



## English

**Subject Leader**  
**Mr A. White**

The students at Pewsey Vale will be given a rich and varied diet of English language and literature delivered in a challenging and engaging manner. The curriculum is designed to be broad and balanced which ensures sufficient breadth and depth in both English language and literature to challenge all students.

The students at Pewsey Vale are encouraged to develop a love of reading. They are urged to indulge in independent reading for pleasure- however, reading is also stimulated by the careful selection of texts for study across the English curriculum. Students are also expected, within the English lessons, to develop a curiosity about literature; this is encouraged, in part, through mainly literature based approach to lessons.

The students are urged to read literature beyond the curriculum for pleasure nevertheless the literature texts studied in class are carefully selected to meet these aims. They are also encouraged to write for pleasure through the opportunities created for them in class time. Students are advised to indulge in independent writing for pleasure and the department is on hand to give support, guidance and advice. It is also taught through the literature texts in English curriculum.

### Year 7

The English lessons in year seven are focused around the key skills of reading, writing, speaking and listening. The students are encouraged to engage in all these areas to raise their literacy levels and gain an interest in English literature.

Autumn Term	Topic	Assessment	Home Learning
September – October	Poetry – A range of classic poems from the literary tradition	Writing an analysis of a poem	During the poetry unit- read and write as much poetry as possible. If you find a modern poet that you like read other works by them; try mimicking their style when you write your own. Some are very accessible- Wendy Cope, Charles Causley, Simon Armitage and Roger McGough have been popular with students in the past. Listen to poets/actors reading poems- think about what you are learning from that.
November – December	Historical text – The study of a 19th Century novel (e.g. 'A Christmas Carol' – Charles Dickens)	Writing about an extract from the historical novel that had been studied	During the historical fiction unit, re-read the sections read in class. Think deeply about the sorts of words that the writer is using. If you like the author, try reading something else by them. Listen to the audiobook version; watch a television adaptation or a film version.
Spring Term	Topic	Assessment	Home Learning

January –February	Non-fiction – The study of autobiography/ biography (e.g. ‘Boy’ – Roald Dahl)	Reading questions on an autobiographical text	During the non- fiction unit- read as many articles/ interviews/ reviews etc. as you can. High-quality writing from newspapers or magazines is a must here. Try mimicking the style in your own writing. You could listen to interviews from writers of non-fiction explaining what they do and how they do it.
March – April	Class Reader – The whole class studies a modern novel (e.g. ‘Holes’ – Louis Sachar)	Writing about character from the modern novel that has been studied	During the class reader unit- read other books/ pieces of writing by the same author. Re- read sections that are studied in class and think carefully about language choices. Write your own piece in the same style as the author. Listen to the audiobook or watch a filmed version (if such things exists for the modern text that you have studied)
<b>Summer Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
April-May	Shakespeare – The study of a whole play (e.g. ‘The Tempest’)	Writing about an extract from the Shakespeare play that has been studied	During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand plot and character. Re- read sections that are studied in class and think about the language and the poetry used
June-July	Reading and Writing Creatively – The study of various short stories and extracts across the literary tradition	Writing creatively and reading analytically assessment	During the reading and writing creatively unit- read around the genre (or indeed any genre)- begin to compare stories that cover the same themes and ideas. Listen to audiobook versions of the works studied in class. Try writing in a similar genre and attempt to reproduce the style of another writer.

### Year 8

The English lessons in year eight are focused around the key skills of reading, writing, speaking and listening. The students are encouraged to engage in all these areas to raise their literacy levels and gain an interest in English literature.

<b>Autumn Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
September –October	Poetry – Longer form narrative poetry (e.g. ‘The Rime of the Ancient Mariner’)	Responding to a challenging historical poem	During the poetry unit- read and write as much poetry as possible. If you find a poet that you like read other works by them. The focus is on the literary heritage but some are accessible- William Blake has proved popular with year eights in the past.

