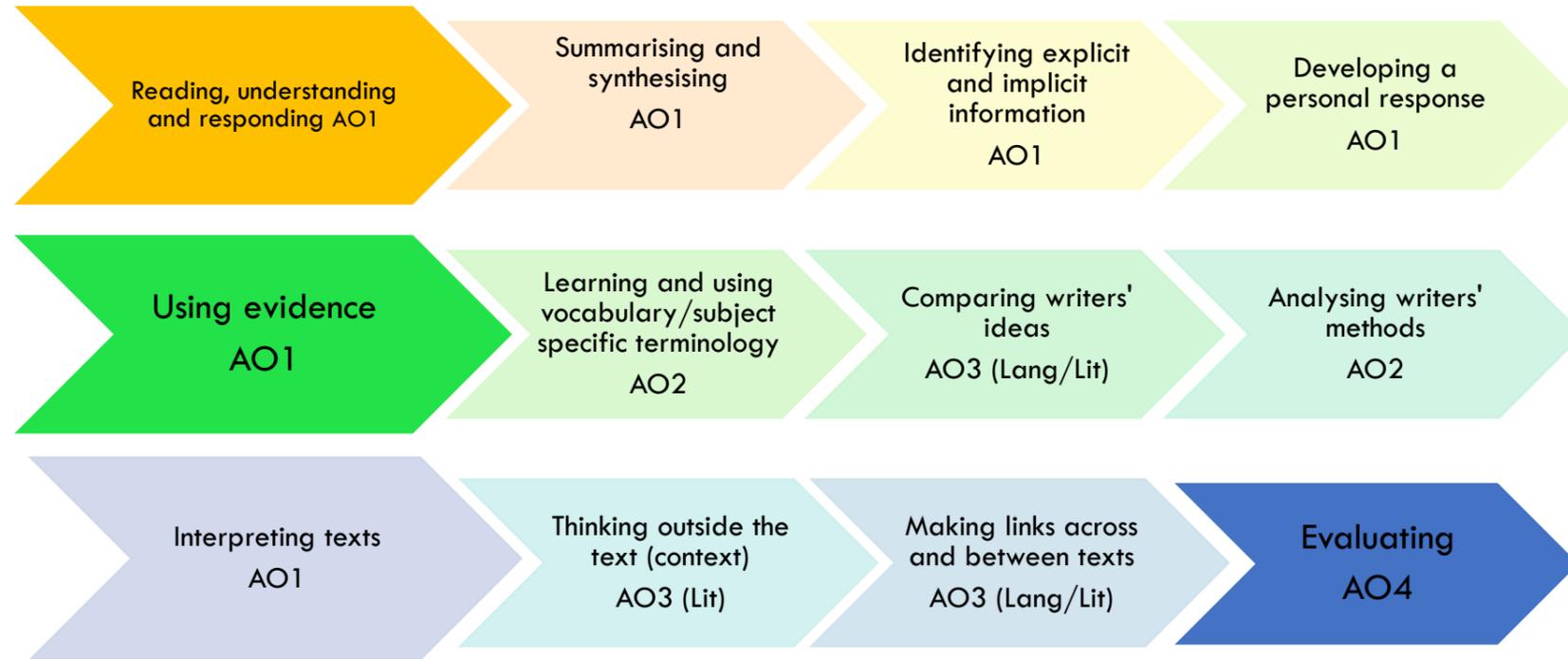


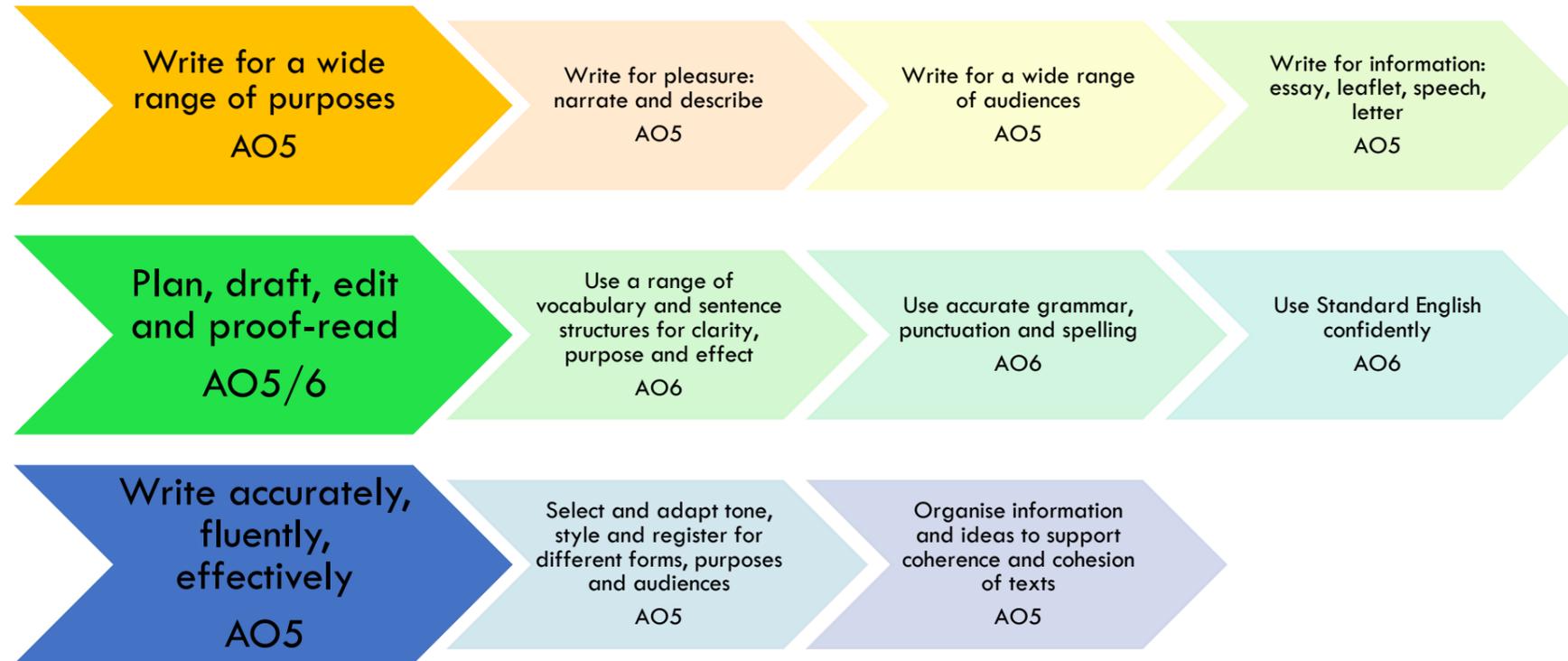


KS4 English- Skills needed at KS4*

Reading



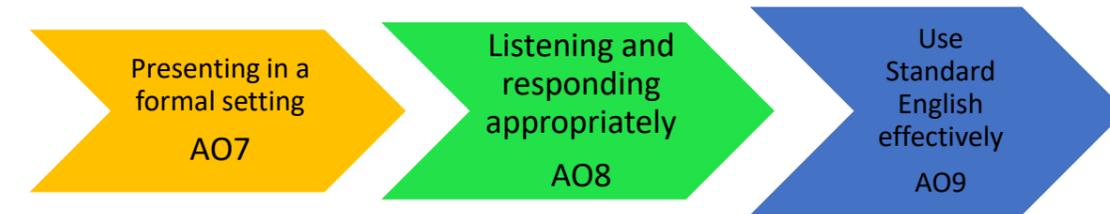
Writing



AHS English Department:

Literacy is the key that opens doors for students; they step into the writer's world, and in turn better understand their own.

Oracy



*(Year 10 and 11 overviews should be read in conjunction with this document)

Our KS3 curriculum is designed in such a way that students build confidence in all skills required for the successful study of English, leaving space to focus more deeply on content at GCSE, revisiting and fully embedding the skills listed above.



