

Montgomery Academy English Department Curriculum Journey



NATIONAL CURRICULUM

- READING**
- Study setting, plot, characterisation and themes
 - Analyse how language presents meaning
 - Understand purpose and context of writing
 - Recognise how poetic conventions are used
- WRITING**
- Writing for different purposes, audiences and forms
 - Imaginative writing (stories, scripts, poetry)
 - Notes and scripts for talks and presentations
 - Writing to argue, persuade, debate, describe and narrate
- SPOKEN ENGLISH**
- Use standard English
 - Give speeches/discussion
 - Role play/improvisation
- Learn new vocabulary in context
Offer evidence-based inferences
Make critical comparisons of texts
Check understanding of reading
Form interpretations of drama, plays, fiction and non-fiction texts
Summarise and organise material
Use literary and rhetorical devices
Plan, draft, edit and proofread
Apply knowledge of vocabulary, grammar and text structure

DISCIPLINARY LITERACY STRATEGIES AND INTERVENTIONS

- Fortnightly knowledge check quiz
- Weekly homework self-quizzing and vocabulary/WIKI quiz
- Accelerated Reader / Digital Library subscription
- FCAT 'Reading Canon' (delivered in three morning registrations)
- Whole-school approaches to teaching reading (Activate prior knowledge, question & summarise)
- Whole-school approaches to teaching vocabulary
- WIKI subject-specific bookmark in all exercise books
- WIKI Build, Prime and Multi small-group intervention
- Morning reading interventions for identified students in the library
- 'Why English?' FCAT intervention project (Year 9)
- Weekly registration Recommended Reads for each year group

GCSE [AQA] EXAMINATIONS

- AQA English Language**
- Paper 1 [Explorations in Creative Writing] 1 hour 45 minutes
 - Paper 2 [Writers' Viewpoints and Perspectives] 1 hour 45 minutes
 - Spoken Language [Prepared Spoken Presentation]
- AQA English Literature:**
- Paper 1 [Shakespeare and 19th Century Novel] 1 hour 45 minutes
 - Paper 2 [Modern Play and Poetry] 1 hour 45 minutes

CROSS-CURRICULAR LINKS

- G** = Geography
- H** = History
- PA** = Performing Arts
- PSHE** = Personal, Social and Health Education
- RE** = Religious Education
- SCI** = Science

Unseen Poetry

- Analyse how language presents meaning
- Check understanding of reading
- Understand purpose and context of writing
- Give critical comparisons of texts
- [PSHE]** Parenting, relationships, gender roles & global issues
- [SCI]** Technological advancements

English Language Paper 1 & revision: Mastering the 'Big Markers' An Inspector Calls, Poetry Anthology and Unseen Poetry

- GCSE Text Study: Romeo and Juliet**
- Study setting, plot, characters and themes
 - Analyse how language presents meaning
 - [PSHE]** Family, kinship & marriage
 - [RE]** Catholicism, fate and destiny
 - [H]** Patriarchy in the 1500s

Poetry Anthology: Power & Identity Cluster

- Recognise how poetic conventions are used
- Understand the purpose & context of writing
- Make critical comparisons of texts

YEAR 11



Revision: The Final Push

Non-exam assessment: Spoken Language

- Use standard English
- Give speeches / discussion
- Organise material / Use rhetorical devices
- [PA]** Verbal and non-verbal features
- [RE]** Our world, our ethics, our views

GCSE Spoken Language Assessment

Poetry Anthology: War Cluster

- Recognise how poetic conventions are used
- Understand the purpose and context of writing
- Make critical comparisons of texts
- [H]** War, conditions and propaganda
- [RE]** Religious hope / remembrance / death

Year 11: AQA GCSE Finals Exams

- English Language Paper 1
- English Language Paper 2
- English Literature Paper 2 (An Inspector Calls, Poetry Anthology and Unseen Poetry)

Year 10: AQA GCSE Summer Exam

- English Language Paper 1
- English Language Paper 2
- English Literature (An Inspector Calls and A Christmas Carol)

Year 11: Intervention

- Year 11 weekly registration intervention
- English Literature masterclasses
- After school English Language intervention
- Pre-exam workshops
- FCAT Aspirational Lectures
- Recommended e-platform revision videos
- Walking Talking Mocks and time writes
- Revision packs: CGP revision guides, Flipsco revision cards, self-quizzing, completing practice exam papers and model responses

English Language Paper 2 Exploring Writer's Viewpoints and Perspectives

- Locate and retrieve, summarise, synthesis and analyse how language presents meaning
- Writing for different purposes, audiences and forms
- Apply knowledge of vocabulary, grammar and text structure
- Use literary and rhetorical devices and plan, draft, edit and proof-read
- [PSHE]** British values and diversity
- [G]** Global concerns

GCSE Text Study: A Christmas Carol

- Make evidence-based inferences & form interpretations
- Study setting, plot and characterisation and themes
- Learn new vocabulary in context
- Analyse how language and structure presents meaning
- [PSHE]** Social responsibility
- [RE]** Religion and redemption
- [H]** Victorian life and conditions

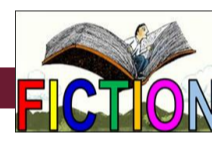
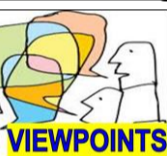
GCSE Text Study: An Inspector Calls

