



# St Dunstan's School

GLASTONBURY



## **English Curriculum Booklet 2023-24**

**Subject Lead: Mrs K Gregory**



## English Curriculum Intent:

*“Language exerts hidden power, like the moon on the tides.” - Rita Mae Brown*

Our English curriculum is rich and rewarding and allows all our students to foster a life-long love of the subject and of reading for pleasure. As many of our students enter with below chronological reading ages and predominantly white British, we ensure we explore a wide range of texts in order that they secure a better understanding of different societies, cultures and history, discovering characters, plots and scenes to help shape their own writing to be imaginative and engaging. We do this initially through low access, high interest reading material and gradually, as reading ages improve, make use of canonical works and more abstract writers. We have an ambitious curriculum that enables our students to progress to A levels for post 16 study at our link colleges but this ambition is for all and takes into account those who exceeded KS2 expectations as well as those with SEND and emotional needs. In short, the Literature and Language journey builds upon and values prior experiences and progresses towards our students' future.

We believe that students deserve a broad and ambitious English curriculum. Our curriculum exceeds the National Curriculum requirements and is rich in skills and knowledge, which ignites curiosity and prepares them well for future learning and employment. We also place a great emphasis on reading and our library is stocked with a wide variety of fiction texts, many of which are linked with Accelerated Reader. National events such as World Book Day are celebrated and we work with as many authors as possible to inspire readers and writers alike as well as to inform about careers.

Students come to St Dunstan's from around 12 different feeder primary schools, so we ensure all make the required transition to access the KS3 curriculum. Our curriculum takes students on a journey looking at literature through time and a wide range of purposes for the written word. This gradually builds up the skills and knowledge needed to fully access the topics and texts studied by students as they move through their key stage three curriculum. The expectation is that our students take great pride in the content and presentation of their work and can celebrate their creativity, originality and individualism through their writing and the spoken word.

Our curriculum map in English reflects our high expectations for every child and implements our key curriculum intents, central to this is the desire to inspire a love of, and passion for, English Language and Literature and the drive and confidence to succeed at every single stage. It is extremely important to us at St Dunstan's that we build up the confidence and maturity of our students, as readers, who can engage with and enjoy ever more challenging texts as they progress through the years.

We aim to build and secure the core literacy skills and confidence necessary for our students to flourish within the classroom and life beyond our school. They gain the skills necessary to develop detailed ideas in writing and to understand the importance of being able to write clearly, fluently and accurately in standard English. The knowledge to adapt their language to suit audience and purpose and, within that, build and use a wide range of appropriate and ambitious vocabulary employed with precision and thought. When our students leave to go onto the next stage of their educational journey and/or enter the world of work they are equipped to communicate their ideas, views and opinions over a wide range of topics clearly, confidently, respectfully and in a measured and considered manner.

We have students from a diverse socio-economic background, and we develop all students' cultural capital in English to remove any barriers to achievement in school, future learning and the world of work. This includes taking account of the rich resources available to us in Glastonbury such as the significance of Glastonbury Abbey, which we visit each year for creative writing. We are very much focussed on ensuring all of our students can at least achieve a Grade 4 in English so that they can achieve meaningful qualifications that will allow them to move to the next stage in their educational careers with great confidence and vigour.

It is a privilege to guide our students through the exciting adventure that is English language and literature. Our ultimate aim is to guide students and open their eyes, minds and hearts to the rich world that is poetry, prose and drama that surrounds them and to unlock the creativity that lies within us all. We seek to instil a lasting love of literature and language that will stay with our students for the rest of their lives.

## English Curriculum Implementation:

### Key Stage 3

As students come to St Dunstan's from over 12 different feeder schools, we use SATS and teacher assessment data to place students in sets immediately so there is no loss in learning on transition to secondary education. The curriculum is constructed by alternating between key components of English, such as reading, writing, speaking and listening.

Year 7 begins with an introduction to the roots of the English Language and an exploration of the development of language over time. This allows students to understand how language constantly evolves and become more confident in decoding language in the texts they later cover. Students will also explore a Shakespeare comedy, the novel 'Lark' which raises a range of issues as well as being award winning literature and some work on poetry, non fiction and myths and legends. All of the work in Year 7 builds upon prior knowledge which students bring with them and is preparation for their continuing journey through English.