Year 9 (transition year) Where the knowledge and skills from Year 9 are utilised	TERM	Year 10		Year 11	
		Task AND skill	How it builds on previous task/Links to KS5	Task AND skill	How it builds on previous task/Links to KS5
<p>Students end year 9 with a focus on narrative writing, which links to Language Paper 1 Section B, allowing us to build on GCSE writing skills.</p> <p>Students study 'An Inspector Calls' in summer term, embedding and solidifying understanding of all reading AOs and focusing on the skills required for GCSE course.</p>	Autumn One	<p>AQA GCSE English Language Paper One, Explorations in Creative Reading and Writing. All students sit a full paper one in timed conditions: 1 hour 45 mins /80 marks. <i>Individual teachers decide how to administer this assessment according to class needs: lesson by lesson with instant feedback, or over a two-hour session with cumulative feedback.</i> Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers' methods AO4: Evaluating a text AO5/AO6: With a focus on narrative and descriptive writing.</p>	<p>Our GCSE English Language unit of work is designed to build upon and enable progression from the skills embodied in our Key Stage 3 curriculum. The skills in developing language and literacy will be further developed and strengthened with additional stretch and challenge being presented to students in terms of content, reading texts and tasks.</p>	<p>AQA GCSE English Literature Paper One: Shakespeare and the 19th Century Novel. Romeo and Juliet All students sit Section A of Lit P1 in timed conditions: 50 minutes, 34 marks. At this point in the play, Juliet has just found out that Romeo has killed Tybalt and has been banished from Verona. Starting with this speech explore how Shakespeare presents attitudes towards love in Romeo and Juliet. Write about:</p> <ul style="list-style-type: none"> How Shakespeare presents attitudes towards love in the speech How Shakespeare presents attitudes towards love in the play as a whole <p>Key skills: AO1: Developing a personal response, using evidence and interpreting texts AO2: Analysing writers' methods AO3: Thinking outside the text (context)</p>	<p>This unit sees the end of all new content (knowledge) required for the GCSE examinations. Students finish learning new content in the autumn term, so that much time can be dedicated to revisiting texts, embedding skills and practising questions.</p> <p>The study of Romeo and Juliet builds on students' prior knowledge of Shakespeare that they have been exploring since Y7-Macbeth. Students also bring a wealth of knowledge from the Y10 project on Shakespeare's World- presenting their summer research task.</p>
		<p>GCSE English Language will prepare students for the study of Language and Literature at A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.</p>	<p>Revision of 19th Century text: A Christmas Carol as part of PPE preparation in class.</p> <ul style="list-style-type: none"> No formal assessment, but lots of focus given to strategies to aid memory and retention, working with key quotations, as well as revising the skills needed for analysing extracts and linking to the wider text. 	<p>This unit of work builds the rich, deep expertise we are looking to cultivate in our pupils. This unit encourages students to look at the 'big picture' of texts and the broader chronology of ideas throughout literature. They will make memorable thematic links, historical parallels, spying character archetypes etc. all of which are used at KS5 Literature.</p>	
<p>In Spring term, students study Jekyll and Hyde as part of the Victorians scheme of work.</p> <p>Students will need to draw upon their knowledge of Victorian society, make memorable thematic links, historical parallels across texts, and will be encouraged to identify character archetypes whilst also recognising the way writers' intentions vary from text to text.</p>	Autumn two	<p>AQA GCSE English Literature Paper One: Shakespeare and the 19th Century Novel. A Christmas Carol All students sit Section B of Lit P1 in timed conditions: 50 minutes, 34 marks. Starting with this extract, explore how Dickens presents the character of Scrooge. Write about:</p> <ul style="list-style-type: none"> how Dickens presents Scrooge in this extract how Dickens presents Scrooge in the novel as a whole. <p><i>The assessment is differentiated for WBL/Set 4, so that students look at the extract first with the teacher, and consider key quotations. This scaffolding is removed when we revisit ACC in Year 11 as part of PPE revision.