

Curriculum Plan

English Language & Literature at Casterton

Curriculum Plan

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. Reading in particular, allows pupils to 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

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.

Hours of Study (1 lesson = 55 mins/1 hour)

Year (total in year group)	Lessons per two week cycle	Hours per year (40 weeks)	Number of students
7	11		176
8	11		188
9	10		194
10	11		193
11	11		202

Timetabling and Setting Notes

English is largely grouped by mixed ability. Due to intervention in KS3, pupils withdrawn are often put in the same English class to facilitate this and so leads to a more CLA/CMA mix of pupils. In turn this then leads to some KS3 classes being made up of CMA/CHA pupils giving the impression of steaming but this isn't intentional.

IN KS3, Y7&8 students have 11 lessons of English across a fortnight throughout the year. These 11 lessons break down as follows: 2 Accelerated Reader, 2 Spelling/Vocabulary & Cultural Capital lessons, and 7 SoL lessons. In Y9, pupils have 10 lessons: 2 AR, 2 Spelling/Vocab/CC, and 6 SoL lessons.

Depending on the size of the KS4 cohort, there are 6-8 GCSE groups. Again, these groups are largely mixed ability however, we tend to vary the cohort's groupings depending on the nature of that specific year group's make up. For example, we have run mixed gender top sets, separate top set boys' and girls' groups, as well as CLA/intervention groups at GCSE. Ultimately, the aim is to be as flexible and inclusive as possible. The department follows the AQA specifications for English Language and English Literature respectively.

Year 9 Options Notes

Powerful Core Knowledge

How we identify powerful core subject knowledge

English builds on the powerful core knowledge students bring with them from KS2. To that end, we associate core subject knowledge with character, plot, setting, structure and context in reading and word, sentence, text level understanding in writing. As we move through our Schemes of Learning (SoL), we share the key concepts of a scheme with the pupils through a knowledge led approach and these bring together the core linguistic and literary knowledge a pupil needs.

How we sequence topics to create a logical, coherent, narrative.

At KS3, Y7 start by understanding the place of 'Literature in Time' prior to studying a class reader. This is followed by a focus on the History of Theatre and then an Introduction to Poetry. The intention is that Y7 students can appreciate 'where' their studied text sits in the great scheme of all things literary and helps to develop a foundation of contextual awareness. These units of study are complemented by opportunities to write both fiction, non-fiction, poetry and as 'academics'; this is a feature throughout Y7, 8 & 9.

In Y8, students consider the power of the written or spoken word. This begins with a focus on the Media, followed by the power of stories and a class reader. An opportunity to explore powerful emotions through a Shakespeare play builds on their knowledge of theatre and the year ends with a return to the spoken word and the power of voice through further study of poetry and an introduction to rhetoric.

By Y9, students broaden their knowledge, prior to the demands of KS4, by applying their knowledge to a wider historical, literary and social context. This allows for a study of genre, a range of poetry movements, social attitudes in drama and the importance of women in literature.

By maintaining the reader/play/poetry model across the three-year key stage, knowledge is built incrementally at each stage with prior learning revised as well as more demanding concepts and terminology introduced. By the end of KS3, the intention is that students are equipped with a broad foundation of English through the study and enjoyment of a wide variety of texts.

At KS4, these foundations mean students approach their examination texts with the analytical skills and contextual understanding necessary for GCSE success. The GCSE English Language exam is taught explicitly at key points in the two-year course but language skills are addressed implicitly throughout using GCSE Literature texts. We begin with a modern novel or play pulling together all the key concepts and terminology learned throughout KS3. This then leads to the 19th Century novel, linking back to the Y9 reader and Context, and so on.

Retention

How we secure mastery (long term retention) of powerful core knowledge

Each Scheme of Learning (SoL) is accompanied by a knowledge organiser with the powerful core knowledge and vocabulary included.

As the scheme is taught, we build in low stakes testing in the form of starters, quizzes/Kahoots and targeted questioning by the teacher.

At the end of the scheme students take a core knowledge test using their knowledge organiser for revision. Knowledge organisers (KOs) are generally separated into: Reading & Writing Fiction/Non-fiction, Drama and Poetry.

KOs and Core Knowledge tests (CKTs) are organised so that prior knowledge is revisited and reinforced, so that by the end of Y9, the whole of KS3 is being tested.

