

<b>Overview</b>	<p>The English Department is a well-established and successful department at St Michael's. The department has long-standing members of staff alongside recently qualified teachers.</p> <p>The department is driven by the belief that English is essential to the pupils' progress across the whole curriculum. Consequently, there is assiduous attention paid to the technical areas of writing together with a desire to foster a love and enjoyment of literature.</p>
<b>What skills will pupils develop?</b>	<p>The skills of reading, writing and speaking and listening are of vital importance in many areas, both in school-life and life beyond the classroom. These skills are essential in many careers and in addition to this, they underpin successful study at all levels.</p>
<b>What will help pupils to learn?</b>	<p>The English Department use a variety of teaching tools and strategies in order to engage pupils and ensure that pupils across the ability bands are able to progress. Learning is differentiated to meet the needs of the students. The English department set the students to ensure that their individual needs are met.</p> <p>In both Key Stage 3 and Key Stage 4, we have an academic coach to support in lessons and support pupils in additional interventions to ensure they are able to progress. Intervention groups are decided each half term based on teacher assessment and teacher recommendations.</p>
<b>KS3 Course Structure</b>	<p>See below for the full scheme of work in KS3</p>
<b>KS3 Assessment</b>	<p>Throughout their time with us in English, pupils are assessed against GCSE 9-1 criteria so that their curriculum, while broad and creative in scope, leads them on a flightpath towards GCSE success. All pupils are assessed upon entry and their starting point upon this flightpath is then decided for them so that the learning they experience is tailored to their needs. Some pupils may have needs that are more complex and we feel that it is right for them to begin on P levels; those who need some support begin on a transitional phase and other pupils start on GCSE criteria from the beginning of their experience. Our pupils come to us from a broad range of backgrounds, abilities and with a diverse set of needs and we feel that our assessment criteria offer a starting point and trajectory for all.</p> <p>The pupils will have two continuous assessments per half term together with formal assessments. Homework is set on a regular basis and this is used to inform pupil progress. Homework maybe skills-based related to the topics covered in class or individualised based on an assessment of pupils' areas for development.</p>
<b>KS4 Course Structure/Overview</b>	<p><b>English Language (EDEXCEL)</b></p> <p>Pupils will experience a varied diet of language from a literary perspective and the everyday world around them, exploring and evaluating both nineteenth-century fiction and twentieth and twenty-first century non-fiction texts. There is a key focus on spelling, punctuation, vocabulary and the development of creative ideas through writing. Further to this, pupils will explore their own views and opinions through the construction of non-fiction writing such as writing to persuade and argue in various formats such as letters, articles and reports.</p>

	<p><b>English Literature (EDUQAS)</b></p> <p>This course is based on the conviction that the study of English literature should centre on informed personal responses to a range of texts in the genres of prose, poetry and drama. Teachers and pupils have some flexibility in the texts studied to enhance and encourage the enjoyment and success of analytical reading skills. Texts studied will help pupils develop an appreciation of the breadth and power of the English literary heritage whilst shaping personal viewpoints and skills in reading, writing and critical thinking. The course will also allow pupils to understand how the social, historical and cultural contexts of literary works are significant when informing a critical evaluation. The course aims to enable pupils to connect ideas, themes and issues relatable to the real world.</p>
KS4 Assessment	<p><b>English Language</b></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Pupils will complete two examinations: one focused on nineteenth-century fiction and imaginative writing; the other focused on twentieth and twenty-first century non-fiction and transactional writing. Paper 1 is worth 40% of the overall grade. Paper 2 is worth 60% of the overall grade.</li> <li>• Speaking and Listening will be assessed but this will not support the overall grade achieved. Pupils will be awarded a pass, merit or distinction.</li> <li>• This course is not tiered and pupils will be graded on a nine-point scale: 9 to 1 – where 9 is the highest grade.</li> </ul> <p><b>Pupils must demonstrate their ability to:</b></p> <ul style="list-style-type: none"> <li>• read and understand texts, selecting material that is appropriate to its purpose. Develop skills that enable cross-referencing and comparison;</li> <li>• develop personal interpretations and perspectives of writers' intentions and craft (making links where necessary to the context of a text);</li> <li>• explain and evaluate how writers create different effects using linguistic and figurative devices;</li> <li>• write clearly, effectively and imaginatively for a variety of forms and purposes. Adapt and select vocabulary that is appropriate to the purpose, task and audience whilst engaging the reader;</li> <li>• organise ideas and information through informed and accurate structural choices such as sentences, paragraphs and punctuation;</li> <li>• use language to craft deliberate effects and convey precise meanings ensuring accuracy of spelling and grammar (and, where required, standard English).</li> </ul> <p><b>English Literature</b></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Pupils will complete two examinations, both of which will be closed text exams (this means candidates cannot take the texts in with them). Across the two papers, candidates will be assessed on: a Shakespearean drama text; a 19th Century prose text (novel); a text in the form of a drama or a prose; a collection of poetry from a selected anthology and a comparison of unseen poetry. These units are not tiered and pupils will be graded on a nine-point scale: 9 to 1 – where 9</li> </ul>