</i></p> <p>Key skills: AO1: Developing a personal response, using evidence and interpreting texts AO2: Analysing writers' methods AO3: Thinking outside the text (context)</p>	<p>Students study ACC on the run up to Christmas to allow for a thematic and real-world link. This is the second time students approach a GCSE Literature text (AIC-Y9), so students are drawing upon prior knowledge and skills. Students will also have the opportunity to develop skills in developing written responses as well as analysing the relationships between different texts and their contexts. This scheme also develops learners' ability to apply and integrate linguistic and literary approaches.</p>	<p>Programme of mock revision, covering:</p> <ul style="list-style-type: none"> Language Paper 1 Section A and B Literature Paper 1 Section A and B. <p>All classes complete a Walking Talking Mock, that allows them to work through all of the key skills and knowledge needed for approaching these exam papers. All resource materials are provided for staff.</p> <p>Formal PPE period: Students sit two complete exams in examination conditions. Work is marked according to our department policy, and a robust system of feedback follows.</p>	<p>Mastering the skills in English Language will enable students to speak, read and write fluently and communicate information and ideas with others. We see GCSE English Language as the key to successful learning, knowledge acquisition and understanding in all subjects. Command of English Language facilitates opportunities in every aspect of life, work, learning and experience. Being literate is at the heart of our creative thinking and development. It widens horizons and opens up a life-time of opportunities. It should exist not just as a distant aspiration, but as a real and tangible entitlement for all.</p>
		<p>This unit of work builds the rich, deep expertise we are looking to cultivate in our pupils. This unit encourages students to look at the 'big picture' of texts and the broader chronology of ideas throughout literature. They will make memorable thematic links, historical parallels, spying character archetypes etc. all of which are used at KS5 Literature.</p>	<p>Revision of Literature modern text for Paper 2: An Inspector Calls</p> <ul style="list-style-type: none"> No formal assessment, but lots of focus given to strategies to aid memory and retention, working with key quotations, as well as revising the skills needed for analysing extracts and linking to the wider text. 	<p>GCSE English Language will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in producing and developing written and spoken language as well as</p>	
<p>In Y7 Summer term, students compared two poems by William Blake, using the same AOs as seen here.</p>	Spring one	<p>AQA GCSE English Literature Paper Two: Modern texts: Love and Relationships Poetry. All students to sit a full Section B comparative response, and a timed Section C, answering two questions on unseen poetry: 2 hours in total. Teachers try to co-teach Section B and Section C as far as possible, working on the development of key skills needed for analysing poetry in general. Bell works also</p>	<p>Whilst students are practised in the skills needed to analyse literary texts from the autumn term, we harness these skills further in this unit, adding in the skill of comparison across two texts. This unit will also start to link to the overall bigger picture of Lit P2, as students will see how their study of An Inspector Calls in Y9 feeds into this 'Modern texts' exam.</p>	<p>Christmas mock feedback sessions: tailored resources used to highlight key areas for development.</p> <p>Revision period ensues for February PPEs: Literature Paper 2 Section B and C revision: poetry. Language Paper 2 Section A and B: Writers' Viewpoints and Perspectives.</p>	<p>GCSE English Language will prepare students for the study of Language and Literature at AS and A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts. Students will also have the opportunity to develop skills in producing and developing written and spoken language as well as</p>