			Listen to poets/ actors reading poems- think about what you are learning from that.
November – December	Historical text – The study of a 19th Century text (e.g. ‘Sherlock Holmes’ – Arthur Conan Doyle)	Writing about an extract from a historical text that they have studied and linking it to the whole text	During the historical fiction unit- re-read the sections read in class. Think deeply about the sorts of words and sentences that the writer is using. If you like the author, try reading something else by them. Listen to the audiobook version; watch a television adaptation or a film version.
<b>Spring Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
January –February	Non-fiction – The study of a high quality non-fiction text (e.g. ‘The Diary of Anne Frank’)	Reading questions to understand and infer from non-fiction texts.	During the non- fiction unit- read as much non-fiction as you can. It is important to consider the context which produces such books. Think about the social/historical time in which the texts were produced. Try writing in the style of the author. Empathetic writing is also useful here.
March – April	Class Reader – The whole class studies a modern novel (e.g. ‘Private Peaceful’ Michael Morpurgo)	Writing about an extract from a modern novel and how it links to the whole text.	During the class reader unit- read other books/ pieces of writing by the same author. Re- read sections that are studied in class and think carefully about structure and language choices. Write your own piece in the same style as the author. Listen to the audiobook or watch a filmed version (if such things exists for the modern text that you have studied)
<b>Summer Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
April-May	Shakespeare – The study of a whole play (e.g. ‘A Midsummer Night’s Dream’)	Writing about an extract from a Shakespeare play and how it links to the whole text.	During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand plot, setting, characters and themes. Re-read sections that are studied in class and think about the language used.
June-July	Reading and Writing Creatively – The study of various short stories and extracts across the literary tradition.	Advanced writing creatively and reading questions which explore the text analytically.	During the reading and writing creatively unit - read around the genre (or indeed any genre)- begin to compare stories that cover the same themes and ideas. Think

			about the contrasts. Listen to audiobook versions of the works studied in class. Try writing in a similar genre and attempt to reproduce the style of another writer. There is an extra opportunity for story/descriptive writing.
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### Year 9

In year nine the English lesson are used to embed skills needed for the following years. They are focused around the key skills of reading, writing, speaking and listening but with a more demanding focus on mastering these skills. The students are encouraged to engage in all these areas to raise their literacy levels and gain an interest in English literature.

Autumn Term	Topic	Assessment	Home Learning
September –October	Poetry – A thematic approach to poetry through time-comparisons between traditional and modern texts	Poetry analysis comparison question	During the poetry unit- familiarise yourself with the fifteen poems that you will need to know for GCSE- these will change but an updated list should be available from the English teacher. You need to understand the themes, structure and poetic techniques used in each piece.
November – December	Historical text – The study of a challenging 19th Century novel or short stories (e.g. 'Wessex Tales' – Thomas Hardy)	Writing on an extract from a historical novel that has been studied	During the historical fiction unit- re-read the sections read in class. Think deeply about the sorts of words, sentences and paragraphs that the writer is using. You could begin preparing revision cards on characters and theme throughout the novel. Listen to the audiobook version; watch a television adaptation or a film version
Spring Term	Topic	Assessment	Home Learning
January –February	Non-fiction – The study of high quality non-fiction text (e.g. 'Touching the Void' – Joe Simpson)	Non-fiction reading questions	During the non-fiction unit- read as many articles/ interviews/ reviews etc. as you can. High-quality writing from newspapers or magazines is a must here. Try mimicking the style in your own writing. You could listen to interviews from writers of non-fiction explaining what they do and how they do it
March – April	Class Reader – The whole class studies a modern text of GCSE quality (e.g. 'Animal Farm' – George Orwell)	A GCSE style modern text question on character	During the class reader unit- revise the characters and themes that are studied in class. You could re-read the sections of the novel. Prepare answers to common questions about the text. Listen to the audiobook and make sure you understand it

Summer Term	Topic	Assessment	Home Learning
April-May	Shakespeare – The study of a challenging Shakespeare play (e.g. 'Much Ado About Nothing)	Writing on an extract from the Shakespeare play that has been studied	During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand the plot and character. Re- read sections that are studied in class and think about the language used. You could make revision cards on the characters and themes explored through the play. You must remember meaningful quotations from the play.
June-July	Reading and Writing Creatively – The study of high quality short stories from a GCSE anthology	Advanced reading skills and creative writing	During the reading and writing creatively unit- read excerpts from novels/articles/short stories and attempt to visualize what is happening. Prepare yourself for the reading questions by responding to these texts outside the classroom. There is an opportunity to write short stories and/or descriptive pieces – try building your vocabulary and write as accurately as you can.

#### Assessment

A core element of the units are the assessments. They take place towards the end of the unit and cover key skills that have been practised throughout. Students will be assessed against Key Stage three assessment matrices for both English and English literature. Assessment pieces are either completed in the blue books or on paper; the teachers will assess and give the students a RAG rating. These books and assessment sheets are used throughout key stage three and enable teachers and pupils to track overall progress.

