



# CURRICULUM – ENGLISH

## Intent, Curriculum Map & Age Related Expectations

### Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

## Contents

Whole School INTENT .....	2
INTENT, IMPLEMENTATION & IMPACT .....	2
KS2 Links.....	2
CURRICULUM MAP .....	3
KS5 Links.....	3
AGE RELATED EXPECTATIONS .....	4
YEAR 7 .....	4
YEAR 8 .....	6
YEAR 9 .....	8
END OF COURSE EXPECTATIONS.....	10
DEPARTMENT FEEDBACK POLICY.....	13
NATIONAL CURRICULUM LINKS .....	14
PERSONAL DEVELOPMENT CURRICULUM .....	16
SMSC CURRICULUM LINKS.....	18
Equality, Diversity and Inclusivity Links .....	18

## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### Intent

- In English, Southchurch students foster a love of the English language and a wide range of literature

### Implementation

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

### Impact

- **All students will achieve their potential with altered trajectories**

## KS2 Links

[KS2 English National Curriculum](#)

# CURRICULUM MAP

	Autumn Term														Spring Term											Summer Term																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39					
Yr 7	Diverse Literary Shorts <a href="#">FEEDFORWARD ASSESSMENT 1</a> Assessment (Character) <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Language Analysis)							An introduction to writing to describe and narrate <a href="#">FEEDFORWARD ASSESSMENT 1</a> Descriptive Writing Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment (Narrative Writing)							Modern Novel <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Writing <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Theme Analysis)							An introduction to writing to argue/persuade <a href="#">FEEDFORWARD ASSESSMENT 1</a> Writing Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment 5&L (Persuasive Speech)							Introduction to Poetry <a href="#">FEEDFORWARD ASSESSMENT 1</a> Analysis of 1 poem <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Comparative Analysis							Introduction to Shakespeare - The Tempest <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Theme Analysis							AP	
Yr 8	19 <sup>th</sup> Century Literature extracts <a href="#">FEEDFORWARD ASSESSMENT 1</a> Assessment (Character) <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Language Analysis)							Creative Writing Masterclass <a href="#">FEEDFORWARD ASSESSMENT 1</a> Descriptive Writing Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment (Narrative Writing)							Modern Text (Noughts & Crosses playscript) <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Writing <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Theme Analysis)							Persuasive Writing Masterclass <a href="#">FEEDFORWARD ASSESSMENT 1</a> Writing Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment 5&L (Persuasive Speech)							Identity Poetry <a href="#">FEEDFORWARD ASSESSMENT 1</a> Analysis of 1 poem <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Comparative Analysis							Shakespeare Comedy – Midsummer Nights' Dream <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Theme Analysis							AP	
Yr 9	19 <sup>th</sup> Century Literature – Jekyll & Hyde <a href="#">FEEDFORWARD ASSESSMENT 1</a> Assessment (Character) <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Language Analysis)							Explorations in Creative Reading and Writing <a href="#">FEEDFORWARD ASSESSMENT 1</a> Reading Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment (Creative Writing)							Modern Text – Blood Brothers <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Writing <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment (Theme Analysis)							Writer's Viewpoints and perspectives <a href="#">FEEDFORWARD ASSESSMENT 1</a> Reading Assessment <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp & Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment (Persuasive Speech)							War Poetry across the Ages <a href="#">FEEDFORWARD ASSESSMENT 1</a> Analysis of 1 poem <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Comparative Analysis							Shakespeare Tragedy – Macbeth <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Theme Analysis							AP	
Yr 10	19 <sup>th</sup> Century Literature – A Christmas Carol <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT 2</a> SP & LI <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment - Theme Analysis							Shakespeare – Romeo & Juliet <a href="#">FEEDFORWARD ASSESSMENT 1</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT 2</a> Sp&Li <a href="#">FEEDFORWARD ASSESSMENT 3</a> End of topic Assessment - Theme Analysis							AP Lit Pt 1	Modern Text – An Inspector Calls <a href="#">FEEDFORWARD ASSESSMENT -</a> Character Analysis <a href="#">FEEDFORWARD ASSESSMENT -</a> End of topic Assessment - Theme Analysis							English Language Paper 1 <a href="#">FEEDFORWARD ASSESSMENT -</a> Section A - Reading <a href="#">FEEDFORWARD ASSESSMENT -</a> End of topic Assessment - Section B - Writing							Poetry Anthology/Unseen <a href="#">FEEDFORWARD ASSESSMENT 1</a> Analysis of 1 poem <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Comparative Analysis							English Language Paper 2 / Spoken Word <a href="#">FEEDFORWARD ASSESSMENT 1</a> Section A - Reading <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment - Section B - Writing							EOY – Language Paper 1 & 2
Yr 11	Literature Paper 1 Revision <a href="#">FEEDFORWARD ASSESSMENT 1</a> Romeo & Juliet extract <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment A Christmas Carol Extract							Language Paper 1 & 2 <a href="#">FEEDFORWARD ASSESSMENT 1</a> Language Paper 1 <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment Language Paper 2							Literature Paper 2 Revision <a href="#">FEEDFORWARD ASSESSMENT 1</a> An Inspector Calls (Character or Theme) <a href="#">FEEDFORWARD ASSESSMENT 2</a> End of topic Assessment Poetry Anthology Comparative Analysis							PPE Preparation & Feedback							Examination Skills							Exams								
Examination Rehearsal 1 - (December)																																												

