

English Faculty Rationale

To encourage students to enhance their enjoyment and understanding of the English language by creating opportunities to inspire a genuine love of reading and writing and to enriching students' cultural capital by exploring texts from a range of contexts. To promote high standards of oral literacy in class discussion and to inspire students to become creative and critical thinkers.

Please also refer to the National Curriculum document for English

YEAR 7	Content	Skills	Rationale / Link to NC
Autumn Term Block A	<p>Creative writing</p> <p><i>Developing Character</i></p> <p>Novel (Post 20th Century)</p>	<p>Students will learn to:</p> <p>Write clearly, accurately and coherently.</p> <p>Control use of sentence structure.</p> <p>Select and craft vocabulary for effect.</p> <p>Use stylistic devices effectively.</p> <p>Create developed and convincing characters.</p> <p>Read fluently and with good understanding.</p> <p>Develop the habit of reading widely and often.</p> <p>Expand vocabulary and demonstrate an understanding of how this is used to shape meaning.</p> <p>Infer explicit and implicit meaning.</p> <p>Analyse language to support inferences.</p> <p>Consider how texts are structured and organised.</p>	<p>Key Stage Three English aims to build on the skills developed by students at Key Stage Two. Starting with a focus on writing will allow students to revisit core literacy skills from primary school, with an emphasis on sentence construction; control of punctuation and crafting vocabulary choices. This will be a sustained focus across all learning programmes with the vision to improve the quality of written literacy. Students will be encouraged to adopt a self-conscious approach to the writing process by making critical and judicious choices.</p> <p>The study of the novel will begin our mission to expose students to a diverse range of literature from a range of historical periods, genres and forms with the goal of inspiring a love of reading. Drawing on comprehension skills acquired across Key Stage Two, students will continue to read for both explicit and implicit meaning and develop their ability to justify interpretations through critical analysis of the text. Students will also be encouraged to develop their verbal reasoning skills and attain a high standard of oral literacy in class discussion.</p> <p>By studying a whole novel at this stage in Year 7, it is hoped that students will be encouraged in the habit of reading for pleasure.</p>
Spring Term Block B	<p>Language (reading and writing)</p> <p><i>Purpose, audience and form.</i></p>	<p>Students will learn to:</p> <p>Infer explicit and implicit meaning.</p> <p>Recognise the purpose, audience and form of a text.</p> <p>Understand how register, language and style can be adapted to suit different contexts and begin to demonstrate this in their own writing.</p> <p>Use standard English</p>	<p>Students will begin to develop their skills in language by understanding how to discern purpose, audience and form. This will form an essential foundation for their explorations of language at Key Stage Four, as well as informing the choices they make in their own writing. Additionally, students will extend their reading diet by exploring texts from a range of contexts across fiction and non-fiction.</p> <p>Students will also be given opportunity to apply these principles in extended pieces of writing, with the supplementary goal of developing the stamina required to write for sustained periods.</p>

	<p>Shakespeare <i>Romeo and Juliet</i></p>	<p>securely. Control use of sentences. Craft vocabulary to convey meaning.</p> <p>Reading foci: Study a range of literary texts. Understand how social, historical and literary context can impact on meaning. Understand and apply relevant subject terminology (e.g. Dramatic terms). Explore language and structure to inform interpretations about plot, character and theme.</p> <p>Writing foci: Continue to develop a high standard of written English. Understand the conventions of writing direct speech. Use a variety of sentence moods to convey a sense of character (using the set text as a stimulus).</p>	<p>After their earlier exploration of post 20th century literature, this unit aims to continue students' exposure to a rich and diverse range of literary texts. Introducing students to Shakespeare and the genre of dramatic tragedy at this stage will prepare them for their subsequent study of core texts at GCSE (Macbeth and Blood Brothers). Students will also extend the reading skills practised in the Autumn term in order to foster an analytical and inquisitive approach to language.</p> <p>Students will continue to apply the writing skills covered in the Autumn term, progressing to use dialogue to reveal elements of character. This will also serve to inform their analysis of character and language. Supplementing their learning in the first term, this unit will extend students' ability to use a range of narrative devices to develop characterisation: a skill that will underpin their approach to narrative writing in subsequent years.</p>
<p>Summer Term Block C</p>	<p>Language (Reading and Writing) <i>People</i></p> <p>Poetry Growing Up (Linked to recreative writing)</p>	<p>Students will learn to:</p> <p>Explore texts from a variety of contexts. Understand how texts are organised/structured. Demonstrate the ability to construct and sequence paragraphs accurately and coherently. Adapt language and tone to suit audience and purpose. Craft vocabulary to convey meaning. Explore how writers convey attitudes and messages using language, form and structure. Develop personal responses to a text. Use evidence judiciously to justify and explain interpretations.</p>	<p>The Key Stage Three curriculum seeks to enable sustained progress by giving students opportunity to revisit and practise previous skills. By returning to a focus on language skills, students will continue to decode purpose and audience and understand how to adapt language to suit varying contexts. However, this unit will progress to consider how writers develop structure and cohesion in order to advance a written argument. Students will be taught to implement this in their own writing, with emphasis being given to constructing developed paragraphs. Opportunities will also be given in this unit for students to develop confidence in speaking and listening activities as they engage with real life issues.</p> <p>Building on the reading skills developed in previous units, students will access poetry first and foremost by exploring how attitudes and values are communicated. Emphasis will be given to students developing the skills to articulate a personal response, moving then to justifying this through critical analyses of language, form and structure. This unit will also allow students to enrich their</p>

		<p>Writing foci: Understand and apply the five part narrative structure. Continue to craft and select vocabulary for effect. Continue to construct sentences coherently and for effect.</p>	<p>cultural capital by exploring poems from other cultures.</p> <p>In writing, students will have opportunities to use individual experiences, as well as those explored in poetry, as a stimulus for their own writing. Consolidating their ability to discern purpose, audience and form, students will transform poetic texts into alternative modes of writing. Following this, they will be encouraged to reflect critically on their choices in order to reinforce the practice of conscious crafting.</p>
--	--	---	--