#### Assessment Matrices

[Click for access to Assessment Matrices](#)

#### Equipment

All texts are provided by the department. The students need to bring a pen, a private reading book and a positive attitude to learning.

#### GCSE

AQA English language

AQA English literature

#### Specification link

<https://www.aqa.org.uk/subjects/english>

#### Overview

In GCSE English language the aim is to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the texts are accessible to the full range of students. The specification will enable students of all abilities to develop the skills they need to read, understand and analyse

a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. It is a skills based approach with some dynamic and engaging content. There is also a spoken language component which emphasises the importance of the wider benefits that speaking and listening skills have for students.

Within the GCSE English literature course, the aim is to inspire, challenge and motivate every student, no matter what their level of ability, through creative and engaging lessons. The students will study a 19th-century novel, a full Shakespeare play, a modern novel or piece of drama and a set of fifteen poems. The choice of texts is designed to inspire and engage all students. It is a skills-based approach however the students will need to learn quotations from the texts that have been studied.

### GCSE years one

Autumn Term	Topic	Assessment	Home Learning
September –December	Shakespeare and English language paper one reading skills	A GCSE style Shakespeare question towards the end of the unit followed by a reading skills assessment	The students need to learn quotations from the text and be able to write fluently and with confidence about all aspects of the themes and characters within the text. Any practise they can complete at home would be beneficial.
Spring Term	Topic	Assessment	Home Learning
January –April	Modern novel/ drama and English language writing skills	A GCSE style modern novel question towards the end of the unit followed by a writing skills assessment	The students need to learn quotations from the text and be able to write fluently and with confidence about all aspects of the themes and characters within the text. Any practise they can complete at home would be beneficial.
Summer Term	Topic	Assessment	Home Learning
April-July	19th century novel and English language paper two reading skills	A GCSE style 19 <sup>th</sup> century novel question towards the end of the unit followed by a reading skills assessment	The students need to learn quotations from the text and be able to write fluently and with confidence about all aspects of the themes and characters within the text. Any practise they can complete at home would be beneficial.

### GCSE year two

Autumn Term	Topic	Assessment	Home Learning
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September –December	Anthology poetry and the whole of English language paper one	A GCSE style poetry question towards the unit then final assessments on the English language	The students need to learn quotations from the text and be able to write fluently and with confidence about all aspects of the themes and characters within the text. Any practise they can complete at home would be beneficial.
<b>Spring Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
January –April	Both literature papers	Various GCSE style assessment from all four exam papers	The students need to learn quotations from the text and be able to write fluently and with confidence about all aspects of the themes and characters within the text. Any practise they can complete at home would be beneficial.
<b>Summer Term</b>	<b>Topic</b>	<b>Assessment</b>	<b>Home Learning</b>
April-July	Revision of English language and literature		

#### Other home leaning across all the topics

Read. Non- fiction articles are a great place to begin. Read a quality newspaper article about a topic you are interested in either online or with a physical newspaper/ magazine. However to build- up reading stamina, you should also be reading fiction. You can obtain a reading list from your English teacher but you should try and find books that hold your interest.

You should also practice and enhance your writing skills. Try writing a blog or a review of what you have just read, played or watched. Writing short stories or poems is also useful to articulate your thoughts and improve your standard of English.

Many students enjoy playing with words so scrabble, countdown, word puzzles and crosswords are all ways to extend your vocabulary. Think about your word choice and try to pick the ‘best words in the best order’. Some students learn five difficult words a week and try to use them in their writing and speech.

There are numerous websites to help you, including ‘Bitesize English’, which are very good. Many of the sites under ‘Improve my English’ in Google are aimed at the non- native speaker but they can still be very useful for tips on grammar, vocabulary building, spelling and comprehension.

Finally, use visuals to help you understand complex poems, prose or drama pieces. Watching film versions of novels, television programs on the same topic or listening to poems being read aloud- should be very effective. If you can, visit the theatre or watch a live broadcast- all this will help the engagement with the language and the ideas within it.

#### Assessment

Students are regularly assessed using GCSE criteria. The assessments will take place throughout the units on both language and literature. The assessment are completed on paper, graded by the teacher and moderated across the department. The students should have a clear understating of where they are and what they need to do to improve.