In terms of writing, students complete a fiction piece, a non-fiction piece, an academic essay and an independent author/poet study each year. In Y8, an oracy unit contributes to their non-fiction piece. These explicit tasks allow teachers to revise KS2, reinforce KS3 and extend into KS4, the spelling, punctuation and grammar knowledge pupils need. Pupils write in a variety of forms throughout KS3. A weekly 'Friday's All Write!' lesson allows pupils free reign to write for a variety of purposes and audiences simply for the love of writing and with no assessment demands to be met.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

The specialist academic vocabulary for each topic (tier 3 words) is given in knowledge organisers. This is taught explicitly in the context of each topic and tested through weekly spelling tests, CKTs, academic essays and Reading for Meaning tests (R4M).

Teachers emphasise the importance of specialist vocabulary to writing and communicating like an academic.

Weekly spelling tests require students to define and use specialist vocabulary in context.

Students in Y7, Y8, and selected Y9/10, are also enrolled on Bedrock, an online curriculum which teaches students the academic words they need to succeed in school and beyond. Students are immersed in aspirational, academic 'Tier 2' vocabulary – which includes words like 'analyse', 'emulate', 'integral' and 'verify' – in a way that's accessible, student friendly, and ensures reliable, statistically significant progress. A short test at the start of each year means what they go on to study is tailored to their needs. All pupils have access to a 37 Common Roots unit, designed to improve students' understanding of unfamiliar words by teaching common Greek and Latin roots such as cycl-, spec- and chron-. Bedrock is a ten-curriculum year programme split into one-year blocks and immerses students in academic vocabulary, whilst ensuring they read interesting fiction and non-fiction texts.

How we secure mastery of vocabulary comprehension (T3 words in context)

Reading for meaning tests are divided into fiction and non-fiction at KS3. Students are asked the meaning of irregular words they encounter in the text. These avoid 'GCSE-style' exams in Y7 and Y8 but ensure a focus on the reading skills needed at GCSE: retrieval, inference, synthesis & summary, analysis of language/structure, evaluation, and comparison. These skills are also tested through extended responses at the end of each CKT. For example, following the Y9 CKT on poetry, students are asked to compare a small section of two related poems and will use vocabulary specific to analytic comparison.

Weekly spelling lessons/tests allow teacher to explore prefixes and suffixes, explain the morphology and etymology of words. Examples are also given of how words should be used correctly in context and this is then tested in the weekly spelling prep.

How we secure mastery of spelling (T3 words)

Spelling is an aspect of prep and tested weekly in Y7-9 with lists comprising of words students encounter as part of the GL spelling test, Geoff Barton's 'Top 100 words' and national/international Spelling Bee lists. The learning of spellings is set as prep and students are also expected to supply synonyms/antonyms and sentences using the words correctly in context for 'challenge' words. There are between 13-15 words in a test, 3-6 will be 'challenge' words and an extra 'cultural capital' term. The spelling of specialist vocabulary is tested as part of core knowledge tests.

The cultural capital terms cover a range of topics: Greek/Roman mythology, ideologies, philosophies, historical figures (accounting for the Black Lives Matter movement and women in history) and modern contemporary culture. Students will be asked to find out the origin of the term/what it means/who the person is, and so on.

Academic Writing

How we define writing like academic

Students in KS3 are given the opportunity to craft their writing during explicit writing lessons as part of a SoL. All pieces of writing begin with a consideration of purpose, audience and form. These pieces focus on the conventions of a particular form across both fiction and non-fiction tasks as well as an academic essay. For example, speech writing would cover Aristotelian triads through rhetoric, use of imperatives, direct address etc... Whereas, an article would consider use of statistics, expert opinion, persona, etc...

The marking criteria is shared with the pupils in language that is useful to them rather than simply marks and could be placed in the following bands: Simple & Limited/Some Success/Clear & Consistent/Convincing & Compelling. This allows students to consider the success of their writing in line with how effectively it has achieved its purpose, audience and form.

How we teach academic writing in English

Although reading and writing progress is reported separately at KS3, they are seen as symbiotic in the classroom so all good writing lessons will consider an exemplar piece prior to planning. In this way, reading skills are reinforced and pupils can see the craft of writing which they then imitate. Writing is taught explicitly and linked to the conventions being taught in the students' reading. For example, during the Y7 class reader, students will consider a writer's creation of setting, atmosphere, character, etc...and then practise this in their own fiction piece. This is a move away from traditional, weekly writing tasks and allows pupils to perfect a certain skill(s) that is then included in a crafted final piece and ensures thorough planning and consideration of conventions.

