English

"The limits of my language mean
the limits of my world."

Ludwig Wittgenstein

Curriculum Intent

We seek to prepare pupils for the language demands for all areas of adult life, including the workplace. We emphasise the role of English in helping pupils towards a critical understanding of the world and cultural environment in which they live. We recognise the importance of English in supporting pupils with the language demands of the different subjects on the school curriculum.

The study of English and Literacy at Francis Barber exposes pupils to a broad and balanced curriculum.

Assessment and Progress

For their initial assessment, pupils complete the following, depending on age: AQA Step Up to English Silver/Gold, Functional Skills, or one of the AQA English Language papers. AQA English Literature GCSE is offered to pupils who have studied this course at their previous school settings and are expected to complete the course.

Pupils are retested termly for reading and spelling.

Some pupils are offered reading intervention, which is closely monitored.

In Year 10, pupils sit English Functional Skills Level 1. When they pass Level 1, pupils will have the opportunity to sit Level 2, either in Yr10 or in Yr 11. Functional Skills is a qualification recognised by many sixth forms and colleges. Completing the Functional Skills test supports pupils with applications to post-16 options and helps prepare pupils for the demands of GCSE English Language.

In Year 11, assessments centre around mock examinations. Mocks are held in Autumn and Spring terms. New entrants in Year 11 are entered for Functional Skills English alongside their GCSE studies.

Progression of knowledge and skills

KS3 Curriculum Map

Y1 Autumn 1	Y1 Autumn 2	Y1 Spring 1	Y1 Spring 2	Y1 Summer 1	Y1 Summer 2
Myths and Legends (Reading and Writing Fiction)	**Power Speeches** (Reading and Writing Non-Fiction)	**Freedom Writing** (Reading and Writing Fiction)		**Romeo and Juliet** (English Literature)	**Poems from across the World** (Reading and Writing Fiction) **Link**
Pupils will know: How language has developed through time	**Pupils will know** How language can be used to persuade and influence	**Pupils will know:** How literature gives voices to oppressed people(s) and communities		**Pupils will know:** Details of plot, character and setting	**Pupils will know:** How culture and identity is explored in poetry
Oral traditions of storytelling	How powerful historic and modern day speakers have influenced people and politics	How characters and stories are used to convey wider meaning		Key themes explored in the play	Understand how language, including figurative language, vocabulary choice, grammar, text structure and organisation features present meaning
The influences of classic texts in the present day	Origins for ethos, pathos, logos	Linguistic and Literary devices		Significance of context and its influence on literary texts	
Linguistic and Literary devices					
Read, understand and respond to texts	Watch,read and understand and respond to speeches	Read, understand and respond to texts		Recall details of plot, character and setting	Read, understand and respond to poems
Explain the effects of	Speak passionately and	Explain the effects of literary devices		Comment on how language, form and	Use a range of techniques

linguistic and literary devices	rationality using a range of rhetorical devices		structure are used for effect	and presentation devices to write their own poem or piece of creative writing drawing on personal experiences
Write creatively using a range of language features	Organise speeches effectively, using effective vocabulary, grammar and punctuation	Write creatively using a range of language features	Link characters and events in the play to key themes	Organise writing effectively, using effective vocabulary, grammar and punctuation.
Organise writing effectively, using effective vocabulary, grammar and punctuation		Organise writing effectively, using effective vocabulary, grammar and punctuation	Explain how characters and events in the play are influenced by contextual factors	
SpaG Recognising root words. What suffixes and prefixes do to words	**SpaG** How to use the past and present tense	**SpaG** How to write complex sentences. How to link ideas in sentences.	**SpaG** How to use active or passive voice. Modal verbs and what they are and do.	**SpaG** How to use subordinating clauses
Homework spellings	**Homework** spelling and comprehension	**Homework** grammar recap, comprehension and creative writing	**Homework** Reading - Giglets	**Homework** Reading - Giglets
Reading and Literacy: Faster Read				

