

## The English Faculty

In the English department we are committed to ensuring all learners make significant progress through clear differentiation and personalised targets thus enabling all students to fulfil their potential. We are also committed to the broader education of our students. We believe that the style of our teaching is student-centred, encouraging participation, structured around discussion. This together with the content of our curriculum maximises student engagement.

The English team offer a wide range of extra-curricular activities including visits to the Harry Potter Studios and creative writing workshops. These events and activities are well attended and enjoyed by all students.

### Whole Academy Literacy

We aim to create 21<sup>st</sup> century learners, who will be successful in their future field of work. At SUA we encourage students to respond to higher order questions as it encourages the development of thinking skills and enquiry. We believe high standards of literacy allow pupils to learn independently. All members of our academy community support the drive to raise standards of literacy by having consistently high expectations:

- Curriculum areas teach literacy through schemes of work which include specific literacy objectives.
- Subject teachers mark students' work for errors in spelling, punctuation and grammar.

### Key Stage 3 (KS3) – Years 7 - 9

Our KS3 syllabus is engaging and inspiring as we study a wide range of fiction and non-fiction texts. We focus on a broad spectrum of works from 19<sup>th</sup> Century novels and poetry to contemporary texts. The teaching of English at KS3 aims to develop proficient and confident communicators in written and spoken English, and to encourage personal and creative responses to texts and the wider world.

#### **Texts Studied:**

Year 7 – Frankenstein/19<sup>th</sup> century extracts/Shakespearean extracts/a range of poetry

Year 8 – Animal Farm/19<sup>th</sup> century extracts/Shakespearean extracts/a range of poetry

Year 9 – Of Mice and Men/19<sup>th</sup> century extracts/Travel Writing/'Free' play script

### Key Stage 4 (KS4) – Year 10

KS4 Qualification: GCSE English Literature

Exam Board: Eduqas

Assessment: Examination 100%

Content:

The Eduqas GCSE in English literature encourages students to develop knowledge and skills in reading, writing and critical thinking. The course provides students with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose, poetry and drama (including a play by William Shakespeare); to develop an understanding of how literature is both rich and influential. It also enables students to make connections across their reading, developing a clear understanding of

literary works. Through reading a wide range of classic literature, students will acquire and use a wide vocabulary, including grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### **The Exam:**

#### **Exam Paper 1: Shakespeare (Romeo and Juliet) and Poetry (1789 to the present day)**

- One extract question and one essay question based on the reading of a Shakespeare text.
- Two questions based on poems from the Eduqas Poetry Anthology, one of which involves comparison.

2 hours/40%

#### **Exam Paper 2: Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry from 20<sup>th</sup>/21<sup>st</sup> Century.**

- One source-based question on a post 1914 prose/drama text.
- One source-based question on a 19<sup>th</sup> century prose text.
- Two questions on unseen poems, one of which involves comparison.

2 hours 30 minutes/60%

### **Key Stage 4 (KS4) – Year 11**

Students explore a wide range of fiction and non-fiction texts in preparation for their GCSE Language examination in the summer term.

Qualification: GCSE English Language

Exam Board: AQA

Assessment: Examination 100%

### **Content:**

The AQA GCSE in English language course encourages students to develop knowledge and skills in reading, writing and critical thinking. The course provides students with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose and non-fiction. Through reading a wide range of texts, students will acquire and use a wide vocabulary, including grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read and write creatively, considering their audience and purpose.

### **The Exam:**

#### **Paper 1: Explorations in creative reading and writing**

Students will read a creative text in section A and consider how established writers use narrative and descriptive techniques to capture the interest of readers. In section B, they must write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20<sup>th</sup> or 21<sup>st</sup> century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

1 hour 45 minutes

## **Paper 2: Writers' viewpoints and perspectives**

Students will evaluate how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader. In section B, students must write a text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20<sup>th</sup> or 21<sup>st</sup> century depending on the time period assessed in Paper 1 in each series. Choice of genre may include: articles, reports, essays, travel writing, accounts, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

1 hour 45 minutes

### **The English Department Team**

Albany Borland - Director of Teaching and Learning (English)

Lee Newton - KS3 English coordinator

Sharon Parkes - KS4 Progress leader

Chris Shepherd - Head of Year 7/Teacher of English

Simon Stokes - Teacher of English

David Newman - Teacher of English