**Year 7 English Agreed End Points**

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| **Key Knowledge** | **Key skills:** |
| Students will know:Key Concepts: * Reading helps build a better vocabulary and develop stronger thinking skills
* Having a broad vocabulary, you are able to communicate effectively in both spoken and written forms
* Reading is an important life skill which allows more freedom to choose and promotes independence
* Read like a writer: write like a reader
* Understanding a story through the experiences of a character enables us to develop empathy and consider what it means to be human
* Reading non fiction allows us to consider experiences through time and adopt a point of view
* BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature

Subject Specific Knowledge* Origins of stories and the Chronology of Literature
* Greek mythology and Greek theatre
* Narrative structure: Christopher Booker’s 7 Basic story plots, setting and atmosphere
* Aristotle’s Art of Rhetoric and use of pathos, ethos and logos in speeches
* Shakespeare’s Globe theatre and conventions of Comedy, Tragedy and History
* Presentation of characters, themes and plot in Lord of the Flies
* Introduction to structure, form rhyme and rhythm in range of selected poems through different times and cultures
 | Students will be able to:Reading* Read with confidence and fluency a range of fiction and non fiction texts from different genres and contexts
* Retrieve information from fiction and non fiction texts
* Explain key ideas, by making inferences and deductions (Explain Which Word Works? and use the What How Why structure)
* Use relevant quotations to support ideas
* Identify and comment on writers’ choices within texts
* Apply some subject terminology when discussing texts
* Start to comment on how writers’ choices in language and structure might affect the reader
* Start to use sentence openers to develop academic style of analysis
* Make some links between the text and its historical and social context
* Draw out some relevant similarities and differences between texts with examples

Communication (Writing and Speaking)* Clearly communicate relevant ideas developed with some detail
* Show some awareness of a number of different forms and some purposes
* Organise ideas with a clear beginning and ending
* Use a range of simple connectives and signal words
* Show some control over a range of sentence types (Alan Peat)
* Start to use more tier 2 vocabulary with some effective choices

Writing only* Show some control of a wider use of punctuation, with assured control of full stops, capital letters and commas.
* Spell most common vocabulary accurately
* Use some paragraphs
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**Year 9 English Agreed End Points**

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| **Key knowledge**  | **Key skills:** |
| Students will know:Key Concepts:* Studying Literature opens up a world of inspiration and creativity, while also developing skills that are essential for living in today’s environment
* If you can begin to appreciate writers such as Shakespeare and understand his language, then reading and analytical skills will improve – skills that we need for all aspects of life.
* Literature from different times and contexts demonstrates that humans have been struggling with the same conflicts since the beginning of time.
* BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature

Subject Specific Knowledge* The use of dual narrative structure in Noughts and Crosses to challenge our perceptions of race, power and truth
* Aristotle’s Art of Rhetoric and the use of pathos, ethos and logos in speeches from diverse strong leaders and influencers
* The context of Jacobean era and how it influenced Shakespeare
* Characters, plot and themes in Macbeth, including conscience, politics, society and Shakespeare’s presentation of women and how Shakespeare uses imagery to explore the themes of violence and conflict
* Context of Victorian London, expectations of respectable gentlemen and significance of social class
* Plot and characters in Dr Jekyll and Mr Hyde and themes of: duality, science and the unexplained, the Supernatural, urban terror and the raise in Gothic and detective literature
* Victorian values and the implications of Darwinism and evolution on religion and science and Freud’s theory of repression
 | Students will be able to:Reading* Explain ideas in thoughtful detail
* Show an increasing awareness of patterns, links and/or different interpretations
* Use a range of quotations to support ideas, and start to embed and gather quotes to support interpretations
* Identify and comment on range of writers’ choices of language and structure within texts
* Apply a range of accurate terminology at word, sentence and text level when discussing texts
* Explore the writer’s intent and purpose and how it might affect the reader
* Develop use of academic style of analysis, using what how why structure
* Develop specific links between the text and its historical context
* Draw out some relevant specific similarities and differences between texts with specific examples

Communication (Writing and Speaking)* Clearly communicate with imaginative detail
* Demonstrate sound awareness of writing/speaking for a number of different audiences and styles, both formal and informal
* Match ideas, tone and language choices to form, audience and purpose
* Construct a variety of sentence structures, with an understanding of effect
* Use an increasing range of more ambitious vocabulary to suit purpose

Writing only* Use a range of punctuation with increasing success
* Spell with general accuracy, including a range of polysyllabic vocabulary
* Consistently use appropriate paragraphs
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**Year 11 English Agreed End Points**

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| **Key knowledge**  | **Key skills:** |
| Students will know:Key Concepts:* English develops and enhances essential personal skills in expression and communication and encourages debate on a wide variety of issues
* English prepares us to make informed decisions about further learning opportunities and career choices and to use language to participate effectively in society and employment
* English helps explore and analyse some of life’s greatest questions: the themes and fundamental concepts which transcend time.
* The styles of writing and thought processes of historical texts are vital to understanding the world and how humans perceive our surroundings
* BPS key literary concepts: power, gender, love and relationships, conflict, human behaviour, religion and beliefs and Nature

Subject Specific Knowledge* ‘An Inspector Calls’ by J B Priestley: WWI/II, post war drama; economic, political and social issues; social responsibility, socialism and capitalism; democracy and fascism.
* ‘A Christmas Carol’ by Charles Dickens: Victorian Union workhouses, Poor Laws, Thomas Malthus, Henry Mayhew, Disraeli.
* ‘Romeo and Juliet’ Shakespeare: Elizabethan era and Shakespearean England; influences of the Renaissance era; understanding of features of prose and verse; concept of patriarchal society; Shakespeare’s representation of women and Elizabethan marriage. Stagecraft and techniques: tragedy, foreshadowing, soliloquy, oxymorons, and imagery
* Love and Relationships cluster of the poetry anthology: Content, language, structure and form of a cluster of thematically linked poems with knowledge of context and poet’s backgrounds and influences
* Students read and respond to 19th, 20th and 21st centuries non fiction texts on a range of political, social and cultural topics of interest including prison system, conflict and education.
 | Students will be able to:Reading:* Identify and interpret explicit and implicit information and ideas
* Show more detailed and increasingly clear understanding of writer’s choice of language with subject terminology and select a more judicious range of quotations
* Analyse the effects of writer’s choice of structural features with use of subject terminology
* Evaluate clearly the effect on the reader with an understanding of the writer’s methods
* Maintain a critical style and develop an informed personal response
* Use knowledge to explore contextual influences and reactions
* Select, synthesise and interpret evidence from different texts
* Compare writers’ ideas and perspectives and how they are conveyed

Writing:* Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
* Organise information and ideas, using a range of structural and grammatical features to support coherence and cohesion of texts (discourse markers and clear paragraphs)
* Use a range of sentence structures, for clarity, purpose and effect
* Use a range of varied and ambitious vocabulary to suit purpose
* Use a range of punctuation with increasing success and for effect
* Spell with general accuracy, including a complex and irregular words

Spoken language* Plan, organise and deliver a presentation in a formal context.
* Express more challenging ideas/information, using a range of ambitious vocabulary and responding appropriately to questions
* Use spoken Standard English
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