## KS5 Links

[KS5 English Literature](#)

[KS5 English Language](#)

[KS5 English Language & Literature](#)

# AGE RELATED EXPECTATIONS

## YEAR 7

	Topics / Units	RAO1- Inference and interpretation	RAO2 - The construction of meaning and effects using language, structure and form	RAO3 - Assess/Compare ideas, perspectives and texts	RAO4 - Evaluate texts critically/personal and critical response	RAO7 - The significance of context	WAO5 - Crafting of language devices to suit FPA/Crafting of structural and organisational devices to suit form, purpose and audience	WAO6 - Technical accuracy -Sentence structure/Punctuation/ Vocabulary and spelling
4	<b>EXPERT</b>	<p>Demonstrates a thorough understanding of what is read.</p> <p>Uses inference to explore words/phrases with precise details.</p> <p>Confidently embed evidence into a line of argument/discussion.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly analyses how techniques are used by the writer and how the writer's language choices contribute to the overall effect of the text.</li> <li>Thoroughly analyses how structural choices support the writer's themes or purposes.</li> <li>An appreciation of the skill with which a range of features relating to organisation at text level are used including form.</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly analyses similarities and differences when comparing texts.</li> <li>Confident understanding of how viewpoint is developed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly analyses the main purpose of the text.</li> <li>Thoroughly analyses how the effect on the reader has been created.</li> <li>Offers a developed and well-informed critical judgement about the text with apt reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly analyse how the contexts in which texts are written and read contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently create texts that are effective in terms of audience and purpose.</li> <li>Confidently create a competent voice/POV in writing to suit a range of different audiences and purposes.</li> <li>Confidently structure writing into cohesive and coherent paragraphs.</li> <li>Confidently use a variety of effective discourse markers.</li> <li>Confidently organise writing with an effective opening, development and ending.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently construct a wide range of sentence structures, often with effects and sometimes impact.</li> <li>Confidently use a variety of sentence structures to maintain the reader's interest.</li> <li>Proficiently punctuate sentences and use a variety of punctuation for effect.</li> <li>Spells the majority of common words accurately, including some complex words.</li> <li>Confident use of ambitious vocabulary competently.</li> </ul>
3	<b>ADVANCED</b>	<p>Demonstrates a clear understanding of what is read.</p> <p>Develop explanations of inferred meaning.</p> <p>Uses relevant evidence from the text.</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explains how techniques are used and how the writer's language choices contribute to the overall effect.</li> <li>Able to comment on some structural choices.</li> <li>Clear comments on a range of structural and organisational features, including form and their effect/influence on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the similarities and differences when comparing texts.</li> <li>Clearly explains the viewpoint in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the main purpose, giving a general overview of the text.</li> <li>Explains the overall effect on the reader.</li> <li>Can offer an informed judgement about the text based on clear details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how the contexts on which texts are written and read contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Style is relevant to the audience and the purpose of writing is clear.</li> <li>Some relevant ideas suitable for the form are beginning to be developed to interest the reader.</li> <li>The order of ideas and writing is usually clear and logical.</li> <li>Clear paragraphs help organise the content of writing.</li> <li>Connectives used</li> </ul>	<ul style="list-style-type: none"> <li>Can vary sentence structures and openings to interest the reader (e.g. subordinate clauses).</li> <li>Punctuates most sentences clearly and is beginning to use some simple punctuation for effect (exclamation mark).</li> <li>Spells many common words accurately although sometimes make errors with unfamiliar words.</li> <li>Can use more adventurous and</li> </ul>

