**English**

**Implementation Statement**

**KS3**

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| **What is being taught?**  | **When is it taught?**  | **Links to previous learning:**  | **Knowledge and understanding:**  | **Assessment:**  |
| **The Kid in the 10 Shirt SOL – Catch Up**Novel: Reading and inference **AQA Booklet – Language Fiction** AO1- Identify and interpret AO2- Explain, comment and analyse-Writer’s use of language -Use of structure for effect AO4- Evaluate texts critically **AQA Booklet – Language Non- Fiction**AO1- Select and synthesise AO2- Language and structure for effect AO3- Compare ideas and perspectivesAO4- Evaluate texts  | **August – October****October – December****February-March** | KS1 & 2:* Establish an appreciation and love of reading
* Feed pupils’ imagination
* Pupils read fluently and with confidence
* Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar)
 | * Develop an appreciation and love of reading, and read increasingly challenging material independently
* Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
* Understand increasingly challenging texts through:
* learning new vocabulary,
* relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
* making inferences and referring to evidence in the text
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
* checking understanding to make sure that what has been read makes sense.
 | **\*All of the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** Creative Writing (AO5, AO6) Transactional task - formal Letter (AO5, AO6) Q3- Structure (AO2)Q4- Evaluate Texts (AO4)AQA Test Pack 1 (AO1, AO2, AO4) Q2-Summary (AO1)Q3- Use of language (AO2)AQA Test Pack 1 (AO1, AO2, AO3, AO4)  |
| **Shakespeare - Macbeth** Read, understand and respond to textscritical style, personal responses, textual references to support interpretations Analyse language, form and structure  | **April - June**  | **KS1 & 2:** * Pupils understand nuances in vocabulary choice
* Age appropriate academic vocabulary
* Reading for a range of purposes
* Increasing familiarity with a wide range of books
* Identifying and discussing themes and conventions
* Making comparisons within and across books
* Preparing poems and plays to read aloud and perform
 | * Read critically
* Understand grammar, text structure and organisational features and how they present meaning
* Recognise a range of poetic conventions and understand how these have been used
* Study setting, plot, and characterisation, and the effects of these
* Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
* Making critical comparisons across texts
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| **Writing:** **Creative Writing:** AO5:Communicate effectively, imaginativelyStructural, grammatical features AO6:Range of vocabulary & sentence structures for clarity, purpose and effect **Writing Tasks** Communication and organisation vocabulary, sentence structure, punctuation and spelling  | **January - February** **June - July**  | KS1 & 2: * Plan writing
* Draft and write
* Evaluate and edit
* Identify audience and purpose
* Note and develop initial ideas drawing on reading and research
* Select appropriate grammar and vocabulary
* Use a wide range of devices
* Use organisational and presentational devices
* Assessing the effectiveness of their own and others’ writing
* Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* Develop understanding of the concepts of grammar and vocabulary
 | * Write accurately, fluently, effectively and at length for pleasure
* Write for a wide range of purposes and audiences, including well- structured stories and other imaginative writing
* Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* Summarise and organise material, and support ideas and arguments with any necessary factual detail
* Apply growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form
* Draw on knowledge of literary and rhetorical devices from reading to enhance the impact of writing
* Plan, draft, edit and proof-read through considering how writing reflects the audiences and purposes for which it was intended
* Use standard English confidently in writing
* Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
 | **\*All of the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** Write a description suggested by a picture (AO5, AO6)Write a story (AO5, AO6) Transactional tasks: Informal letter Formal letter (AO5, AO6)  |
| **Reading****AQA Booklet: 19th Century Literature**AO1- Understanding and respondingAO2- Closer readingAO3- Researching context **PiXL Poetry** Forensic literature analysis Therapy and testing booklets War poetryCulture poetry **Shakespeare** Tempest, Much Ado, Twelfth Night, Midsummer Night’s DreamAO1 and AO2 **Shakespeare Sonnets** Sonnet 18, 104, 116, 130 AO1, AO2 and AO3 **Post 1914 Text:** Kes, AVFTB, Mockingbird, Educating Rita AO1, AO2  | **August – October** **October – December** **January - February** **February - March** **April - June**  | Y7: * Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar)
* Pupils understand nuances in vocabulary choice
* Age appropriate academic vocabulary
* Reading for a range of purposes
* Increasing familiarity with a wide range of books
* Identifying and discussing themes and conventions
* Making comparisons within and across books
* Understanding grammar, text structure and organisational features and how they present meaning
 | * Read a wide range of fiction and non- fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
* Understand increasingly challenging texts through:
* making inferences and referring to evidence in the text
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
* Understand grammar, text structure and organisational features and how they present meaning
* Recognise a range of poetic conventions and understand how these have been used
* Study setting, plot, and characterisation, and the effects of these
* Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
* Making critical comparisons across texts
 | **\*All of the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** Extract questions (AO1, AO2, AO3) Single poem Comparison question (AO1, AO2, AO3) Language task Essay question (AO1, AO2) Single poem (AO1, AO2, AO3) Extract question  |
| **Writing:** **Write a Speech** Persuasive writing techniques Challenging & sophisticated ideas Organises structure & achieves purpose Respond perceptively to questions  | **June - July**  | Y7 * Plan writing
* Draft and write
* Evaluate and edit
* Identify audience and purpose
* Note and develop initial ideas drawing on reading and research
* Select appropriate grammar and vocabulary
* Use a wide range of devices
* Use organisational and presentational devices
* Assessing the effectiveness of their own and others’ writing
* Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* Develop understanding of the concepts of grammar and vocabulary
* Use standard English in a range of contexts
* Participate in class discussions
* Discuss ideas and give reasons for choices
* Learn poetry by heart
* Asking questions – predicting, summarising and discussing
 | * Write accurately, fluently, effectively and at length
* Write for a wide range of purposes and audiences
* Summarise and organise material, and support ideas and arguments with any necessary factual detail
* Draw on knowledge of literary and rhetorical devices from reading to enhance the impact of writing
* Plan, draft, edit and proof-read through considering how writing reflects the audiences and purposes for which it was intended
* Use standard English confidently in writing
* Speak confidently and effectively, including through:
* using Standard English confidently in a range of formal and informal contexts, including classroom discussion
* giving short speeches and presentations, expressing their own ideas and keeping to the point
 | **\*All of the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** Transactional task Speech: P/M/D * Express ideas, information and feelings
* Organise and structure the presentation
* Meet the needs of the audience
* Achieve the purpose of presentation
* Listen and respond to questions /feedback
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**KS4**

