



# The Holy Trinity Church of England Secondary School



## English – Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School, we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

### We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.

- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

### **Whole School Learning Principles:**

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

### **Subject Intent Statement- English:**

- As a core subject, our KS3 and KS4 curriculum builds towards every student achieving a GCSE in English Language and Literature. Our A Level provision includes English Literature, English Language and Literature and Media Studies where we offer the two-year full A level curriculum along with provision for retaking English Language GCSE for those who did not achieve a grade 4.
- Our team work collaboratively to produce a rich and diverse curriculum which we regularly review. We aim to ensure that the delivery of key reading, writing, speaking and listening skills are balanced with wider literary and linguistic knowledge.
- We have a series of long and medium term plans which give students and parents an overview of the curriculum, outlining the skills that students are learning at each stage and identifying key assessments. There are trackers along with reading and writing marking criteria at the front of every student's book so that students can follow their progress. These use student-friendly language and feed into DIRT lessons to ensure that the skills improve and develop over time.
- We have developed a curriculum that is coherent and sequential, so that each year of KS3 builds on the skills taught in the previous year. The curriculum is both distinct from the restraints of the KS4 curriculum, but also a secure preparation for the demands of GCSE skills and knowledge.
- Our KS3 curriculum builds on sequential knowledge of the literary heritage and on increasing cultural awareness, diversity and identity. We also place a big emphasis on reading for pleasure. Skills such as language analysis, evaluation and comparison are developed progressively and tested regularly in reading assessments. By the start of KS4, students have been deeply immersed in all the required skills and assessment objectives of the GCSE qualification.
- We have a designated intervention teacher who supports Yr 7 to 11 students with focused literacy skills. We ensure that functional literacy is a realistic achievement for all, regardless of background and ability, by ensuring support groups are offered at KS3 and at

KS4 where options are reduced for less able students to concentrate on basic English skills (the Cambridge group). We offer an extensive programme of small group intervention at KS4 and our provision has recently increased to include LSA support at KS5 for the GCSE retake group.

- Our curriculum for KS3 includes a weekly library lesson in which students undertake a wide range of literacy activities as well as reading. Bedrock learning is a regular homework activity to build vocabulary in year 7&8. We follow the Accelerated Reader programme in years 7&8 and students use their ZPD reading range to select books appropriate to their reading levels. We love language and have displays of key vocabulary and terminology lists in all the English classrooms. Elements of numeracy are delivered in all of our schemes, for example through the study of poetic patterns and metres, thinking logically and systematically in critical responses to texts, and through the use of graphs, charts and Venn diagrams to record ideas.
- Students study aspects of the British and world literary heritage throughout KS3 and KS4 and through our Cultural Capital Days are given opportunities to take part in enrichment activities beyond what they would normally do in a classroom: off-site trips, author visits, theatre group visits, workshops etc.
- Careers awareness is developed through learning and development of literacy and oral communication skills. We also regularly look at aspects of specific careers in our English and Media lessons and in enrichment activities. Opportunities include taking part in national events in media such as the BBC Young Reporters, providing experience of management and production of a whole-school project. Young writers are encouraged through competitions such as the Henry Williamson Competition and the Commonwealth essay writing competition. Due to our proximity to London, enrichment is offered through theatre and cultural visits, such as visiting the BFI and the British Library, as well as conferences through the EMC.
- We are continually reviewing and updating our curriculum to reflect the diversity of our intake, with the inclusion of novels and texts that reflect different cultures and life experiences. We



are developing a more effective homework programme to support our students' learning. Experienced teachers routinely work with newly and recently teachers to support them in developing their expertise.

- Intrinsic to study of all literature is the moral and spiritual development of our students which reflects the Christian ethos of the school.