Y2 Autumn 1	Y2 Autumn 2	Y2 Spring 1	Y2 Spring 2	Y2 Summer 1 and 2
London Place and Self (Reading and Writing Non - Fiction)	**Heroes** (Reading and Writing Fiction)	**Gothic Horror** (Reading and Writing Fiction**)**	**Speaking to Persuade** (Non-fiction)	**A Midsummer Night's Dream** (English Literature) LINK
Pupils will know How people and places in their local area have influenced and shaped history	**Pupils will know:** How local heroes influence	**Pupils will know:** The key conventions of Gothic fiction	**Pupils will know** How to effectively speak and listen	**Pupils will know:** Details of plot, character and setting
London past and present through the eyes of a range of writers/influencers	How heroes are represented in comics and films	How these conventions are used 21st century literature and films	How planning ideas and speaking passionately and rationally can influence peers and leaders	Key themes explored in the play
Explore Central London and other boroughs and record experiences	Where woman feature as heroes in literature and films and why this is important to society	Why we still study the gothic genre today	Look at a range of rhetorical devices and how these can be used to persuade and change outcomes	Significance of context and its influence on literary texts
How different forms of writing shape meaning (recount/inform/advertise)				
Pupils will be able to	**Pupils will be able to:**	**Pupils will be able to:**	**Pupils will be able to:**	**Pupils will be able to:**
Read, understand and respond to texts.	Read, understand and respond to texts.	Read, understand and respond to texts.	Listen, understand and respond to speeches.	Recall detail of plot, character and setting
Know the conventions of formal letters and their effect on their	Understand conventions of an newspaper article	Explain how Gothic conventions can impact on a	Debate ideas sensitively and respectfully	Comment on how language, form and structure are used for effect

audience		reader		
Organise writing effectively, using effective vocabulary, grammar and punctuation	Creatively write their own newspaper article on a chosen real life hero	Plan, draft , write and redraft their own horror story using gothic conventions and other devices to entertain and create suspense	Organise speeches effectively, using effective vocabulary, grammar and punctuation.	Link characters and events in the play to key themes
	Compare newspaper articles of heroic 'real life 'characters	Organise writing effectively, using effective vocabulary, grammar and punctuation		Explore how characters and events in the play are influenced by contextual factors
SpaG Recognising root words. What suffixes and prefixes do to words	**SpaG** How to use the past and present tense	**SpaG** How to write complex sentences.	How to use active or passive words Modal verbs and what they do.	**SpaG** How to use subordinating clauses
Homework spellings	**Homework** spellings and comprehension	**Homework** grammar recap, comprehension and creative writing	**Homework** Reading - Giglets	**Homework** Reading - Giglets
Reading and Literacy: Faster Read				

Y10 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language Paper 2 Section A & B Writers' Viewpoints and Perspectives	**A Christmas Carol** (English Literature)	**Language Paper 1, Section B:** Writing creatively	**Language Paper 1 Section A** Explorations in Creative Reading	**An Inspector Calls** (English Literature) LINK	**GCSE Speaking & Listening** LINK
Pupils will know: Format and structure of the GCSE paper	**Pupils will know:** Details of plot, character and setting	**Pupils will know:** Format and structure of the GCSE paper	**Pupils will know:** Format and structure of the GCSE paper	**Pupils will know:** Details of plot, character and setting	**Pupils will know:** Conventions of public speaking, including questioning and responding to questions
Proficient exam technique(s)	Key themes explored in the novella	Language & structural devices used by writers for effect	Proficient exam technique(s)	Key themes explored in the play	The differences between formal and informal speech
Language & structural devices used by writers for effect	Contextual knowledge relevant to Victorian Britain	Conventions of descriptive and narrative writing	Language & structural devices used by writers for effect	Contextual knowledge relevant to 1912-1945 Britain	Know which situations to use which type of speech and why it matters
					Why good presentations skills are important
Pupils will be able to: Identify implicit and explicit information	**Pupils will be able to:** Recall details of plot, character and setting	**Pupils will be able to:** Write vividly and imaginatively, deploying well-chosen vocabulary for effect	**Pupils will be able to:** Interpret explicit and implicit ideas and information, using textual evidence to support their points	**Pupils will be able to:** Recall details of plot, character and setting	**Pupils will be able to:** Know when to use the appropriate language in formal and informal situation
Synthesise evidence from two texts	Comment on how language, form and structure are used for effect	Craft linguistic devices, including figurative language	Identify and analyse writers' use of language and linguistic devices	Comment on how language, form and structure are used for effect	Create a speech using a range of techniques to engage and influence their audiences
Summarise similarities and differences between texts	Link characters and events in the novella	Plan and write engaging stories, using structure for	Identify and analyse writers' use of structure	Link characters and events in the play to key	Answer questions confidently from the audience