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| **What is being taught?**  | **When is it taught?**  | **Links to previous learning:**  | **Knowledge and understanding:**  | **Assessment:**  |
| **Year 9****Reading** Post 1914 texts- selection * literal and inferential comprehension
* critical reading: identifying the theme and distinguishing between themes
* evaluation of a writer’s choice of vocabulary, grammatical and structural features
 | **September – December**  | KS2: * Read critically
* Understand grammar, text structure and organisational features and how they present meaning
* Study setting, plot, and characterisation, and the effects of these
* Making critical comparisons across texts
 | * Understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
* Supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
* Analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** **AO2 task** * Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**Structure question** Analyse writer’s use of structure to create meaning. (AO2) **Extract question** Read, understand and respond to texts to: -maintain a critical style;* develop an informed personal response; -use textual references, including quotations, to support and illustrate interpretations. (AO1, AO2)
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| **Shakespeare – Romeo & Juliet** Knowledge and understanding of playLanguage analysis for extracts Writing for effect and meaning **Poetry Anthology** AO1- Understanding and respondingAO2- Closer readingAO3- Researching context  | **January- March** **April- June**  | **KS3:** * Read a wide range of fiction and non- fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
* Understand increasingly challenging texts through:
* making inferences and referring to evidence in the text
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
* Understand grammar, text structure and organisational features and how they present meaning
* Recognise a range of poetic conventions and understand how these have been used
* Study setting, plot, and characterisation, and the effects of these
* Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
* Making critical comparisons across texts
 | Understand and critically evaluate texts through: * reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
* drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
* identifying and interpreting themes, ideas and information
* exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* seeking evidence in the text to support a point of view, including justifying inferences with evidence
* distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
* make an informed personal response, recognising that other responses to a text are possible and evaluating these.
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** **AO2 Task** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **Extract question & Essay question** Read, understand and respond to texts to:* maintain a critical style
* develop an informed personal response
* use textual references, including quotations, to support and illustrate interpretations. (AO1, AO2, AO3)
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| **Writing:** **Narrative Writing** Focus on opening sequence – how to hook the reader- and techniques. **Write a review** Review writing conventions (based on Shakespeare performance) **Writing Tasks** Transactional writing tasks: Focus on audience, purpose and format and persuasive writing techniques  | **December** **March** **June-July**  | **KS3:** * Write accurately, fluently, effectively and at length for pleasure
* Write for a wide range of purposes and audiences, including well-structured stories and other imaginative writing
* Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* Summarise and organise material, and support ideas and arguments with any necessary factual detail
* Apply growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form
* Draw on knowledge of literary and rhetorical devices from reading to enhance the impact of writing
* Plan, draft, edit and proof-read through considering how writing reflects the audiences and purposes for which it was intended
* Use standard English confidently in writing
* Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
 | Write accurately, fluently, effectively and at length for pleasure and information through:* adapting writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others
* revise, edit and proof-read through:
* reflecting on whether their draft achieves the intended impact
* restructuring writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** **Narrative opening** * Communication and organisation
* Vocabulary, sentence structure, punctuation and spelling
* (AO5, AO6)

