

# Montgomery Academy English Department Curriculum Journey 2024-25



## NATIONAL CURRICULUM

## DISCIPLINARY LITERACY STRATEGIES AND INTERVENTIONS

### 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
- Role play/improvisation

- 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 EXAMINATIONS

### English Literature:

- Paper 1 [Shakespeare and 19<sup>th</sup> Century Novel] 1 hour 45 minutes
- Paper 2 [Modern Play and Poetry] 1 hour 45 minutes

### English Language:

- Component 1 - 1 hour 45 minutes
- Component 2 - 2 hours

## CROSS-CURRICULAR LINKS

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

**English Language Component 2 Section A & B / War Poetry Cluster**

- Studying non-fiction texts and writing transactional texts alongside studying poetry.



### English Language Component 1 Section A & An Inspector Calls

- Studying the composition and craft of fictional texts/extracts alongside mastery of their study of An Inspector Calls.



### English Language Component 1 Section B & Romeo and Juliet

- Creating a narrative story focusing on content, structure, composition, language and technical accuracy. Alongside this, mastery of the plot/character and themes of the Shakespeare play Romeo and Juliet.



### Revision of Component 1, Component 2 & Poetry

- Mastery of the GCSE language paper and skills. Mastery of poetic analysis.



### Unseen Poetry

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



YEAR 11

### 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



### Transactional Writing & 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 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 society and values



## GCSE English Language and English Literature

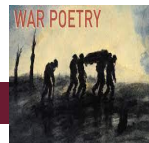
### GCSE Text Study: An Inspector Calls

- 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



### Poetry Anthology: Power & War Cluster

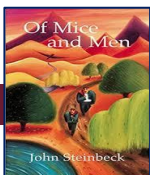
- Recognise how poetic conventions are used
- Understand the purpose and context of writing
- Make critical comparisons of texts
- [H]** War, conditions and propaganda
- [RE]** Religious hope / remembrance / death



YEAR 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



### Survival / 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 and its impact



### 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 | Elizabethan | & witchcraft



### 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



### 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 play



YEAR 8

### 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



### 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



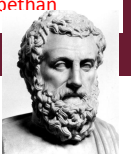
### Novel study: Sawbones

- 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



### 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