							to link paragraphs to make the direction of ideas and writing clear to the reader.	relevant vocabulary for effect.
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• "Demonstrates a basic understanding of the main points of the text.</li> <li>• Able to make simple inferences based on points of the text.</li> <li>• Makes some reference to basic details from the text."</li> </ul>	<p>Can identify a technique the writer has used. Identifies basic features which organise the text. Can identify the form.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Identify basic similarities and differences when comparing texts. Demonstrates a basic understanding of the viewpoint.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Identifies the main purpose of the text. Begins to offer an opinion about the text based on explicit information.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Comment on some features of the context of texts.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Communicate a number of simple relevant ideas. Show some awareness of the form and purpose of the writing, even if not all the time. Put ideas in an order that mostly makes sense. - Show awareness of paragraphing (one-sentence paragraphs) Use a number of simple connectives within and between paragraphs.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Construct and succeed with a variety of sentence types using a number of simple connectives. Show some control of a wider range of punctuation (capital letters, full stops, question marks, exclamation marks). Usually spell common vocabulary correctly, including words with more than one syllable. Show some range of vocabulary, expanding choices beyond general words.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• Attempts to give/find information about what happened in the text. Able to give some simple ideas related to explicit information. Can talk about the text, even if it's not always relevant.</li> </ul>	<p>Identify one or two simple features that the writer has used within texts - Occasionally use simple terminology to describe texts.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Makes simple comments about the similarities or differences when comparing texts.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Simple understanding of the viewpoint. Makes reference to general ideas from the text. Sometimes offer opinions on the effectiveness of writer's choices. Attempts to offer an opinion about the text with no support given.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Show a recognition that texts are written in different times and places.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Produce some simple relevant ideas which someone else could understand. Use the main features of the type of writing (e.g. letter, article) Loosely organise ideas. - Make some links between sentences and ideas. Use some simple connectives between sentences.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Attempt a variety of sentence types with simple connectives. Usually show accurate end of sentence punctuation, with some control of the comma. Usually spell common vocabulary correctly. Begin to make varied and deliberate word choices in writing.</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## YEAR 8