<p>In Spring term of Y8, students were taught how to compare the presentation of character in two literary texts.</p> <p>In Autumn term of Y9, students have practised the skill of comparing viewpoints across two non-fiction texts</p>		<p>look to strengthen students' contextual knowledge, linking back to eras and themes students are already familiar with (for example the role of men/women in Victorian era).</p> <p>Key skills: AO1: Developing a personal response, using evidence and interpreting texts AO2: Analysing writers' methods AO3: Thinking outside the text (context) AO3ii: Here, students are adding in the skill of comparison across two texts.</p>	<p>At A-Level, students will be required to study a collection of poetry by Thomas Hardy for independent coursework, as well as the work of William Blake. The art of comparison is needed, as well as an ability to see the writer's work as part of a bigger contextual picture.</p> <p>At A-Level Lang, students also have the opportunity to write creatively, using the texts encountered at GCSE and beyond as fitting inspiration.</p>	<p>As part of this process, all staff create bespoke revision schedules which can be found here: M:\03-Staff Only\02-Subjects\01-English\4. Course information and key documents\KS4\0.Revision schedules</p> <p>All classes complete a Walking Talking Mock, that allows them to work through all of the key skills and knowledge needed for approaching these exam papers.</p> <p>All resource materials are provided for staff.</p> <p>Formal PPE period: Students sit two complete exams in examination conditions. Work is marked according to our department policy, and a robust system of feedback follows. Paper 2 Language results are sent to PIXL and a full diagnostic takes place.</p>	<p>analysing the relationships between different texts and their contexts.</p>
<p>Y9 Prejudice and Identity unit: lots of practise with non-fiction texts. Exposure to a range of challenging reading material across KS3 units.</p> <p>Throughout our KS3 schemes of work, students are taught different approaches to writing creatively and with a viewpoint. We use a 'bookmark' method to scaffold the writing process at all stages.</p> <p>Our KS4 curriculum is designed to build upon and enable progression from the skills embodied in our Key Stage 3 curriculum. The skills in developing language and literacy will be further developed and strengthened with additional stretch and challenge being presented to candidates in terms of content, reading texts and tasks, as they move throughout Year 10 and into Year 11.</p>	<p>Spring two</p> <p>Summer term</p>	<p>AQA GCSE English Language Paper Two: Writers' Viewpoints and Perspectives Students to sit full paper (SA and SB) over two lessons in timed conditions. Staff to prioritise and mark Q1 and one other reading Q and Q5. Other questions should be self-assessed using models during DIRT time. <i>Students will be more capable of sitting all questions in one go, as they have practised consistently since autumn one. This assessment process now enables us to build exam resilience and the importance of timing.</i></p> <p>Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers' methods AO3: Comparing writers' ideas in non-fiction texts AO4: Evaluating a text AO5/AO6: Writing with a viewpoint</p> <p>PPE preparation: programme of revision Individual class teachers put together a bespoke revision schedule for their class, according to gaps in knowledge and class needs. Students sit: -Full Language paper 2 in exam conditions -A partial Literature Paper 2 in exam conditions</p> <p>Key skills: AO1: Reading, understanding and responding to texts. AO2: Analysing writers' methods AO3: Comparing writers' ideas and viewpoints across texts AO4: Evaluating a text AO5/AO6: Writing with a viewpoint</p> <p>English Literature project: Shakespeare's world Students end their Year 10 course by completing a two week project investigating Shakespeare and Elizabethan England. This looks forward to autumn term of Year 11, when students begin their study of Romeo and Juliet. There is no formal assessment, as this mini unit is about encouraging students' love of English, their curiosity and fostering independence.</p>	<p>As the more complex of the two English Language papers, students come to this mid-way through Year 10. This takes into account the fact that they have already practised many of the key skills needed for this paper during autumn one, thus recapping them and further embedding. Once again, we acknowledge the fact that comparing writers' viewpoints can be challenging, so this unit directly follows poetry study, where students were taught to compare two poems.</p> <p>The study of pre-C20 non-fiction links to A-Level Language. The heavy focus on opinion writing / use of KS5 writing structure supports the coursework element of A-Level English Language. Focus on attitudes and values within texts Language analysis of non-fiction texts.</p> <p>Throughout Year 10, students are provided with the knowledge needed to access well over half of the GCSE examinations. While much of this year feels content heavy, old skills are revisited, revised and embedded, and new, more challenging skills are added in a tiered approach. The summer PPEs provide an opportunity for students to implement all new knowledge and skills, whilst also getting to grips with exam procedures and practices.</p> <p>GCSE English Language and Literature will prepare students for the study of Language and Literature at A-level by developing their skills of analysis and evaluation of literary texts, analysis and study of written and spoken language and adopting linguistic and literary approaches to a wide range of texts.</p>	<p>A bespoke revision schedule is implemented, informed by PPE results and PIXL feedback.</p> <p>Teachers use this time to feedback on whole class issues and spend time recapping both content and skills.</p> <p>Teachers formally assess one question from each exam paper, with robust and rigorous feedback.</p>	