

## **Curriculum Intent Overview – English Language and English Literature**

### ***Year 9 - by the end of Year 9 students should:***

Know – how to read independently and extract information from a range of fiction and non-fiction texts including non-fiction autobiography, Shakespearean Drama scripts, Poetry from 19<sup>th</sup> century to present day, 20<sup>th</sup> century British novels and 20<sup>th</sup> century novels from other cultures.

Understand – How to actively read a text independently for meaning. How to analyse texts and identify key features. How to evaluate texts with reference to personal thoughts and feelings, offer basic critical responses using features to support ideas and make references to character, event and theme. Consider general contextual factors for texts. How to plan successfully considering form and develop initial ideas in both imaginative and transactional writing. How to write for pleasure in both free prose and poetry and how to check work for SPaG and variety of vocabulary.

Be able to - read, respond to, and produce, a range of fiction, non-fiction and literary non-fiction texts. They will have experiencing of demonstrating this knowledge under exam conditions in the classroom and some limited experience of all related exam skills.

### ***Year 10 Language - by the end of Year 10 students should:***

Know – How to identify implicit and explicit references in texts; a range of materials and devices – such as PATS - to apply as a writer, and also as a reader, to transactional and imaginative writing; ways in which to respond to exam-style tasks.

Understand – How to produce more detailed analysis and increasingly informed judgements of a range of texts, both literary and non-fiction. How to make conscious choices of style, tone and register as writers, along with increasingly varied vocabularies designed to appeal to chosen, or specified, audiences. What makes effective speaking and ways in which to engage an audience during a formal presentation. Exam language including ‘how’ and ‘detailed references’, as well as command words ‘analyse’, ‘evaluate’ and ‘compare’.

Be able to –read, respond to, and produce, a range of fiction, non-fiction and literary non-fiction and have experience of demonstrating these skills under exam conditions. To deliver a piece of spoken language work to an audience in a formal setting.

### ***Year 10 Literature - by the end of Year 10 students should:***

Know – GCSE exam texts, Romeo and Juliet, Blood Brothers, Jekyll and Hyde, and a collection of Poetry from the Edexcel Anthology (Conflict).

Understand – characters, events, settings and themes of texts as well as the beginning of an understanding on texts’ contexts (all except Jekyll and Hyde). Also the beginning of an understanding of how to respond to exam-style tasks.

Be able to – demonstrate knowledge and understanding of exam texts in writing.

### ***Year 11 Language - by the end of Year 11 students should:***

Know – how to respond to exam questions for both exam papers, including approaches and timings. Different ways to actively read a range of texts. Ways in which to develop reading and writing skills to ensure success at MEG or better.

Understand – the importance of considering the needs, and position, of readers when writing as well as an increasing focus on deliberate shaping of sentences. How writers use a range of techniques to shape their writing in order to engage readers and achieve desired effects.

Be able to – confidently read, respond to, and produce, a range of fiction, non-fiction and literary non-fiction. Have extended experience of demonstrating these skills under exam conditions.

**Year 11 Literature - by the end of Year 11 students should:**

Know – GCSE exam texts, *Romeo and Juliet*, *Blood Brothers*, *Jekyll and Hyde*, and a collection of Poetry from the Edexcel Anthology (Conflict) confidently. Also, ways in which to respond to unseen poems.

Understand – the links between texts and their contexts. How to respond to exam tasks within timings with increasingly developed personal responses and detailed analysis where appropriate.

Be able to – confidently demonstrate knowledge and understanding of exam texts in writing.

**A-level Literature - by the end of Year 12 students should:**

Know – The concerns and choices of modern-day poets in a selection of contemporary poems – currently 'Poems of the Decade' anthology. Detailed knowledge of poetic form, content and meaning, and develop their skills in comparing an unseen poem with an example of studied poetry. Students will know aspects of prose via two thematically linked texts – 'Supernatural' with 'Dracula' and 'Beloved'. Read and evaluate *Shakespeare: A Critical Anthology – Tragedy*. Students will explore the use of literary and dramatic devices and the shaping of meanings in their chosen Shakespearian play – currently 'Othello'.

Understand – How to write straightforward, competent and clear responses, employing terminology generally appropriately. How to develop analysis of text(s), competently using analytical methods and illustrative quotations to support discussion. How to offer a competent understanding of the contexts of production and reception as relates to the text(s) studied, demonstrating awareness of literary/social/cultural/historical context. How to discuss relationships/connections across texts and how to recognise and explore different interpretations and changing views of text(s) competently.

Be able to - read, respond to, and produce a range of fiction, non-fiction and literary non-fiction texts. They will have experiencing of demonstrating this knowledge under exam conditions in the classroom and experience of all related exam skills. Most knowledge will have been applied in the classroom setting, through a mix of self, peer and formal classroom assessment.

**A-level Literature - by the end of Year 13 students should:**

Know – A particular poetic style by studying a selection from the work of a selection from within a literary period or movement – 'The Movement' group post-war Britain. Know plot and context of Teacher led text for NEA – currently 'In Cold Blood' - and student-choice literary non-fiction. The selected texts are linked by theme of crime. Students will know connections between them, different interpretations and the contexts in which they were written and received.

Understand – How to create a response that is controlled, where examples are appropriate and fluently embedded. How to use concepts and terminology with discrimination. How to produce writing that is controlled with precise cohesive transitions and carefully chosen language. How to demonstrate discriminating understanding of how meanings are shaped in texts. This is supported by a controlled analysis, supported by appropriate examples, of the nuances and subtleties of the writer's craft. How to provide a discriminating analysis of the significance and influence of relevant contexts in which texts are written and received and make detailed links between texts and contexts. How to analyse connections between texts, taking a controlled, discriminating approach to integration with appropriate detailed examples. How to produce a developed exploration of different interpretations and alternative readings of texts. How to control discussion and offer integrated exploration of different interpretations in development of your own critical position.

Be able to - read, respond to, and produce a range of fiction, non-fiction and literary non-fiction texts. They will have experiencing of demonstrating this knowledge under exam conditions in the classroom and more formal second term mock exams. Plan, produce and refine NEA composition ready for submission including investigating and obtaining personal secondary reading. All knowledge will have been applied in the classroom setting, through a mix of self, peer and formal classroom assessment.