In Year 8, students develop an understanding of the gothic genre's conventions and importance. They will use this knowledge to support their analysis of writers' methods within gothic texts. These skills of analysis have been in development throughout Y7. Crime Fiction and Noughts and Crosses extend students' knowledge about our diverse society and also about text conventions such as crime writing and playscripts. Students study a poetry unit which centres on dramatic monologues, first person ballads and lyric poetry, as each of these forms emphasises voice. A wide range of 'people' are studied, from the lover of Shakespeare's sonnets, to voices dispossessed by, and challenging, racial and social injustice. This eclectic mix will allow students to see that the central techniques they are studying can create a wide range of human experience on the page. Students study a Shakespearean tragedy which compliments their work on comedy in Year 7.

In Year 9 we teach *Of Mice and Men*, which we see as a foundation text on which students are able to build upon prior knowledge about novellas but it also becomes a text which we refer to later so many times when discussing aspects of structure, character, motif and symbolism, as it is a text rich in examples which are accessible for all. The Year 9 journey also develops written skills in both fiction writing, with dystopian writing, and nonfiction, with travel writing. Here students' knowledge about tone and irony are developed as well as evaluation skills where students are given the opportunity to evaluate their own writing against their intent. An explicit spoken language unit is taught where students develop speaking and listening skills to allow them to be confident orators for the future, as well as learning how to listen to others and respond appropriately and with empathy. We consolidate the knowledge they have gained across Key Stage 3 with an unseen poetry unit and finally exploring a modern play text, which allows us to stretch and challenge our students in preparation for the GCSEs and beyond.

The Library is stocked with a wide variety of fiction texts, many of which are linked to the Accelerated Reader programme. Students in Year 7, Year 8 and Year 9 have one reading lesson a fortnight, during their English timetable, where they are expected to independently read books of their chosen genre through guided choice. We ensure that students' reading ages are used to inform their choice of text so that all students are making progress with their reading. Students' reading ages are checked three times a year and students who are making less progress than expected are provided with opportunities to secure improvement. In addition, initial testing indicates which children need to follow intensive reading intervention such as the reciprocal reading programme or Read Write Inc.

Students have regular low stakes tests to inform the next steps of learning and regular formative assessments so that students who are not making the required levels of progress are identified and further supported.

## Key Stage 4

Students remain set in English classes at KS4 so that the pace of learning and choice of texts are at the right level of challenge to sustain our students' level of interest and engagement. We do not simply teach to test in KS4. We have a rich and rewarding curriculum that builds on KS3 and prepares students for further study at KS5, where many choose to continue with their English studies.

Within our curriculum, we have taken the opportunity to interleave some units so that students are able to see thematic links across fiction, non-fiction and poetry as well as using a variety of writers to influence their own creative and transactional writing.

Our Key Stage 4 curriculum aligns with other schools in the MNSP at timely intervals, which allows for robust moderation across schools. Our teachers are also able to work with many others in the Trust to ensure we provide the highest quality of teaching.

### Allocated Curriculum Time:

Year Group	7	8	9	10	11
Fortnightly lesson allocation in hours	7 Plus 1 reading lesson		8	8	7

## Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Roots of English</b> <ul style="list-style-type: none"> <li>Discovery of the history of the English Language from the Anglo Saxons, to the Norman French and the Renaissance.</li> <li>Exploration of the roots of language and etymology of words.</li> <li>Discover English became a worldwide language and links to the British Empire.</li> <li>Widen understanding of vocabulary and relationships between words.</li> <li>Be able to change and adapt register in different situations and speak with confidence.</li> </ul>	<b>Assessment 1:</b> Speaking task assessing clarity, use of body language and facial expression, Standard English and organisation.
2	<b>Myths and Legends</b> <ul style="list-style-type: none"> <li>Key foundational myths such as Pandora's box, Persephone and Hades, Freyja's wedding, Arthurian legends</li> <li>Using models of excellent writing to inspire students' own descriptive and narrative work.</li> <li>Understanding and crafting sensory description, figurative language, narrative hooks and a range of other devices.</li> </ul>	<b>Assessment 2:</b> Narrative writing continuing the story of Sir Gawain and the Green Knight
3	<b>Lark</b> <ul style="list-style-type: none"> <li>Demonstrate their understanding of plot development.</li> <li>Exploration of the development of characters and key themes.</li> <li>Use the thematic concerns of the text to discuss current issues.</li> <li>Begin to identify linguistic conventions used by a writer to create imagery.</li> <li>Use the text as a stimulus for their own writing,</li> </ul>	<b>Assessment 3:</b> Analytical paragraphs about character and theme.
4	<b>An Introduction to Poetry through Nature</b> <ul style="list-style-type: none"> <li>Read a diverse selection of poetry from the literary canon to modern texts</li> <li>Begin to understand how to identify rhyme, rhythm and other aural effects in poetry.</li> <li>Understand poetry as a distinct form, including the importance of line endings and extended figurative devices.</li> <li>Writing their own poetry and analysing the effects of their choices as a writer.</li> </ul>	<b>Assessment 4:</b> Students write their own poem and an analysis of the choices they have made as a writer
5	<b>The Environment</b> <ul style="list-style-type: none"> <li>Building on the knowledge of natural themes from earlier units</li> <li>Students read models of excellent non-fiction writing and create their own</li> <li>Persuasive and rhetorical techniques are studied in detail</li> <li>Students gain the ability to speak and write fluently about a core cultural issue</li> </ul>	<b>Assessment 5:</b> Students write to persuade the reader on an environmental issue.
6	<b>A Midsummer Night's Dream</b> <ul style="list-style-type: none"> <li>Explore Shakespeare's life and the context of the play.</li> <li>Understand key symbols used throughout the play</li> <li>Students will understand the specific form of a play by focusing on key dramatic devices</li> <li>Learn to explore the devices used by Shakespeare through close textual analysis of key extracts.</li> </ul>	<b>Assessment 6:</b> Analysis of an extract from the play

## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Gothic Literature: Reading</b> <ul style="list-style-type: none"> <li>Students explore a range of Gothic short stories from the nineteenth century to the present day</li> <li>Key Gothic conventions are explored and students become expert in identifying them</li> <li>Students can analyse the effect of generic conventions</li> <li>Developments in the genre are understood and links to current cultural texts identified</li> </ul>	<b>Assessment 1:</b> <b>Reading -</b> Analysing a passage from 'The Loony' by Alison Prince
2	<b>Gothic Literature: Writing</b> <ul style="list-style-type: none"> <li>Students apply their knowledge of the Gothic from last term, to craft their own Gothic tales.</li> <li>Characterisation and the control of atmosphere are key new skills which extend students beyond their Y7 work</li> <li>Writing within the conventions of a genre offers a new way to express creativity</li> <li>Students revise all of the key skills from their Y7 creative writing</li> </ul>	<b>Assessment 2:</b> <b>Writing -</b> opening of a Gothic tale
3	<b>Poetry About People</b> <ul style="list-style-type: none"> <li>Students revise their knowledge of poetry from Y7</li> <li>Specific forms such as the narrative poem, sonnet and lyric poem are introduced</li> <li>We consider the creation and purpose of 'voice' within poetry</li> <li>Students begin to compare poems</li> </ul>	<b>Assessment 3:</b> <b>Reading -</b> comparing poems of the same form
4	<b>Drama: Noughts and Crosses</b> <ul style="list-style-type: none"> <li>Students revise their knowledge of dramatic conventions from Y7 and apply them to a very different, modern production</li> <li>Students consider the Gothic elements of this drama, building on their learning in terms three and four</li> <li>Students begin to understand thematic and structural features.</li> </ul>	<b>Assessment 4:</b> <b>Reading and Speaking and Listening -</b> Analysing the presentation of a character throughout the play
5	<b>Crime</b> <ul style="list-style-type: none"> <li>Students consider a range of fiction and non-fiction texts about crime, building on the representation of crime in <i>Coram Boy</i></li> <li>The details of this unit are being finalised.</li> </ul>	Assessment 5: <b>Reading:</b> Compare the child criminals described in each article.
6	<b>Romeo and Juliet</b> <ul style="list-style-type: none"> <li>Students revise their knowledge of drama from Y7 (especially the function of the Shakespearean theatre) and term 4.</li> <li>The dramatic form of tragedy is introduced, and students learn its conventions.</li> <li>Shakespeare's use of sonnet form is linked to their work in term three, allowing students to apply this knowledge in a new context.</li> <li>Applying knowledge of themes and analysing thematic concerns</li> </ul>	<b>Assessment 6:</b> Analysing the development of a character through the play