	Topics / Units	RAO1- Inference and interpretation	RAO2 - The construction of meaning and effects using language, structure and form	RAO3 - Assess/Compare ideas, perspectives and texts	RAO4 - Evaluate texts critically/personal and critical response	RAO7 - The significance of context	WAO5 - Crafting of language devices to suit FPA/Crafting of structural and organisational devices to suit form, purpose and audience	WAO6 - Technical accuracy -Sentence structure/Punctuation/ Vocabulary and spelling
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• Demonstrates a thoughtful understanding of what is read. Uses inference to explore words/phrases with precise details. Precisely embed evidence into a line of argument/discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully analyses how techniques are used by the writer and how the writer's language choices contribute to the overall effect of the text. Thoughtfully analyses how the structural choices support the writer's themes or purposes. A thoughtful appreciation of the skill with which a range of features relating to the organisation at text level are used including form.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully analyses similarities and differences when comparing texts. Thoughtful understanding of how viewpoint is developed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful analysis of the main purpose of the text. Thoughtful analysis of how the effect on the reader has been created. Offers a developed and well-informed critical judgement about the text with apt reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully analyse how the contexts in which texts are written and read contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Precisely create texts that are effective in terms of audience and purpose. Precisely create a competent voice/POV in writing to suit a range of different audiences and purposes. Precisely structure writing into cohesive and coherent paragraphs. Precise use of a variety of effective discourse markers. Precisely organise writing with an effective opening, development and ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Precisely construct a wide range of sentence structures, often with effects and sometimes impact. Precisely use a variety of sentence structures to maintain the reader's interest. Precisely punctuate sentences and use a variety of punctuation for effect. Spells the majority of common words accurately, including some complex words. Thoughtful use of ambitious vocabulary competently.</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• Demonstrates a detailed understanding of what is read. Competently use inference to explore words/phrases in detail. Embed evidence from the text more consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses how techniques are used by the writer and how the writer's language choices contribute to the overall effect of the text. Analyses how structural choices support the writer's themes or purposes. An appreciation of the skill with which a range of features relating to the organisation at text level are used including form.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses similarities and differences when comparing texts. Explain how viewpoint is developed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the main purpose of the text. Analyse how the effect on the reader has been created. Offers a developed and well-informed critical judgement about the text with apt reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses how the contexts in which texts are written and read contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Competently create texts that are effective in terms of audience and purpose. Create a competent voice/POV in writing to suit a range of different audiences and purposes. Writing is competently structures into appropriate and coherent paragraphs. Competently use a variety of effective discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>• Competently use a variety of sentence structures to maintain the reader's interest. Punctuate sentences competently and use a variety of punctuation for effect.  Spells the majority of common words accurately, including some complex words. Able to use ambitious vocabulary competently.</li> </ul>

							Organise writing with an effective opening, development and ending.	
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>Shows some relevant understanding of the text. Makes inferences that are correct (but sometimes repeat the story). Can use evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Can make comments about the writer's language choices. Comments on how features organise the text. Some comment on various features relating to organisation at text level, including form, are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on similarities and differences when comparing texts. Makes comments which show awareness of the writer's viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on the main purpose of the text. Comments on the overall effect on the reader. Begin to offer a judgement about the text with some links to the text.</li> </ul>	<ul style="list-style-type: none"> <li>Can comment on features of the context of texts.</li> </ul>	<ul style="list-style-type: none"> <li>The main style and purpose of writing is usually clear. Ability to vary the style and tone of writing to suit purpose and audience. Writing is usually organised with a clear beginning and ending. Writing is usually organised in paragraphs. Can use different connectives to organise ideas (e.g. I don't just use 'and', 'then', or 'but').</li> </ul>	<ul style="list-style-type: none"> <li>Varies sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened). Uses of sentence punctuation accurately but may make mistakes punctuating complex sentences and using commas. Can usually spell most common words accurately. Can usually use examples of vocabulary for effect.</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of the main points of the text. Able to make simple inferences based on points of the text. Makes some reference to basic details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify a technique the writer has used. Identifies basic features which organise the text. Can identify the form.</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic similarities and differences when comparing texts. Demonstrates a basic understanding of the viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the main purpose of the text. Begins to offer an opinion about the text based on explicit information.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on some features of the context of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate a number of simple relevant ideas. Show some awareness of the form and purpose of the writing, even if not all the time. Put ideas in an order that mostly makes sense. - Show awareness of paragraphing (one-sentence paragraphs) Use a number of simple connectives within and between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Construct and succeed with a variety of sentence types using a number of simple connectives. Show some control of a wider range of punctuation (capital letters, full stops, question marks, exclamation marks). Usually spell common vocabulary correctly, including words with more than one syllable. Show some range of vocabulary, expanding choices beyond general words.</li> </ul>