**Write a review** * Communication and organisation
* Vocabulary, sentence structure, punctuation and spelling
* (AO5, AO6)

**Transactional task:** * Communication and organisation
* Vocabulary, sentence structure, punctuation and spelling
* (AO5, AO6)
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| **Year 10****Reading** **19th Century Prose** * literal and inferential comprehension
* critical reading: identifying the theme and distinguishing between themes
* evaluation of a writer’s choice of vocabulary, grammatical and structural features

**Unseen poems*** comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

**Post 1914 text** * literal and inferential comprehension
* critical reading: identifying the theme and distinguishing between themes
* evaluation of a writer’s choice of vocabulary, grammatical and structural features
 | **September – November** **November- December** **January- March**  | Y9: * Read critically
* Understand grammar, text structure and organisational features and how they present meaning
* Study setting, plot, and characterisation, and the effects of these
* Making critical comparisons across texts
* Understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
 | * understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
* Supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
* Analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** **Source-based question** Read, understand and respond to texts to:* maintain a critical style; -develop an informed personal response;
* use textual references, including quotations, to support and illustrate interpretations
* Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. (AO1, AO2)

**Single poem question Comparison poem question** As above **Source-based question** As above  |
| **Writing:** Write a SpeechPersuasive writing techniques Challenging & sophisticated Ideas Organises structure & achieves purposeRespond perceptively to questions  | **June- July**  | Y9: * Write accurately, fluently, effectively and at length for pleasure
* Write for a wide range of purposes and audiences, including well-structured stories and other imaginative writing
* Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* Summarise and organise material, and support ideas and arguments with any necessary factual detail
* Apply growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form
* Draw on knowledge of literary and rhetorical devices from reading to enhance the impact of writing
* Plan, draft, edit and proof-read through considering how writing reflects the audiences and purposes for which it was intended
* Use standard English confidently in writing
* Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
 | * Write accurately, fluently, effectively and at length for pleasure and information through:
* adapting writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
* revise, edit and proof-read through:
* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** **Transactional task:** * Communication and organisation
* Vocabulary, sentence structure, punctuation and spelling
* (AO5, AO6)
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| **Year 11****Writing** AQA – Language FictionAO1- Identify and interpretAO2- Explain, comment and analyse -Writer’s use of language-Use of structure for effectAO4- Evaluate texts critically **Creative Writing** AO5: Communicate effectively, imaginativelyStructural, grammatical featuresAO6: Range of vocabulary & sentence structures for clarity, purpose and effect **AQA – Language Non-Fiction**AO1- Select and synthesiseAO2- Language and structure for effect AO3- Compare ideas and perspectives AO4- Evaluate texts **Transactional Writing** Communication and organisation vocabulary, sentence structure, punctuation and spelling  | **September- November** **November- December** **January- March** **March- April**  | Y9 and Y10: * Write accurately, fluently, effectively and at length for pleasure
* Write for a wide range of purposes and audiences, including well- structured stories and other imaginative writing
* Write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* Summarise and organise material, and support ideas and arguments with any necessary factual detail
* Apply growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form
* Draw on knowledge of literary and rhetorical devices from reading to enhance the impact of writing
* Plan, draft, edit and proof-read through considering how writing reflects the audiences and purposes for which it was intended
* Use standard English confidently in writing
* Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
 | * Identify and interpret explicit and implicit information and ideas
* Select and synthesise evidence from different texts
* 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
* Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts
* Evaluate texts critically and support this with appropriate textual references
* 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
* Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
 | **\*All the following are summative assessments marked and moderated according to GCSE mark schemes. Data is inputted in Go4Schools.** Practise papers (component 1 and 2)  |