



ENGLISH

INTENT

The English curriculum underpins all other curriculum subjects and includes reading, text analysis, oral communication and writing, all vital for the pupils' future lives. In English, we aim to deliver a programme of study which will inspire and motivate our students, enabling them to become creative thinkers and independent learners.

We aim to develop:

- An interest in language and literature.
- An awareness of cultural and historical context.
- An ability to communicate effectively.
- The confidence to know that the expression of opinions will be valued.
- Creativity and excellence.
- Sensitivity to diversity and different lived experiences.

Each year group will study a wide range of texts and increasingly complex literary techniques and terminology. We explore a variety of literature, aimed at inspiring and educating the pupils, so that their curiosity will encourage further independent study.

Key Stage (KS) 3 builds on the foundations set at KS2, reinforcing age-appropriate literacy, and encouraging the development of vocabulary and reading skills.

We offer a wide range of ambitious texts to encourage a love of reading and also offer time for the pupils to explore the library and find genres which will inspire them. Pupils will begin to formulate their own opinions and learn how to explore, debate and write about them in a clear way, using increasingly fluent argument.

Teachers will assess the pupils formatively, offering regular feedback, focusing on both strengths and areas of development. Reflection on feedback will be encouraged, leading to re-drafting where appropriate.

The curriculum in KS3 will cover the following areas:

- Poetry
- History of language
- Transactional writing
- Shakespeare
- Dystopia

- The media
- 19th century and Gothic novels - childhood theme

The KS4 English curriculum builds on KS3, and will develop pupils' analysis of text including poetry, written essays through GCSE exam-style questions, transactional writing using the correct style and features, key skills and exam techniques. Pupils will follow the AQA GCSE syllabus for both English Literature and English Language.

IMPLEMENTATION

Subject specialists have given consideration and thought to the sequence and rationale of the curriculum, specifically with regard to content and development. This is to ensure that knowledge is not isolated information, but relates to other learning both within and beyond the English remit.

At Key Stage 3, the full National Curriculum is delivered. The English curriculum is organised into units. Each unit builds on prior knowledge, allowing connections to be made and enabling knowledge to be transferable, thus facilitating deeper comprehension. Content taught will ensure the development of deeper understanding and the capacity for skilful performance.

At Key Stage 4, the full AQA GCSE English Language and Literature courses are delivered, also structured into units.

The English Language curriculum is designed to ensure students practise the skills of identifying implicit and explicit information, analysing the effects of language and structure, evaluating texts and writers' perspectives, as well as increasing creative writing skills in a range of forms through the study of non-fiction and fiction texts.

The English Literature curriculum is designed to ensure students practise the skills of writing critically by analysing characters, themes and ideas in poetry, novels and plays. Students analyse how language, structure and form are used to create meaning, and they learn to make links to the contexts in which texts are written. Each lesson builds on prior learning, allowing connections to be made across the content.

IMPACT

In 2024, 100% of student achieved a Grade 4 and above in English Language, with 66.67% achieving a Grade 4 and above in English Literature.

As part of their progress towards GCSE's, students receive regular written and verbal feedback to ensure their learning is constantly reviewed, with the purpose of developing their outcomes. Teaching is continually adapted to ensure that all learning needs are met at all stages.

When students enter Year 9, they are introduced to the GCSE mark scheme. Students and staff alike are then able to focus on the learning journey required as they pass through Years 10 and 11. Importantly, whilst preparing students for the high expectations of achievement at KS4, course content remains as varied and stimulating as would be expected.

EXAMINATION

Students are fully prepared for their English Language and English Literature GCSE examinations. Year 11 focuses on learning how to approach all the question types across both related subjects and gives insight into the techniques required to achieve the highest possible grades.

GCSE Language

Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)

50% of the GCSE

Four questions on a given piece of creative writing.

Skills required: Critical and analytical reading, awareness of language techniques.

One question designed to showcase a student's creative writing.

Skills required: Imaginative writing, construction of an interesting narrative.

Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes)

50% of the GCSE

Two pieces of non-fiction writing on similar topics are presented, one contemporary and one from the 19thC or 20thC.

Four questions on the writers' viewpoints.

Skills required: Critical and analytical reading, comparison of texts.

One question designed to show a student's ability to coherently and constructively express opinion.

Skills required: Expression of viewpoints and the creating of a compelling argument.

Non-examination Assessment: Spoken Language (5-10 minutes)

Students will work in class over several sessions to create a persuasive speech and presentation, which is delivered in front of a small panel. They are then expected to respond to a series of questions from panel members.

Skills required: The construction of a short speech which argues a point of view. Communication in Standard English and fluent responses to unprepared questions.

GCSE Literature

Paper 1: Shakespeare and the 19th Century Novel (1 hour 45 minutes)

40% of the GCSE

Two questions each on the Shakespeare play and 19thC novel which have been studied over the previous 2 years. The first is a question on a given extract and the second is on the whole play/novel.

Skills required: Understanding a given piece of text from the point of view of context, character, narrative and literary techniques, then expanding that understanding into writing about the entire work.

Paper 2: Modern Texts and Poetry (2 hours 15 minutes)

60% of the GCSE

Four questions. The first two are based on material which has been studied over the previous 2 years. One, a Modern play or novel and the other on comparing a given poem, with another previously studied. Questions 3 and 4 will relate to previously unseen poems.

Skills required: Understanding a given piece of text from the point of view of context, character, narrative and literary techniques, then expanding that understanding into comparison with other work on similar themes.