Students have the opportunity to write four extended pieces over the year: a fiction piece, non-fiction, academic essay and author/poet study. One could argue that all writing in English is academic and so we have taken this to mean the style specific to a discursive literature essay. Teachers will share examples of good essay writing but also provide a structure for students to follow as a scaffold to their final piece. An essay will include a thesis-style opening statement and the body of their essay will look to prove this opening statement using research and reasoning. A conclusion will summarise the main response to this statement. The importance of planning, judicious quotation, academic vocabulary and clarity of expression will be emphasised through teaching, marking and whole class feedback.

Teachers often use Visualisers to model a particular style of writing, jointly constructing paragraphs through discussion with students, or share exemplar work from examination scripts, extracts from a class reader or a 'real-world' example of a letter, speech transcript, etc... We also employ an 'I, We, You' approach so students are shown how to write academically by a subject expert, then we move to co-construction before students start to

write independently using the exemplars/models to support the process.

In Y7 & Y8, writing is marked for Content & Organisation /18 and Technical Accuracy /12. In Y9 (and KS4) this increases to /24 and /16 respectively. Cover sheets reflect GCSE marking criteria/terminology where appropriate.

Independent Learning (Prep)

Year 7

Frequency

Daily/Weekly

Hours per week or term

AR 20 minutes per day
Spellings/Cultural Capital to learn/research for weekly tests (60 mins)
Revision for termly CK tests
25+ points Bedrock (40 mins)

Main form or types

AR
Revision from spellings lists in class books
Revision from knowledge organisers

Year 8

Frequency

Daily/Weekly

Hours per week or term

AR 20 minutes per day
Spellings/Cultural Capital to learn/research for weekly tests (60 mins)
Revision for termly CK tests
25+ points Bedrock (40 mins)

Main form or types

AR
Revision from spellings lists in class books
Revision from knowledge organisers
Oracy presentation rehearsal (Term 5/6)

Year 9

Frequency

Daily/Weekly

Hours per week or term

AR 20 minutes per day
Spellings/Cultural Capital to learn/research for weekly tests (60 mins)
Revision for termly CK tests
25+ points Bedrock (selected pupils/40 mins)

Main form or types

AR
Revision from spellings lists in class books
Revision from knowledge organisers
Oracy presentation rehearsal (Term 5/6)

Year 10

Frequency

1 small piece weekly or an extended task over a two-week period

Hours per week or term

1-2 hours per week
25+ points Bedrock (selected pupils/40 mins)
Terminology & Cultural Capital linked to text

Main form or types

Researching terminology/CC
Planning essays
Wider reading/GCSEPod/Educake
Revision for quote or CK tests
KA preparation

Year 11

Frequency

1 small piece weekly or an extended task over a two-week period
Revision tasks

Hours per week or term

1-2 hours per week
Online/GCSEPod (selected pupils)

Main form or types

Planning/writing essays
Wider reading/GCSEPod/Educake
Revision for quote or CK tests
PPE preparation

Assessment

How we assess progress at KS3

Progress is assessed by the following:

Baseline writing tasks
GL tests – Reading & Spelling STAR/Accelerated
Reader tests/quizzes Core knowledge tests
Spelling tests
Reading for Meaning tests Reading for
understanding assessments (AO1,2,3,4)- attached to
CKTs

In Years 7-9, students are given a SAGE grade (Scholastic Excellence, Advanced, Good/GCSE Ready, Emerging).
This information is reported to parents throughout the year via Checkpoints and Progress Points.

How we assess progress at KS4

Progress is assessed by the following:

Baseline writing tasks (Y10)
'Mock-A-Week' exams
Key assessments
Pre-public exams (PPEs)
Exam responses/essays
Class based assessments, e.g. mini AO2 responses
Low stakes quote quizzes/Kahoots

A three-year average of GCSE grade boundaries is formulated to calculate current working grades (CWG) and projected performance grades (PPG). These are embedded in our trackers so students can see how each separate element of the exam contributes to an overall grade.