### Curriculum Intent Statement:

English forms the basis for our personal development, relationships and our understanding of the world around us. The study of English is fundamental in helping students to communicate effectively and fluently in written and spoken form and is the foundation for all our learning. We believe passionately in fostering a love of learning and the joy of reading literature for their own sake. English is also the means by which students develop as literate individuals who are able to think critically and empathically about challenging ideas. Our goal is to prepare all our students to become valuable participants in the world of work, successfully navigating adult life and making significant contributions to the wider community.

### Curriculum Principles:

- Through our delivery of the National Curriculum, we will ensure that all students fulfil their potential in reading, writing, speaking and listening skills.
- We will support basic literacy for all those who need it and enable them to leave school with functional literacy as the very minimum.
- We will stretch and challenge the most able to attain a degree of independence beyond the expectations of the curriculum.

### Key Stage 3:

- KS3 will offer a wide spectrum of learning experiences in English which cover the core skills in reading, writing, speaking and listening.



- The curriculum is designed to introduce all students to a range of texts from the Literary Heritage and contemporary fiction and non-fiction
- Each year builds upon and extends the students' understanding of literature in greater depth and complexity, and promotes a greater understanding of context.
- We are committed to providing a diversity of experience in the texts that we deliver to ensure representation of our demographic and local community.
- We will foster a love of independent reading through providing different opportunities to read individually and as a class.
- We provide students with a wide range of opportunities to write for a range of purposes and audiences, including 'real' audiences.
- Our aim is to enable our students to become confident and independent writers in all genres. Regular 200 word writing tasks will instil good writing habits and practice.
- In conjunction with writing practice, we will ensure improved technical accuracy along with vocabulary development and editing skills.
- In Years 7&8, the Bedrock homework programme will develop vocabulary at differentiated levels, depending on the students' individual needs.
- We promote the confidence of students in their oral skills to help them become fluent speakers in different contexts, including small and large group discussion, and formal presentations to an audience.
- During Year 9, we build on the broad curriculum of Year 7 and 8 and introduce a sharper focus on explicit GCSE skills and knowledge in preparation for students' entry to KS4.

- Throughout KS3, we ensure students understand how they can make progress through the use of explicit marking criteria and Dedicated Improvement and Reflection Time activities. We foster a growth mindset outlook in students to enable them to reach their potential.
- At the end of KS3, they will be ready for GCSE study and familiar with much of the language and terminology of KS4.

#### Key Stage 4:

- In KS4, we follow the Edexcel GCSE English Language and English Literature specifications and teach them in a combined course for our current year 11s. Year 10s (and all subsequent GCSE students) are studying the AQA syllabi for these courses.
- All students study: 'Macbeth', 'An Inspector Calls', conflict poetry. Within the requirements of the specification, teachers are able to reflect their expertise and enthusiasm in their choice of 19<sup>th</sup> Century novel: 'Jekyll and Hyde' or 'A Christmas Carol'
- We are committed to building upon and extending students' understanding of literature in greater depth and complexity, and developing a greater understanding of the texts in their wider context.
- We have designed an extensive and sequential homework programme to improve the students' English Language skills and independent learning. This has been differentiated to meet the needs of all our students in regularly reviewing their learning and progress.
- We continue to provide students with a wide range of opportunities to write for a range of purposes and audiences beyond the curriculum, including 'real' audiences.
- In conjunction with writing practice, we promote improved technical accuracy, vocabulary development and editing skills as a framework for proofreading.

- We personalise the curriculum, giving students choices in their learning; the Spoken Language Endorsement gives them the opportunity to independently research and present their critical perspective on a topic of their choice.
- We use regular assessment, including formal PPEs and regular informal assessments, to ensure that students are ready for their examinations and are familiar with the assessment objectives. Revision provides an opportunity to secure their knowledge, whilst the examination familiarises them with the experience of formal assessment.
- At the end of KS4, students will be prepared for their next stage of personal development, with at least adult functional literacy skills and the ability to communicate well orally.
- We offer a high level of challenge and the opportunity for the most able students to extend their GCSE performance and prepare for A level through a programme of 7-UP intervention.