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Dystopian Fiction</b> <ul style="list-style-type: none"> <li>Generic study, exploring the conventions of dystopian texts</li> <li>Considering different types of dystopia including technological, environmental and political</li> <li>Introduction to the idea of character archetypes</li> <li>Introduction to the idea of literature as social commentary</li> <li>Students create their own dystopian fiction, using key conventions and archetypes, aiming for social comment</li> <li>Introduction to structural techniques for writing</li> </ul>	<b>Assessment 1:</b> Writing the opening of a dystopian story
2	<b>Of Mice and Men</b> <ul style="list-style-type: none"> <li>Studying a seminal work of world Literature</li> <li>Building on the concept of Literature as social commentary, introduced in term 1</li> <li>Students move from analytical paragraphs to fully structured essays, using thesis statements</li> </ul>	<b>Assessment 2:</b> Analysing the presentation of a character throughout a novel, drawing connections to social issues
3	<b>Travel Writing</b> <ul style="list-style-type: none"> <li>Exploring literary non-fiction</li> <li>Students are introduced to the idea of the use of tone in travel writing through the works of Bill Bryson and others. They also revise a wide range of literary techniques and apply them to non-fiction.</li> <li>Students learn to manipulate tone and other literary by creating their own travel writing</li> <li>The different purposes of the form are explored in detail.</li> </ul>	<b>Assessment 3:</b> Students write their own piece of travel writing and analyse their choices as a writer.
4	<b>Rhetoric: Language to Change the World</b> <ul style="list-style-type: none"> <li>Students are introduced to different elements of rhetoric: ethos, pathos and logos</li> <li>Students consider the appropriate tone, emotive content etc for different types of writing.</li> <li>A wide range of excellent speeches on social issues provide models for students' own writing</li> <li>Specific language devices such as inclusive pronouns, anaphora, imperatives and modal verbs are analysed and practised.</li> <li>Drawing connections between rhetoric and literary social commentary</li> </ul>	<b>Assessment 4:</b> Students write and deliver a speech on a topic of their choice, intending to improve the world.
5	<b>Poetry Analysis</b> <ul style="list-style-type: none"> <li>Students apply their knowledge of poetry to begin to respond independently to a range of poetic texts.</li> <li>Explicit strategies for successful independent analysis are taught throughout the term, including a focus on semantic fields</li> <li>The dramatic monologue form is explored</li> </ul>	<b>Assessment 5:</b> Analysing the presentation of a voice resisting oppression in an unseen poem
6	<b>A Raisin in the Sun</b> <ul style="list-style-type: none"> <li>Combining knowledge of dramatic conventions and social commentary to study an African American classic.</li> <li>Details of the unit to be finalised - update shared nearer the time.</li> </ul>	<b>Assessment 6 :</b> <b>End of Year Exam</b>

# Curriculum Plan: Year 10

Exam Board: AQA

Specification: Language 8700 and Literature 8702

Term	Curriculum Foci	Areas Assessment Criteria
1	<b>Poetry Cluster and Explorations in Creative Writing</b> <ul style="list-style-type: none"><li>● Recognise the context of the texts and how that aids meaning.</li><li>● Note the devices used by the writer and the effect these have on the reader and analyse the language within the text.</li><li>● Use quotations and textual references to showcase understanding.</li><li>● Students study Creative writing - how to engage and sustain a reader's interest</li></ul>	<b>Assessment 1:</b> <b>Reading</b> – poetry comparison  <b>Writing</b> - creative writing narrative or descriptive : piece based on an image
2	<b>19<sup>th</sup> Century Text (Cont.)</b> <ul style="list-style-type: none"><li>● Students learn how to write an essay based on an extract.</li><li>● They widen the response to the text as a whole.</li><li>● They learn how to plan quickly and effectively.</li></ul>	<b>Assessment 2:</b> <b>Reading</b> - extract question based on the reading of their 19 <sup>th</sup> century text.
3	<b>Exploration In Creative Reading and Writing</b> Students gain full understanding of how to: <ul style="list-style-type: none"><li>● Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</li><li>● 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.</li><li>● Evaluate texts critically using appropriate textual references.</li></ul>	<b>Assessment 3:</b> <b>Reading</b> - English Language Paper 1 Section A Qu 3 and 4
4	<b>Shakespeare</b> Students read and study Shakespeare's <i>Macbeth</i> . They: <ul style="list-style-type: none"><li>● Learn about and recognise the importance of the context of the 1600s.</li><li>● Explore Shakespeare's language.</li><li>● Note how meaning is shaped through Shakespeare's use of characterisation; setting and structure.</li><li>● Use quotations and textual references to showcase understanding and learn how to plan quickly and effectively.</li></ul>	<b>Assessment 4:</b> An essay on <i>Macbeth</i> , exploring the links between a passage and the wider play.
5	<b>Poetry Cluster and Unseen Poetry</b> <ul style="list-style-type: none"><li>● Recognise the context of the texts and how that aids meaning.</li><li>● Note the devices used by the writer and the effect these have on the reader and analyse the language within the text.</li><li>● Use quotations and textual references to showcase understanding.</li><li>● Using knowledge of poetry to approach unseen poetic texts</li></ul>	<b>Assessment 5:</b> <b>Reading</b> - Analysis of poetry
6	<b>Revising Year Ten and <i>An Inspector Calls</i>.</b> <ul style="list-style-type: none"><li>● Revising language skills and knowledge of <i>Jekyll and Hyde</i></li><li>● Understanding the plot and characterisation in <i>An Inspector Calls</i></li><li>● Exploring the thematic concerns and social context of <i>An Inspector Calls</i></li><li>● Analysing language and dramatic techniques in <i>An Inspector Calls</i></li></ul>	<b>Assessment 6:</b> <b>Year 10 Exams</b> Language Paper 1 Literature 19 <sup>th</sup> century text and Shakespeare



