-fiction work. This unit will help with all aspects of Paper 1 and Section A of paper 2.
* **Descriptive or Narrative writing** – will explore the techniques required to respond to Question 5 of Paper 2, which requires pupils to respond to an image or question which requires their imagination and technical skill in crafting a creative response.
* **Spoken Language** – pupils will explore the skills of presentation, discussion, analysis and debate through various class activities.
* **Extensive revision –** will utilise tasks to enable pupils to feel confident about the skills required for Paper 1 & 2 and meet the Assessment Objectives in the exam. Extra catch-up lessons will also be provided where necessary.

**What is studied at KS3?**

Our KS3 can be a mix of years 7, 8 and 9 so the content has to reflect the nature of the class. This year our KS3 class will be studying:

* **Advertising** – Pupils will learn all the skills required to sell a product to a specific audience. They will learn about target audience, USP, slogans and logos, persuasive language, images and colours and marketing techniques. They will eventually create their own confectionary product and produce an advertising campaign for the specific product. Cross-curricular activities include Maths (surveys and marketing) and Art (product design).
* **Poetic Techniques** - Pupils will explore various poetic techniques and forms used, not only in poetry but also in prose. Pupils will have the opportunity to re-visit or learn various poetic techniques and use this knowledge to create their own poetry.
* **WW1 Poetry** - The war poetry of Wilfred Owen and Jesse Pope will be explored and compared for both the technique and the effect of their poetry and how this poetry spoke for the times (1914-1919). Cross-curricular opportunities will be utilised to learn about the social and historical context in which these poems were written and how propaganda plays a major part in war.
* ***The Boy in the Striped Pyjamas* by John Boyne** – pupils will learn of the social and historical context of WWII and the holocaust as well as developing their reading and writing skills. The unit involves creating fiction and non-fiction texts and exploring the holocaust through poetry.
* **Rhetoric** - Exploring how rhetorical devices are used in speeches and persuasive writing. Pupils will study two speeches, both visually and the written word, and explore how orators and writers convey their point of view and try to persuade their audience, using various methods.
* Pupils will analyse and compare, and also have the opportunity to write and deliver their own speeches
* **Shakespeare (*Macbeth* and *Romeo & Juliet*)** - pupils will learn to analyse a play through the language and stagecraft of our greatest playwright. We will explore the themes, setting, social and historical context, characterisation, dramatic devices and structures and language features of the play. We will also perform aspects of the play through stagecraft.

**Donna Melling**

**English Department**

Simon Halsall