

Ks4 English	English Subject Intent	In English we aim to fuse the love and value of reading with the functional skills required for life. We have created a broad and balanced curriculum that is truly comprehensive and accessible to all students. We aim to expand students' perspectives through a range of texts that develop students' social and cultural experiences and outlooks in life.
	KS3 Subject Intent	The aim of KS4 English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils: <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>
	Routine Assessment Strategies	Each lesson will begin with recall questions to quiz, recap and consolidate students' knowledge. Throughout study at KS4, students will complete a minimum of three in-class assessments each half-term, alongside personal reflective pieces. Running alongside all our Key Stage 4 curriculum is an ongoing focus on developing students' Literature re-call knowledge through homework tasks set via GCSE Pod. We also carry out walking talking mock exams for our students in the exam hall as practise sessions before their public exams.

Year 10 and 11 English – Topics of study		English Literature- AQA				English Language- Eduqas	
		An Inspector Calls – JB Priestley	A Christmas Carol – Charles Dickens	Macbeth – William Shakespeare	Poetry	Component one	Component two
	Key Subject Knowledge	Socialism; capitalism; class distinctions; dramatic irony; England in 1912; conventions of a play; authorial intent.	Industrialisation; workhouses; poverty; Victorian England; authorial intent; Christianity.	Jacobean England; King James; 1605 Gunpowder Plot; Regicide; Christianity; Humanity.	Crimean War; Modern Wars; Kamikaze; Grief; Oppression; Industrialisation; Romantics; Renaissance	20 <sup>th</sup> Century Literature Reading study and Creative Prose Writing	19 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction Reading Study and Transactional/Persuasive Writing
	New Vocabulary	Socialism, capitalism, dramatic irony, microcosm, arrogance, naïve, aristocrat, ally, reputation, responsibility, guilt, blame.	Purgatory; sins; redemption; transformation; miser; misanthropic; philanthropic.	Regicide; usurp; treason; ambition; manipulation; persuade; kingship; guilt; regret; symbolism; metaphors	Power; conflict; effects; nature; identity; kamikaze; phonetics; industrialisation; poetic form; poetic techniques; structure; stanza.	Inference; bias; figurative language; evaluation; foreshadowing; discourse markers; narrative perspective	Inference; synthesis; bias; comparison; rhetoric; hyperbole; imperative; anecdote
	Summative Assessments (high stakes assessments which test cumulative knowledge)	A choice of question based on character or theme: 'How does Priestley present...?'	Analysis of an extract with links made to elsewhere in the novel. 'Starting with the extract, explore how Dickens...'	Analysis of an extract with links made to elsewhere in the play. 'Starting with this conversation, explore how Shakespeare...'	Comparison of two poems from the power and conflict poetry cluster; 'Compare how the poets present...' then, students will use the same taught skills to analyse two unseen poems, and draw comparisons between these.	Structured questions on the reading of an unseen extract from one 20 <sup>th</sup> Century literary prose text (about 60-100 lines).  Prose writing- A choice of one of four titles to create a piece of narrative writing	Structured questions on the reading of two high-quality unseen non-fiction texts (around 900-1200 words in total), one from the 19 <sup>th</sup> century, the other from the 21 <sup>st</sup> century.  Transaction writing- for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches.