## Curriculum Plan: Year 11

### Exam Board: AQA: Specification: Language 8700 and Literature 8702

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Writers' Viewpoints and Perspectives (Reading)</b></p> <p>Students gain full understanding of how to:</p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</li> <li>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.</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>Evaluate texts critically and support this with appropriate textual references.</li> <li>Explore non-fiction texts and note how comparisons can be made.</li> </ul>	<p><b>Assessment 1:</b></p> <p>In class assessments on both reading and writing skills</p>
2	<p><b>Writers' Viewpoints and Perspectives (Writing)</b></p> <p>Students gain full understanding of how to:</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>Learn how to write for purpose, crafting writing for audience and purpose.</li> <li>Showcase the skills in their own extended written pieces</li> </ul>	<p><b>Assessment 2:</b></p> <p><b>Mock Exams 1:</b> Paper 2 Language Literature - Unseen Poetry and Power and Conflict</p>
3	<p><b>Recall and Revision and Exams</b></p> <ul style="list-style-type: none"> <li>Students continue to embark on recall and revision sessions in preparation for Literature and Language success</li> <li>Focus on <i>An Inspector Calls</i> and Language Paper One</li> </ul>	<p><b>Assessment 3:</b></p> <p>In class assessment on <i>An Inspector Calls</i></p>
4	<p><b>Recall and Revision and Exams</b></p> <ul style="list-style-type: none"> <li>Students continue to embark on recall and revision sessions in preparation for Literature and Language success: Including purple pen responses to mock exams, poetry, <i>A Christmas Carol</i>, <i>Macbeth</i> and language paper two</li> </ul>	<p><b>Assessment 4:</b></p> <p><b>Mock Exams 2:</b> Paper 1 Language Paper 1 Literature</p>
5	<p><b>Recall and Revision and Exams (Cont.)</b></p> <ul style="list-style-type: none"> <li>Students embark on recall and revision sessions in preparation for Literature and Language success.</li> <li>Teachers will begin to assess the needs of individual classes and students in order to focus on the most important areas of need.</li> </ul>	<p><b>GCSE Exams</b></p>

## Final Assessment Structure:

### English Language

Component	Weighting	Content	Date of Final Examination
<b>Paper 1</b> <b>1 hour 45</b>	50%	<b>Exam</b> <ul style="list-style-type: none"><li>• An exploration in creative reading and writing</li><li>• Reading and Writing</li></ul>	May/June of Year 11
<b>Paper 2</b> <b>1 hour 45</b>	50%	<b>Exam</b> <ul style="list-style-type: none"><li>• Writers' viewpoints and perspectives</li><li>• Reading and Writing</li></ul>	May/June of Year 11

Please see exam board websites for up to date information: <https://www.aqa.org.uk/eqa>

### English Literature

Component	Weighting	Content	Date of Final Examination
<b>Paper 1</b> <b>1 hour 45</b>	40%	<b>Exam</b> <ul style="list-style-type: none"><li>• Shakespeare - Macbeth</li><li>• 19<sup>th</sup> Century Text - A Christmas Carol (Charles Dickens)</li></ul>	May/June of Year 11
<b>Paper 2</b> <b>2 hours 15</b>	60%	<b>Exam</b> <ul style="list-style-type: none"><li>• Modern Prose - An Inspector Calls</li><li>• Unseen Poetry</li><li>• Poetry Anthology - Power and Conflict</li></ul>	May/June of Year 11

Please see exam board websites for up to date information: <https://www.aqa.org.uk/eqa>