KS3 English – Checkpoints, Key Assessments and Core Knowledge Tests

Which assessment	How often?	What is the focus of the assessment?	What will it be measured on?	Communication to parents and students	Will resources be provided to help students prepare?
Checkpoint CK test Spellings Bedrock	Y7-9: 4 per year Y7-9: weekly Y7&8 weekly	Knowledge Spelling Vocab use	Retention of core knowledge Spelling results Monitoring of Bedrock	Edulink – for the setting of knowledge test/spelling/Bedrock Pupils will have part of a lesson looking at the KO and considering revision strategies	KOs distributed at the start of a SoL Spelling lists/prep to support learning Bedrock app
Key Assessment Reading for meaning test Language P1 and P2 (Y9 only)	1 per year Y7 Fiction Y8 Non-Fiction 2 across the year (T3 and T6)	Knowledge and skills	GCSE-like scaffolded for KS3 pupils Information retrieval A01, analysis A02, summary A01, evaluation A04 P1 – Q1-3 and 5 (A01, A02 plus A05 and A06) P2 – Q2, 4 and 5 (A01, A03 plus A05 and A06)	Edulink Class preparation/planning	Reading & Writing fiction/non-fiction KOs Practise materials Y9
Academic Essay (KA)	1 per year	Knowledge and skills – Y7 & Y8 - Eval A04 Y9 – 20 th C Drama/ Eval A04	Study of theatre Study of a Shakespeare play Study of a 20 th C play	Edulink Class preparation/planning	Template for essay Planning grid Annotated extracts/key scenes
Core Knowledge Test Y7 Y8 Y9	As above	Knowledge – Non-Fiction, Shakespeare, Poetry, Fiction Media, R&W Fiction, Shakespeare, Rhetoric Poetry, R&W Fiction, Non-fiction, Drama	Knowledge of module/ SoL Y7&8 – synthesis A01, language analysis A02 Y9 – comparison A03	Edulink Class preparation	KOs Class notes

	Term 1 29 th Aug – 18 th Oct	Term 2 4 th Nov – 20 th Dec	Term 3 6 th Jan – 14 th Feb	Term 4 24 th Feb – 4 th Apr	Term 5 22 nd Apr – 23 rd May	Term 6 2 nd June – 11 th July
7	Reading For Meaning P1 Fiction KA	R&W Fiction CK test CP Writing: Fiction (opening) KA	Non-Fiction CK test CP	Shakespeare CK test CP Writing: Non-Fiction – letter or article KA	Academic Essay KA	Poet Study (ATL) Poetry CK test + AO2 (added by teacher) CP
8	Media CK test CP Reading For Meaning P2 Non Fiction KA	Writing: Fiction (tense moment) KA	R&W Fiction CK test (first week back) CP	Shakespeare CK test CP	Academic Essay KA	Writing: Non-Fiction (speech) KA Rhetoric CK test + AO2 (incl. on test) CP <u>Oracy</u> – at home P/M/D
9	Author/ poet study (ATL)	Poetry CK test + Comp AO3 KA		Language P1 Q1-3 + 5 KA	Drama CK test CP Academic Essay (Eval P1 /20) KA	Language P2 Q2,4 and 5 KA Spoken Language GCSE P/M/D
10	Language: MAW P1 Baseline – Fiction P1	Language: P1 KA Literature: Modern text KA		Literature : Shakespeare KA	Language: P2 MAW	Language: P2 KA Literature: P&C Poetry KA
11	Language: MAW P1 Literature: Revision of Y10 - practice exam Qs	Language: MAW P2 Literature: Shakespeare (for 2024/25 only)	PPE season Language P1 & 2 Literature – P1 & P2 (Section A & B only)	Literature: Unseen	GCSE Exams	

Teaching and Learning

How we teach to the top

In general, each lesson will start with a recap of prior learning; this could be in the form of five key questions or a quiz/starter task. The thinking behind this is to expose any common misconceptions or misunderstanding, or any knowledge gaps that will be addressed in the lesson before moving on to the acquisition of new knowledge. Content explanations are targeted at the top 40% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. High quality reading resources are used to stretch and challenge students' thinking and understanding, for instance articles from 'broadsheet' newspapers or websites. Circulating and one-to-one questioning is used to check the understanding of current middle and lower ability pupils. Teachers usually take a 'no hands' approach to questioning to avoid currently more-able students giving a false impression of the general level of understanding of the class.

This approach means no student is left behind and our expectation is that all 'students can', including those with SEND or disadvantaged students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We make good use of resources such as the British Library website and LitCharts to promote a wide diet of reading in order to enhance contextual understanding of a particular text. In Literature essays we teach a thesis statement so all pupils understand how to set out an argument and line of enquiry.

Our involvement with No More Marking allows access to online webinars, primarily grammar-based, which all KS3 teachers are invited to watch and use in the classrooms.