## YEAR 9

	Topics / Units	RAO1- Inference and interpretation	RAO2 - The construction of meaning and effects using language, structure and form	RAO3 - Assess/Compare ideas, perspectives and texts	RAO4 - Evaluate texts critically/personal and critical response	RAO7 - The significance of context	WAO5 - Crafting of language devices to suit FPA/Crafting of structural and organisational devices to suit form, purpose and audience	WAO6 - Technical accuracy -Sentence structure/Punctuation/ Vocabulary and spelling
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• Demonstrates an insightful understanding of what is read. Skilfully uses inference to explore words/phrases with precise details. Skilfully embed evidence into a line of argument/discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilfully analyses how techniques are used by the writer and how the writer's language choices contribute to the overall effect of the text. Skilfully analyses how structural choices support the writer's themes or purposes. An insightful appreciation of the skill with which a range of features relating to the organisation at text level are used including form.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilful analysis of similarities and differences when comparing texts. Insightful understanding of how viewpoint is developed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilful analysis of the main purpose of the text. Skilful analysis of how the effect on the reader has been created. Offers a developed and well-informed critical judgement about the text with apt reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilful understanding of how the contexts in which texts are written and read contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilfully create texts that are effective in terms of audience and purpose. Skilfully creates a competent voice/POV in writing to suit a range of different audiences and purposes. Skilfully structure writing into cohesive and coherent paragraphs. Skilfully use a variety of effective discourse markers. Skilfully organise writing with an effective opening, development and ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Skilfully construct a wide range of sentence structures, often with effects and sometimes impact. Skilfully use a variety of sentence structures to maintain the reader's interest. Skilfully punctuate sentences and use a variety of punctuation for effect. Spells the majority of common words accurately, including some complex words. Skilfully use ambitious vocabulary competently.</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of what is read. Uses inference to explore words/phrases with precise details. Confidently embed evidence into a line of argument/discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly analyses how techniques are used by the writer and how the writer's language choices contribute to the overall effect of the text. Thoroughly analyses how structural choices support the writer's themes or purposes. An appreciation of the skill with which a range of features relating to organisation at text</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly analyses similarities and differences when comparing texts. Confident understanding of how viewpoint is developed in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly analyses the main purpose of the text. Thoroughly analyses how the effect on the reader has been created. Offers a developed and well-informed critical judgement about the text with apt reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly analyse how the contexts in which texts are written and read contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently create texts that are effective in terms of audience and purpose. Confidently create a competent voice/POV in writing to suit a range of different audiences and purposes. Confidently structure writing into cohesive and coherent paragraphs. Confidently use</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently construct a wide range of sentence structures, often with effects and sometimes impact. Confidently use a variety of sentence structures of maintain the reader's interest. Proficiently punctuate sentences and use a variety of punctuation for effect. Spells the majority of common words accurately, including some complex words. Confident use of ambitious vocabulary competently.</li> </ul>

			level are used including form.				a variety of effective discourse markers. Confidently organise writing with an effective opening, development and ending.	
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of what is read. Develop explanations of inferred meaning. Uses relevant evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how techniques are used and how the writer's language choices contribute to the overall effect. Able to comment on some structural choices. Clear comments on a range of structural and organisational features, including form and their effect/influence on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the similarities and differences when comparing texts. Clearly explains the viewpoint in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the main purpose, giving a general overview of the text. Explains the overall effect on the reader. Can offer an informed judgement about the text based on clear details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how the contexts on which texts are written and read contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Style is relevant to the audience and the purpose of writing is clear. Some relevant ideas suitable for the form are beginning to be developed to interest the reader. The order of ideas and writing is usually clear and logical. Clear paragraphs help organise the content of writing. Connectives used to link paragraphs to make the direction of ideas and writing clear to the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Can vary sentence structures and openings to interest the reader (e.g. subordinate clauses). Punctuates most sentences clearly and is beginning to use some simple punctuation for effect (exclamation mark). Spells many common words accurately although sometimes make errors with unfamiliar words. Can use more adventurous and relevant vocabulary for effect.</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• Shows some relevant understanding of the text. Makes inferences that are correct (but sometimes repeat the story). Can use evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make comments about the writer's language choices. Comments on how features organise the text. Some comment on various features relating to organisation at text level, including form, are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on similarities and differences when comparing texts. Makes comments which show awareness of the writer's viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on the main purpose of the text. Comments on the overall effect on the reader. Begin to offer a judgement about the text with some links to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can comment on features of the context of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• The main style and purpose of writing is usually clear. Ability to vary the style and tone of writing to suit purpose and audience. Writing is usually organised with a clear beginning and ending. Writing is usually organised in paragraphs. Can use different connectives to organise ideas (e.g. I don't just use 'and', 'then', or 'but').</li> </ul>	<ul style="list-style-type: none"> <li>• Varies sentence structures by using different openings and lengths for effect (e.g. adverbs: slowly, the door opened). Uses of sentence punctuation accurately but may make mistakes punctuating complex sentences and using commas. Can usually spell most common words accurately. Can usually use examples of vocabulary for effect.</li> </ul>

## END OF COURSE EXPECTATIONS

### **English Language**

Courses based on this specification should encourage students to:

read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Courses based on this specification should enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, they must enable students to:

- listen to and understand spoken language, and use spoken Standard English effectively.