#### Key Stage 5:

- We offer three A Levels: the Edexcel English Literature and the English Language and Literature specifications, as well as Eduqas Media Studies.
- We offer a GCSE retake course with a strong focus on English Language exam skills using Edexcel's English Language Lift 2 course. Students are given the opportunity to retake exams in November and, if unsuccessful, again in June. Retake students are offered LSA support to help them achieve grade 4 or above.
- We follow the Sixth Form 996 principle to support the development of students' independence at A Level.
- We continue to use Dedicated Improvement and Reflection Time with the 6<sup>th</sup> Form in order to teach them critical and self-evaluation skills, just as we do in KS3&4.
- All three A Levels contain a coursework element which allows us to encourage the maximum amount of independent choice and critical and creative expression.

- Regular assessment, both in class and through independent study, help to ensure that students have a secure knowledge of the course content and examination requirements.
- At the end of KS5, students will be prepared for either further education, training or employment.

YEAR 7 LTP 2022-23: **CHARACTERS AND EXPERIENCES**

Weeks: 7&7, 6&6, 6&7

	UNIT	FOCUS	ASSESSMENTS
A 1	THE ARRIVAL TRANSITION 1 week	<ul style="list-style-type: none"> <li>- Link students who attended to holiday club to those who didn't</li> <li>- Explore themes of new places, emotions involved</li> </ul>	x
	LETTER TO TEACHER 1 week	<ul style="list-style-type: none"> <li>- revise conventions of letter writing &amp; formal English</li> <li>- TIPTOPS paragraphing</li> </ul>	Write a letter to your teacher
	TELLING TALES 5 weeks	<ul style="list-style-type: none"> <li>- presentation of characters &amp; their experiences</li> <li>- early literature across the world</li> <li>- compare different types of stories: myths, fairytales, folktales</li> <li>- how fairytales/myths etc are modernised</li> </ul>	WRITING: Describe your own monster
A 2	NOVEL STUDY 7 weeks	<ul style="list-style-type: none"> <li>- Start with a Fast Read – recommended to do with partner teacher if class is split</li> <li>- How a character changes through a text</li> <li>- Comprehension and following a plot</li> </ul>	READING: How does the writer present character X's development in the text?
S p 1	CREATING CHARACTERS 7 weeks	<ul style="list-style-type: none"> <li>- descriptive techniques</li> <li>- choosing appropriate quotations</li> <li>- how a writer creates different types of characters: caricature, villain, hero, comic, giants/monsters</li> <li>- understand something of Victorian writing</li> </ul>	READING: How does the writer create a powerful sense of character in an extract?
S p 2	SCIENCE- FICTION 6 weeks	<ul style="list-style-type: none"> <li>- DAFORREST</li> <li>- creative thinking</li> <li>- how to deliver a presentation</li> <li>- introduce idea of setting</li> </ul>	WRITING CHALLENGE: Character's diary entry  S&L: group presentation about a sci-fi setting
S u 1	NOVEL/MODER N PLAY 6 weeks	<ul style="list-style-type: none"> <li>- Start with a Fast Read – recommended to do with partner teacher if class is split</li> <li>- how writers present a character's development across a long text</li> <li>- how characters deal with experiences</li> <li>- conventions of a playscript (if applicable)</li> <li>- conventions of a monologue</li> </ul>	WRITING: Write a character's monologue
S u 2	POETRY 6 weeks	<ul style="list-style-type: none"> <li>- how the theme is presented in poetry across the ages</li> <li>- different poetic forms &amp; revise poetic techniques from yr6</li> <li>- introduce new poetic terminology</li> <li>- revisit parts of speech</li> <li>- concept of speaker and persona in poetry</li> </ul>	READING: Show does the writer present a persona in this poem?
	BOOK BUZZ 1 week	<ul style="list-style-type: none"> <li>- reading for pleasure</li> <li>- develop independent reflection &amp; active reading skills</li> <li>- effective collaborative work</li> </ul>	x