Masterclass lessons – created by the department - on each poem in the Power and Conflict anthology lessons are available for students for revision purposes, aping a mini lecture. The tier 3 vocabulary and processes involved in poetry analysis are then introduced into KS3 where relevant and appropriate.

The success of 'Teaching to the top' relies upon good subject knowledge so all English teachers have access to an up to date CPD library, LitDrive, Teachit, Massolit, LitCharts, Digital Theatre + membership and are encouraged to keep their interest in 'all things English' relevant.

Teachers are also encouraged to become AQA examiners as this is invaluable as CPD and really supports the teaching of GCSE Language. There are currently four examiners in the team: two Language and two Literature.

How we ensure topics are introduced with direct instruction

Each year of KS3 features a specific literary form: a reader, a play and poetry. Prior to sharing these texts with pupils, they will have been given a knowledge organiser which features the big ideas and concepts of the form which will be essential for their reading comprehension but also influence the success of their writing tasks. A knowledge organiser for the specific area being studied will be given to pupils at a point in the teaching where it is appropriate due to the potential of spoiling the plot, etc...

Each lesson will focus on a big idea in the text before moving onto understanding, analysis and placing the text in context.

The use of a knowledge organiser supports the students in their understanding as the text is taught but also allows for wider reading of particular themes and contextual ideas as well as a revision resource for the core knowledge tests at the end of the study. It is also a vital resource for the teacher: this is the essential knowledge to be covered through a text – beyond this, teachers are at liberty to embellish as they choose offering elements of creativity and freedom.

It is worth pointing out that 'direct instruction' is necessary if a teacher wants to avoid common misconceptions or, as is the case in a Shakespeare play for example, to avoid a negative initial meeting with a text. However, in some cases, a lack of direct instruction can also be beneficial to a pupil – the study of an Unseen or new poem without direct instruction will allow students to come to their own conclusions of what a poem is about, the poet's message/intention, the most important devices to convey that intention, etc... It is the judgment and skill of a teacher to decide when this is appropriate in their classroom.

Cultural Capital

How we develop cultural capital

A knowledge of literary terminology and its derivation is often considered powerful cultural capital in the sense that it is highly valued by certain social elites. We understand that most of our students, particularly our most disadvantaged students, may lack access to this cultural capital which may hold them back as adults. We also recognise this knowledge is often associated with being 'well-educated', in the broadest sense of the term, and impress this upon our students.

Recent changes to our KS3 curriculum has allowed us to broaden the range of literary texts we use with pupils. Our starting point was 'what texts should all pupils have access to before they start the more prescriptive focus of KS4? What texts should all pupils have experience of before they leave secondary school?' This has allowed us to include more diversity and range to our KS3 and pupils now have the opportunity to study everyone from Shirley Jackson to Kae Tempest, Sherlock Holmes to Arthur Miller, Grace Nichols to Greta Thunberg.

Cultural capital has key links to the study of Literature and so a range of Biblical, Greek and Literary allusions are taught through key terms on spelling lists, a standalone SoL or attached to specific SoL where appropriate e.g. Cain & Abel/ Jekyll & Hyde Ch. 1, Ireland and The Troubles in relation to the poem Storm on the Island in the Masterclass lesson, and so on.

We organise trips – mostly to the theatre - to support the acquisition of cultural capital, for example to The Curve, Leicester, The RSC, Stratford, Theatre Royal Nottingham and Poetry Live! in Cambridge. Where possible, we invite authors/poets/writers into college to work with pupils.

Additional Notes

The English department is prominent and makes a positive contribution to wider school life. Classrooms and corridors in English areas are vibrant and engaging, support for the CLA and CHA appropriate and we work closely with the Learning Support department and Accelerated Reader Coordinator to ensure this.

We hope the importance of good literacy is clear to the pupils in terms of its use beyond school. The importance of having a voice, as well as how to use it effectively, is a goal towards which the team strives.

Staffing

Head of Department

Claire Rawes

Deputy Head (where appropriate)

Kelly Goss

Teaching Staff (specialism where appropriate)

Will Colley

Hannah Ford (Accelerated Reader teacher & Reading Champion)

Kim Frost

Abi Hibbins (Assistant Principal)

Mona James (Head of Year)

Abby Johnston

Dave Marples

Ellie Randall (English TA)

Debbie Scott (Accelerated Reader Coordinator & Librarian)

Rowan Simmons

Gillian Twine

Senior Link

Neil Rawes