The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.

### Assessment Objectives for English Language:

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references

- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

### [English Language Overview](#)

## **English Literature**

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### Assessment Objectives for English Literature:

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.

- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

[English Literature Overview](#)

# DEPARTMENT FEEDBACK POLICY

## Formative Feedback

The department will provide continuous formative feedback to students every lesson, tracking progress using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

## Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

## Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

## Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

## Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

## NATIONAL CURRICULUM LINKS

### English KS3 National Curriculum

#### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **Aims and Skills**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

### KS4 English National Curriculum

#### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Aims and Skills**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

## **Computer Science National Curriculum Links**

### **[Computing National Curriculum](#)**

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In English students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills

## **Religious Education National Curriculum Links**

### **[Agreed Syllabus for Religious Education](#)**

### **[Religious Education in English Schools: Non-Statutory Guidance](#)**

Within the English curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical influences.

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.



# PERSONAL DEVELOPMENT CURRICULUM

## Aims

The English curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to contribute to class discussions in front of their peers and respond with mutual respect. Students are provided with various, collaborative pair or group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes in key stage 3, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. At key stage 4, students are set by ability where adapted teaching is continued to ensure aspirational targets regardless of ability. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of English through competition opportunities, trips and external providers. They take every opportunity within lesson to learn and take control over their own personal development.

**Equality & Diversity:** The English curriculum aims to develop an understanding through a variety of literary texts, showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

**Wellbeing & Community** – c.

**Cultural Capital** – The English curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
  - **Theatre trip**
  - **Drama workshop**
  - **Poetry Live**
- 
- **Extra-Curricular:**
  - Book club
  - Creative Writing Competitions
  - Jack Petchey’s Speak Out Challenge
- **British Values:**
  - Students are expected to listen to and respect each other during group discussions and debate and to work cooperatively.
  - Class texts include themes based on tolerance, mutual respect and democracy.
- **Individual Liberty:**
  - Students are encouraged to express their opinions thoughtfully and respectfully both in writing and in class discussions.
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where each other’s feelings are respected.

- The classroom rules ensure students are all responsible for the learning environment of themselves and their peers.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the texts we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own viewpoints and perspectives.
- 

**Careers & Employability** – The English curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the English curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking
- Time management
- Evaluation and analysis
- Literacy for life

## SMSC CURRICULUM LINKS

### **Spiritual development**

Pupils are able to develop a sense of identity and belonging, as well as an understanding of life's purpose and meaning through studying a diverse and broad range of both fiction and non-fiction texts in English. This includes exploring and developing an individual's own beliefs, sense of identity, values and experiences, as well as respecting the beliefs and experiences of others..

### **Moral development**

Personal and societal values are explored through many of the English texts that pupils study in English lessons where they explore the consequences of decisions, other people's needs, and ways of learning from experience.

### **Social development**

Speaking and listening activities in the English classroom allow pupils to develop their confidence within a social environment. This not only includes learning to articulate ideas but also listening and responding to others in a respectful and appropriate way. For this to be successful pupils must show mutual respect when working collaboratively. Peer evaluation of work also plays a big part in English as this is a vital mechanism for progress. Pupils learn to articulate their thoughts and feelings about their own and the work of others. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive.

### **Cultural development**

Culture significantly influences English language learning, shaping learners' motivation, perception, and communication strategies. Pupils study texts from a wide range of cultures and historical contexts to influence and support the development of their work as well as fostering an appreciation of cross-cultural understanding, and promotes inclusivity and respect.

## Equality, Diversity and Inclusivity Links

### **Aims**

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.