	<p>is the highest grade.</p> <ul style="list-style-type: none"> <li>• Paper 1 is worth 40% of the grade. This paper will cover Shakespeare and a poetry anthology.</li> <li>• Paper 2 is worth 60% of the grade. This paper will cover a drama text, a nineteenth-century prose text and unseen poetry.</li> </ul> <p><b>Pupils must demonstrate:</b></p> <ul style="list-style-type: none"> <li>• a close knowledge and understanding of prose, poetry and drama texts and their contexts</li> <li>• an understanding and appreciation of writers' uses of the following as appropriate: characterisation, theme, plot and setting</li> <li>• an understanding of the writers' use of language, structure and form to create literary effects</li> <li>• a focused, informed, critical and evaluative personal engagement with the literary texts</li> <li>• an accurate and coherent use of grammar and punctuation</li> </ul>																												
<b>Staff</b>	<table> <tr> <td>Ms L Mitchell-Barnes</td> <td>Director of English Associate Assistant Head teacher (Literacy)</td> </tr> <tr> <td>Mrs N Eglinton</td> <td>Head of Department (KS4)</td> </tr> <tr> <td>Mr T Clarke</td> <td>Second in Department (KS3)</td> </tr> <tr> <td>Miss K Mannington</td> <td>Teacher of English</td> </tr> <tr> <td>Miss A Griffin</td> <td>Lead Intervention Teacher</td> </tr> <tr> <td>Miss M Lester</td> <td>Teacher of English</td> </tr> <tr> <td>Ms S Myers</td> <td>Teacher of English</td> </tr> <tr> <td>Mrs K Dingley</td> <td>Teacher of English</td> </tr> <tr> <td>Mrs S Piesley</td> <td>Teacher of English</td> </tr> <tr> <td>Mr C Oakshott</td> <td>Teacher of English</td> </tr> </table> <table> <tr> <td>Miss K Khan</td> <td>Teacher of English</td> </tr> <tr> <td>Miss L Wilcox</td> <td>Teacher of English</td> </tr> <tr> <td>Mr J Knight</td> <td>Teacher of English</td> </tr> <tr> <td>Miss D Fullwood</td> <td>Lead Academic Coach for English</td> </tr> </table>	Ms L Mitchell-Barnes	Director of English Associate Assistant Head teacher (Literacy)	Mrs N Eglinton	Head of Department (KS4)	Mr T Clarke	Second in Department (KS3)	Miss K Mannington	Teacher of English	Miss A Griffin	Lead Intervention Teacher	Miss M Lester	Teacher of English	Ms S Myers	Teacher of English	Mrs K Dingley	Teacher of English	Mrs S Piesley	Teacher of English	Mr C Oakshott	Teacher of English	Miss K Khan	Teacher of English	Miss L Wilcox	Teacher of English	Mr J Knight	Teacher of English	Miss D Fullwood	Lead Academic Coach for English
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<b>Opportunities out of lessons</b>	<p>Pupils are given opportunities to participate in trips to the theatre, both locally and further afield.</p> <p>Revision sessions are available to pupils outside of lesson time in order to support the learning within the curriculum.</p>																												
<b>Career Pathways in this subject</b>	<p>Success in English Language and/or English Literature is a requirement for all courses followed at FE. The acquired skills of communication, both written and oral, the ability to read, digest and infer are key in all subject areas. These universal skills will be utilised throughout life and in any career a pupil chooses to follow. Career pathways for those continuing the study of English to degree level include teaching, journalism, editing, proof reading and publishing.</p>																												

Year Grp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Pirates Scheme –</b> A creative writing scheme designed to transition pupils a KS2 to KS3 style of working with an emphasis on KS2 skills, introducing 9-1 assessment and maximising engagement	<b>Modern Novel</b> <b>Choices:</b> Northern Lights My Swordhand is Singing Refugee Boy Witch Child Freak the Mighty Memory Cage Skellig The Witches The Illustrated Man		<b>Introduction to Shakespeare</b> A selection of key extracts from Shakespeare's works	<b>Thematic non-fiction</b> Travel writing	<b>Modern Poetry Anthology</b> <b>Dis Poetry</b> by Benjamin Zephaniah <b>Kid</b> by Simon Armitage <b>Still I Rise</b> by Maya Angelou <b>I Wanna Be Yours</b> John Cooper-Clarke <b>The Alchemist</b> by Mark Grice <b>Sonnet 116</b> by William Shakespeare <b>Mother, any distance</b> by Simon Armitage <b>The Hunchback in the Park</b> by Dylan Thomas <b>The Eagle</b> by Alfred, Lord Tennyson <b>The Right Word</b> by John Agard <b>The Jabberwocky</b> by Lewis Carroll <b>Leisure</b> by William Henry Davies <b>The Seventh Wave</b> by Greg Gaul <b>Case History: Alison (head injury)</b> by UA Fanthorpe
Year 8	<b>Prose study and imaginative writing</b> <b>Choices:</b> Of Mice and Men Animal Farm Anita and Me War Horse The Woman in Black		<b>Shakespeare</b> The Tempest	<b>Speeches</b> Non-fiction	<b>Creative writing genres</b> Dystopian Fiction Science Fiction Fantasy Gothic Fiction	<b>Modern Play</b> Journey's End Lord of the Flies Frankenstein The Thief The Terrible Fate of Humpty Dumpty
Year 9	<b>Pre-Twentieth Century prose</b> <b>Choices:</b> Dracula Far from the Madding Crowd War of the Worlds The Time Machine Jekyll and Hyde Moonfleet The Jungle Book The Wizard of Oz Treasure Island		<b>Creative and transactional writing</b>	<b>Shakespeare</b> The Merchant of Venice Othello		<b>GCSE Poetry</b> Valentine Sonnet 43 Manhunt Dulce Decorum est The Soldier