- Study setting, plot and characterisation and themes
- Learn new vocabulary in context
- Form interpretations of drama / plays
- [PSHE]** Morality and public duty
- [H]** Social divide in Edwardian times
- [H]** Socialism versus Capitalism

English Language Paper 1 Explorations in Creative Reading and Writing

- Analyse how language presents meaning
- Offer evidence-based inferences
- Imaginative writing [narratives and descriptions]
- Use literary devices for effect
- [RS]** People[characters] from other cultures

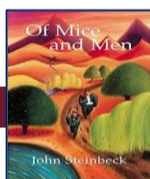
GCSE English Language and English Literature



YEAR 10

Novel Study: Of Mice and Men

- Understand purpose and context of writing
- Study setting, plot and characters and themes
- Analyse how language presents meaning
- Make evidence-based inferences
- [H]** The effects of migration/the Great Depression
- [PSHE]** Racism, segregation, sexism and ageism
- [G]** South west America / The Dust Bowl



Intrepid Travellers

- Writing for different purposes, audiences and forms
- Apply knowledge of vocabulary, grammar and text structure
- Use literary and rhetorical devices
- [G]** Places and cultures
- [PSHE]** British values and diversity
- [G]** Global concerns



Modern Drama: Blood Brothers

- Study setting, plot and characterisation and themes
- Writing for different purposes, audiences and forms
- Apply knowledge of vocabulary, grammar and text structure
- Use literary and rhetorical devices
- Analyse how language presents meaning
- Make evidence-based inferences
- [PSHE]** Diversity and justice
- [H]** Liverpool in the 1960s-80s
- [PA]** Stagecraft and performance



Dystopian Worlds

- Write, publish, edit
- Imaginative writing
- Use literary and rhetorical devices
- Apply knowledge of vocabulary, grammar and text structure
- [PSHE]** Diversity / narrative voices



FCAT Why English?

Gender in language, Accents, Linguistics and History of English language

Voices in Poetry

- Analyse how language presents meaning
- Check understanding of reading
- Give critical comparisons of texts
- [H]** War, conditions and propaganda
- [PSHE]** Parenting and relationships



YEAR 9

Gothic Short Stories

- Study setting, structure, plot and characterisation
- Descriptive writing
- [H]** Romanticism, Victorian crime, punishment and role of women in society

Powerful Poetry

- Understand purpose and context of writing
- Recognise how poetic conventions are used
- Give critical comparisons of texts
- [PSHE]** Social, emotional, mental health/relationships
- [H]** World War I and II



Shakespeare Study: Macbeth

- Study setting, plot, characterisation and theme
- Form interpretations of drama/play
- Analyse how language presents meaning
- Descriptive writing
- [H]** The Divine Right of Kings
- [H]** Tudor period, King James I & witchcraft



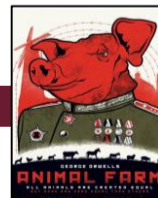
Equality and Diversity

- 'Write, publish, edit'
- Learn new vocabulary in context
- Apply knowledge of grammar
- Writing for different purposes, audiences and forms
- Understand purpose and context of writing in a range of fiction and non-fiction texts
- [H]** Slavery & Civil Rights in America / Taliban
- [PSHE]** Moral standpoints
- [PA]** Stagecraft, performance and playscripts



Novel Study: Animal Farm

- Make evidence-based inferences
- Understand purpose & context of writing
- Apply knowledge of vocabulary, grammar and text structure
- Writing for different purposes, audiences and forms
- Analyse how language presents meaning
- [H]** The Russian Revolution
- [H]** Dictatorship and democracy
- [PSHE]** Human rights and animal rights



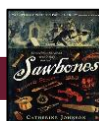
YEAR 8

English Through Time

- Locate, retrieve, summarise & synthesise information
- Understand purpose and context of writing
- Learn new vocabulary in context & offer evidence-based inferences
- Form interpretations of drama, plays, fiction and non-fiction texts
- [H]** Timelines, Chronology and Technological Advancements
- [G]** Places and cultures
- [PSHE]** Moral standpoints

Novel study: Sawbones

- Study setting, plot, characterisation and theme
- Understand purpose and context of writing
- Analyse how language presents meaning
- Writing for different purposes, audiences and forms
- [H]** Georgian society, slavery and colonialism
- [SCI]** Human biology and the medical industry



Read Write Edit Publish Heroes and Villains

- Use literary and rhetorical devices
- Plan, draft, edit and proof-read
- Imaginative writing
- Apply knowledge of vocabulary, grammar and text structure



History of Rhetoric & Representation of Women in Shakespeare's Plays

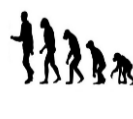
- Form interpretations of drama/play
- Analyse how language presents meaning
- Writing for different purposes, audiences and forms
- [H]** Origins of Rhetoric / Aristotle
- [H]** Life in Jacobean/Elizabethan England



YEAR 7



Baseline Assessments



The Story of English

Cross-curricular phase event with feeder primary schools., Transition visits/questionnaires/pre-requisite documents (Feeder schools communication/collaboration), Key Stage 2 National Curriculum Considerations, Transition week creative writing, SATs data analysis and setting and Year 7 baseline assessments

YEAR 6 to 7 TRANSITION

"A reader lives a thousand lives before he dies . . . The man who never reads lives only one." – George R.R. Martin