



Curriculum Overview for English - We will study five units of work over the academic year – to encourage deeper learning and address individual pupil understanding and application of skills covered.

Please note that texts for classes will be those of class interest and suited to the needs of the individuals.

When?	What?	Why?	How?	Support
Autumn Half Term – 1 Fiction To Kill a Mockingbird	<p>Students will begin by analysing a range of existing non-fiction texts to identify key features of their construction.</p> <p>Teaching will focus in particular on the analysis of presentational features of non-fiction, as well as persuasive and rhetorical devices used. This will lead to the creation of a variety of non-fiction texts for different purposes and audiences.</p>	<p>Students will be expected to understand viewpoints in non-fiction texts and create their own.</p>	<p>Students will recap the key presentational devices of a non-fiction text and begin to understand the intended effect, using inference skills.</p> <p>In order to reinforce these skills, students will be creating a non-fiction text of their own, using the skills they have previously critiqued.</p>	<p>Encourage them to read widely – magazines, newspaper articles, travel writing and information texts – as more experience with these texts will be of benefit.</p>
Autumn Half Term – 2 To Kill A Mockingbird (continued) War Poetry	<p>Students will begin by identifying key features of poetry and will move on to analysing and evaluating their effect.</p> <p>The focus for this unit will be the analysis of language. Particular emphasis here, is placed on the connotative and symbolic meaning of word choice, looking beyond the obvious and the impact on the reader.</p>	<p>Poetry is a key component of English Literature and analysis skills make up an important constituent of all English literature based work.</p> <p>In addition, analytical skill lends itself to work across all skill cases in English.</p>	<p>Students will study poems from a range of different sources, from poets from different cultures, as well as those form our on literary heritage.</p> <p>Tasks will focus in particular on how language choices reflect the poet’s viewpoint and in turn, how this shapes the reader’s response.</p> <p>Activities in class will focus on looking at conceptual connotative meaning.</p>	<p>A familiarity with a range of poetry would be beneficial as well as broadening knowledge and understanding of a range of different poetic forms.</p>

<p>Spring Half Term - 1 Othello (Shakespeare)</p>	<p>Students will be focusing on the contextual importance of the key aspects of Shakespeare’s key works, with a particular focus on his language choices.</p> <p>Students will also look closely at the methods used to write a critical response to literary heritage texts and how to embed quotations into their own analysis.</p>	<p>Students will be expected to understand the importance of context. This also forms part of the continued knowledge and understanding of Shakespeare.</p>	<p>Students will complete assessments based on the analysis of a key scene They will also complete an assessment based on their ability to produce an opening to their own play.</p>	<p>Encourage students to look closely at extracts from Shakespearean plays as well as watching adaptations and dramatizations of his key works, especially Hamlet.</p>
<p>Spring Half Term - 2 Modern Play DNA</p>	<p>Students will examine the themes of gangs and morality.</p> <p>Students will examine the themes of leadership and peer pressure Students will explore the use of rhetorical questions. Students will explore the use of language in the play</p>	<p>Do some people do things that they never would have done alone because they are led by others? Are the morals of a group different to individual interpretations of morality?</p>	<p>Students will create a piece of writing about what it means to be LOYAL. Write about two characters who you find interesting in DNA. Students will complete assessment based on the text: What the two characters say and do that you find interesting The methods the writer uses to present them to make you feel as you do.</p>	<p>Encourage students to Focus on what is ‘right’ from a moral perspective and not from loyalty to an individual or to a group.</p>
<p>Summer Half Term – 1 Pre-1914 Prose Great Expectations</p>	<p>Students will read Great Expectations</p> <p>Focus here will be on the ability to explore the writer’s viewpoint.</p> <p>How characters are established.</p>	<p>Students will be expected to complete different written tasks, responding to stimulus material. Studying whole novels, is a key part of our Key Stage 3 English curriculum.</p>	<p>Students will read copies of the texts and will analyse key sections. They will Look closely at sentence construction and the associated authorial intentions.</p>	<p>Encourage students to research their novel before and during studying.</p>

Summer Half Term -2
Great Expectations

How structural features can be used to interest the reader

Writing Skills

Within **each** unit of work students will:

Learn spellings, punctuation and grammar to support their progress towards Key Stage 4.

Develop their own individual writing style and voice.

Students will be experimenting with different writing styles, different audiences and different purposes.

They will be drawing on their work throughout the year, such as their analysis and understanding of language and control of sentences.

Students will be expected to complete descriptive or narrative writing.

Students will be asked to write from a certain viewpoint, for example arguing or persuading.

Students will produce their own texts, in both fiction and non-fiction.

Sentence structure, punctuation and sophisticated vocabulary will be the focus here, with students expected to replicate what they have read in the previous terms.

Descriptive writing as well as “showing rather than telling” will form a major part of the fiction creative writing.

Weekly spelling tests throughout the year to aid spelling. Check exercise books for common punctuation errors.

Use any opportunity you can to help them experiment with their writing and offering praise for effort.

How Are Students Assessed? Students will also be having fortnightly “Big Write” sessions across the curriculum.

When we are looking at someone else’s writing:

Understand, retrieve and organise information from other writers’ work. AO1 (LANG)

Analyse the language and the structure of a piece of writing, using subject terminology to do so. AO2 (LANG), AO2 (LIT)

Personally respond and react to a writer’s ideas and their craft. AO3 (LANG), AO1 (LIT)

Present a thorough and developing argument, embedding and exploring evidence along the way. AO4 (LANG)

Understand and present ideas about how context can shape and be reflected in a piece of writing. AO3 (LIT)

When we are producing our own writing:

Write clearly, imaginatively and effectively, following a plan. AO5 (LANG)

Craft word choices and language devices carefully to achieve highly specific goals. AO5 (LANG)

Structure work thoughtfully and carefully for clarity and effect. AO5 (LANG)

Write confidently and accurately, using an ambitious vocabulary, a range of sentence structures, and a full range of punctuation marks. AO6 (LANG), AO4 (LIT)

2022-2023

Intent

The school believes that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum, determines the skills that each year group and Key Stage must cover. A range of genres studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge
- apply the English language in all areas of the curriculum.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

Children may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation

Our school provides daily English lessons that are progressive and support skill development.

At Northstar we teach specific Grammar sessions which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our author and via other subjects.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of co-operative learning structures. Teachers model these skills on regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

Handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to

apply this cursive script into their daily writing.

DEAR -(Drop Everything and Read) is part of our timetable weekly across the school. Staff and pupils alike partake in a 15-minute read.

Weekly Spellings are across the stages and abilities of the pupils which are assessed in weekly Spelling Tests.

Impact

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against The Big Write criteria. Teachers will have at least 6 pieces of work through the academic year. There is also extended writing opportunities within the weekly lessons which are encouraged and assessed. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked Classroom Monitor tracking to ensure that they are making at least expected progress in line with their abilities and targets. This is then monitored by SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS2 and KS3 teachers use the Teacher Assessment Framework to report Teacher assessment.

Leadership and Management

The DHT's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the DHT as is the implementation and impact of Assessment for Learning. The subject action plan identifies actions intended to raise standards.

The DHT will also provide an annual summary report to the Headteacher in which s/he evaluates the strengths and weaknesses in writing and indicates areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning. The link governor meets, at least termly, with the subject leader to review

progress.

Partnerships with parents

Parents are kept informed of topics that are being covered through a newsletter sent half-termly. During Parents' Days curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Key Stage 2 and Key Stage 3 is a choice of activity; they are encouraged to complete an English/mathematics choice on alternate weeks.