HOW ARE STUDENTS SUPPORTED IN ENGLISH?

Students at MEPA Academy are supported through a range of reasonable adjustments personalised to the student. The reasonable adjustments include but are not limited to: Providing templates for graph, tables, grids to students, use of Pencil grips/Easy Writer pens and pencils, scribing for students, providing extra time, use of writing slope, effective and appropriate seating, directed questions, use of Rest/calm/movement breaks. Teachers use a range of reasonable adjustments for each student to maximise their opportunities to learn. Extra time is given in tests and exams, where need is demonstrated.

EXTRA CURRICULAR AND ENRICHMENT

To Read

- Take your pick from the relevant section of the Lit in Colour reading lists:
- <https://www.penguin.co.uk/campaigns/lit-in-colour/teaching-resources/reading-lists.html>
- Walking a Tightrope by Rehana Ahmed
- <https://www.goodreads.com/book/show/6057574-walking-a-tightrope>
- The Lines We Cross by Randa Abdel-Fattah
- <https://shop.scholastic.co.uk/products/110185>
- The Great Goddesses by Nikita Gill
- <https://www.penguin.co.uk/books/1118016/great-goddesses/9781529104646.html>
- <https://theday.co.uk/category/english/>
- The Girl of Ink and Stars by Kiran Millwood Hargrave
- <https://www.booktrust.org.uk/book/t/the-girl-of-ink-and-stars/>

To Watch

- Race to the Frozen North by Catherine Johnson
- https://www.youtube.com/watch?v=4GdXR1U_7LY
- Harry Baker Slam Poetry <https://www.youtube.com/watch?v=cxGwGohlXiw>
- Browse the National Theatre Collection
- <https://www.dramaonlinelibrary.com/login?recentUrl=/national-theatre-collection>
- Romeo and Juliet
- Treasure Island
- Peter Pan
- Sherlock Gnomes (U) https://www.imdb.com/title/tt2296777/?ref_=fn_al_tt_1
- Gnomeo and Juliet (U) https://www.imdb.com/title/tt0377981/?ref_=fn_tt_tt_6

To Listen

- Take your pick from a range of episodes of the BBC Sounds World Book Club
- <https://www.bbc.co.uk/programmes/p003jhsk>
- When Hitler Stole Pink Rabbit by Judith Kerr
- <https://www.bbc.co.uk/programmes/p03kx3ry>
- The Curious Incident of the Dog in the Night-Time by Mark Haddon

- <https://www.bbc.co.uk/programmes/p02vqp32>
- Noughts and Crosses by Malorie Blackman
- <https://www.bbc.co.uk/programmes/p01wgcdq>
- Browse BBC Radio 4's In Our Time podcasts for something that interests you
- <https://www.bbc.co.uk/programmes/b006qykl>
- A Midsummer Night's Dream <https://www.bbc.co.uk/programmes/m00046rp>
- Is Shakespeare history? <https://www.bbc.co.uk/programmes/m0000qnh>
- Beowulf <https://www.bbc.co.uk/programmes/b0542xt7>

To Research

- Find local book signings and author visits near you
- <https://www.waterstones.com/events>
- Who was Shakespeare? <https://www.bbc.co.uk/bitesize/topics/z726yrd>
- How can you use sentences?
- <https://www.bbc.co.uk/bitesize/guides/zxqnf8/revision/1>
- How were special effects created for Elizabethan audiences?
- https://teach.shakespearesglobe.com/fact-sheet-specialeffects?previous=/library/teaching_level/key-stage-3-11-14yrs-6

What to do and To Visit

- Have a go at staging a scene from A Midsummer Night's Dream
- <https://teach.shakespearesglobe.com/midsummer-stagingit?previous=/library/category/interactive-11>
- Take a guided tour of Shakespeare's Globe Theatre
- <https://www.shakespearesglobe.com/seasons/guided-tours/>
- Or take a virtual tour <https://www.shakespearesglobe.com/discover/about-us/virtual-tour/>
- Try a literary walk in Kent <https://explorekent.org/literary-walks-kent/>
- Visit the Canterbury Tales experience in Canterbury
- <https://www.dayoutwiththekids.co.uk/attractions/the-canterbury-ales-1ff84b04>
- Visit Platform 9¾ at King's Cross Station <https://www.kingscross.co.uk/harry-potters-platform-9-34>
- Uncover the making of the Harry Potter films at the Warner Bros Studio Tours
- https://www.wbstudiotour.co.uk/ds_rl=1295575&gclid=EAlaIqobChMI4PS_idz38wIVgic4Ch3owggFEAYASAAEgLYQvD_BwE&gclsrc=aw.ds
- Visit the Dickens Museum in London <https://dickensmuseum.com/>

SPIRITUAL, MORAL, SOCIAL AND CULTURAL AWARENESS AND LEARNING

History of English language/ myths and legends, war and conflict, imaginative writing, 19th century prose, Shakespeare, poetry, drama.

CAREERS-RELATED LEARNING

Through studying English all students develop valuable life skills that feed into a wide array of careers in the future. The skills students explore and develop throughout their study include:

- Reading.
- Retrieval.

- Comprehension.
- Analysis.
- Evaluation.
- Creative writing.
- Transactional writing – writing to advise, inform and explain, persuade and argue, review.
- Oracy – developing spoken communication and presentation skills.
- Debating.
- Listening – developing ability to listen and decode information.
- Questioning.

Each of these skills will be vital for almost any future career.