	to key themes	effect	and structural devices	themes	
Analyse writers' use of language and structure for effect	Explore how characters and events in the novella are influenced by contextual factors	Organise writing effectively, using effective vocabulary, grammar and punctuation	Critically evaluate texts in light of given statements	Explore how characters and events in the play are influenced by contextual factors.	Use their voices and body language to deliver an effective speech.
Compare and contrast ideas, perspectives and methods used between two texts		Paragraph their work for clarity and impact			
SpaG punctuating quotations in essays and direct speech, brackets	**SpaG** apostrophes for omission and ownership, commas	**SpaG** proofreading Recap - what is an adjective /noun/verb How to use paragraphs		**SpaG** how to use a dictionary SpaG marks in FS	
Homework Paper 1 Reading and Writing	**Homework** Paper 1 Reading and Writing	**Homework** Paper 1 Reading and Writing	**Homework** Paper 2 Reading and Writing	**Homework** Reading - Giglets	**Homework** Reading - Giglets
Functional Skills (Individual Presentation)	**Functional Skills** (Individual Presentation)	**Functional Skills** (Individual Presentation)	**Functional Skills** (Individual Presentation)	**Functional Skills** (Group Discussion)	**Functional Skills** (Group Discussion)
Reading & Literacy: Faster Read					

Y11 Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language Paper 1: Creative Reading and Writing LINK	**Revision: Language Paper 2 Section A:** Writers' Viewpoints and Perspectives LINK	**Revision: Paper 2, Section B:** Writing to Argue/Persuade LINK	**Revision: Language Paper 1:** Creative Reading and Writing LINK	**Revision: Language Paper 2:** (Viewpoints and Perspectives; Transactional Writing) LINK	**Revision Paper 1 and 2**
Pupils will know: Format and structure of the GCSE paper					
Proficient exam technique(s)					
Language & structural devices used by writers for effect					
Pupils will be able to: Identify implicit and explicit information		**Pupils will be able to**: Write in a range of forms, for a variety of purposes and audiences	**Pupils will be able to:** Identify implicit and explicit information		
Analyse writers' use of language and structure for effect	Synthesise evidence from two texts	Write with a high level of technical accuracy	Analyse writers' use of language and structure for effect	Synthesise evidence from two texts	
Critically evaluate viewpoints	Summarise similarities and differences between texts	Use a range of devices to argue, persuade and inform	Critically evaluate viewpoints	Summarise similarities and differences between texts	
Write creatively using a range of language features	Analyse writers' use of language and structure for effect	Sustain their writing	Write creatively using a range of language features	Analyse writers' use of language and structure for effect	
Organise writing effectively, using effective vocabulary, grammar and punctuation	Compare and contrast ideas, perspectives and methods used between two texts	Organise writing effectively, using effective vocabulary, grammar and punctuation	Organise writing effectively, using effective vocabulary, grammar and punctuation	Compare and contrast ideas, perspectives and methods used between two texts	

				Write in a range of forms, for a variety of purposes and audiences	
		GCSE Speaking and Listening	**GCSE Speaking and Listening**	Write with a high level of technical accuracy	
SpaG Recapping on Gramma**r** LINK	**SpaG** Recapping on Punctuation LINK	**SpaG** Recapping on Spelling LINK		**SpaG** Analysing Fiction and Non Fiction LINK	
Homework Paper 1 Practice	**Homework Paper 1 and 2 Practice**	**Homework Paper 1 and 2 Practice**	**Homework Paper 1 and 2 Practice**	**Homework Past Papers** https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources	
Literacy: Functional Skills (S&L: Individual Presentation)	**Literacy: Functional Skills** (S&L: Group Discussion)	**Literacy: Functional Skills** (S&L: Individual Presentation)	**Literacy: Functional Skills** (S&L: Group Discussion)	**Literacy: Functional Skills Past Papers**	
Option : Literature (Poetry Anthology) Power and Conflict Poetry LINK	**Option: : Literature** (Shakespeare Play) Macbeth LINK	**Option : Literature** (Unseen Poetry & Anthology revision) LINK	**Option: Literature** (A Christmas Carol revision) LINK	**Option : Literature** Summer 1: An Inspector Calls LINK	

Careers Link

Trauma Informed Practice

Being a trauma-informed school means prioritising sensitivity and understanding regarding the potential impact of past trauma on pupils' learning experiences.

When selecting extracts, we prioritise sections that are pivotal to the storyline or theme but are also handled with sensitivity. We always aim to balance the educational value of the material with the emotional well-being of the pupils.

Literacy

At Francis Barber, developing high literacy levels is a key focus. Pupils' literacy levels are assessed on induction and at the end of every term. We use sentence completion assessments, word reading tests (WRT) and spelling tests. Opportunities to develop and practise reading, writing, speaking and listening skills are embedded throughout the English curriculum and progress is assessed half termly.

Literacy - Faster Read	
Key knowledge	• **To listen to/ read a whole novel and share opinions on the whole book.**Give my opinion on the story and characters and support my opinion with evidence from the text. Listen and respond to others' opinions • **Learn new vocabulary and work out the meaning of words from the context and using dictionaries.**
Key Skills	• **To listen to/ read 2 whole novels and be able to compare them.** • **Use clues in the text to make inferences.** (E.g. to predict what might happen next in the story, work out why a character is behaving in a certain way or work out what is happening using clues in the text).

Books

Google Drive folder with SOW - LINK	
KS3 -Term 1 - Year 1	1. Once- Morris Glietzman 2. Christmas - Picture book (optional)
KS3 -Term 2- Year 1	1. The Curious incident of the dog in the night time - Mark Haddon
KS3 -Term 3 - Year 1	1. Percy Jackson and the Lightning thief - Rick Riordan 2. Danny Chung does not do Maths - Maisie Chan
KS3 -Term 1- Year 2	1. Danny Chung does not do Maths - Maisie Chan 2. Echostar is always listening - Melinda Salsbury
KS3 - Term 2- Year 2	1.Dread wood - Jennifer Killick 2. Ghost - Jason Reynolds
KS3 - Term 3 - Year 2	1. The Goldfish Boy - Lisa Thompson 2. .Once- Morris Glietzman or another book in the series
Y10- Term 1- Year 1	1. Noughts and Crosses - Malorie Blackman (Book and film) 2. .Wonder - Film and extracts
Y10 - Term 2- Year 1	1. Kerb Stain Boys - Alex Whaetle -focus on author profile.
Y10 - Term 3- Year 1	1. THuG -Angie Thomas (Film and extracts)

ICT

Pupils are encouraged to use IT for research and for extended writing. For their Functional Skills Speaking and Listening exam pupils can use PowerPoint and other ICT tools to research and present their work.

Equality, Diversity and Inclusion in English, Fundamental British values (FBV) and Social, Moral, Spiritual and Cultural (SMSC)

The English curriculum exposes pupils to a range of voices from different perspectives, by highlighting the marginalisation of communities and ***celebrating emancipatory figures***. We read and discuss a wide range of different texts from a wide range of perspectives.