YEAR 8 LTP 2022-23: **TIME AND PLACE (also include character and experience)**

WEEKS: 7&7, 6&6, 6&7

	UNIT	FOCUS	ASSESSMENTS
A 1	TRAVEL & ADVENTURE WRITING INCLUDE FAST READ OF 'LARK' 7 weeks	<ul style="list-style-type: none"> <li>- intro theme of setting (time &amp; place)</li> <li>- concept of literary non-fiction</li> <li>- explore setting in 'Lark'</li> <li>- historical contexts</li> <li>- conventions of article writing</li> </ul>	WRITING: Write an article about a place
A 2	SHORT STORIES 5 weeks	<ul style="list-style-type: none"> <li>- story structures</li> <li>- flashbacks</li> <li>- explore different settings, how they impact character/plot etc</li> <li>- how writers create settings</li> </ul>	READING: How does the writer use setting to create tension?
	'A CHRISTMAS CAROL' Ladybird book/film 2 weeks	<ul style="list-style-type: none"> <li>- Victorian England: workhouses, poverty etc</li> <li>- presentation of the supernatural, redemption</li> <li>- ghost story tradition</li> </ul>	WRITING: Describe a celebration
S p 1	NOVEL STUDY 6 weeks	<ul style="list-style-type: none"> <li>- Start with a Fast Read – recommended to do with partner teacher if class is split</li> <li>- Impact of different settings on extended text</li> </ul>	READING: How does the writer use setting?
S p 2	GOTHIC 6 weeks	<ul style="list-style-type: none"> <li>- history of gothic literature</li> <li>- conventions of gothic</li> <li>- study whole gothic text and/or selection of texts</li> </ul>	WRITING: Describe a gothic setting, based in picture choices
S u 1	WAR POETRY 6 weeks	<ul style="list-style-type: none"> <li>- how writers present setting</li> <li>- how setting impacts characters</li> <li>- revise poetic devices</li> <li>- analytical skills and zooming in on language</li> </ul>	READING: How does the poet create a powerful setting in a poem?
S u 2	SHAKESPEAR E'S COMEDY 3/4 weeks	<ul style="list-style-type: none"> <li>- consider how the concept of comedy has changed</li> <li>- study of 'The Tempest' considering characterisation and setting</li> </ul>	READING: low-stakes quiz about the text studied
	SPEECHES 3/4 weeks	<ul style="list-style-type: none"> <li>- AFOREST &amp; other rhetorical devices</li> <li>- structuring a speech</li> <li>- how to deliver a speech</li> </ul>	WRITING CHALLENGE: Draft speech text peer/self-assessed  S&L: deliver speech

YEAR 9 LTP 2022-23: **PERSPECTIVES AND CONTEXT (and include time and place, character and experience)**

WEEKS: 7&7, 6&6, 6&7

	UNIT	FOCUS AND SPaG	ASSESSMENTS
A 1	THE DANGER OF THE SINGLE STORY 2 weeks	<ul style="list-style-type: none"> <li>- introduce concepts of context and perspectives</li> <li>- analysing Aristotle's rhetorical appeals</li> <li>- discussion about stereotyping</li> </ul>	WRITING: Write a short persuasive piece using logos, ethos and pathos.
A 1 & A 2	NOVEL/ MODERN PLAY 5+2 weeks	<ul style="list-style-type: none"> <li>- how writers present characters and setting</li> <li>- how writers convey character and narrator perspectives</li> </ul>	READING: How does the writer present x's perspective?
A 2	EDUCATION FEVER 5 weeks	<ul style="list-style-type: none"> <li>- how to debate</li> <li>- reading non-fiction and identifying a writer's perspective</li> <li>- introduction to AQA language paper 2 reading</li> </ul>	READING: AQA Language P2 question
S p 1	POETRY IN CONTEXT 6 weeks Eg relationships	<ul style="list-style-type: none"> <li>- comparing poems</li> <li>- analysing quotations</li> <li>- connectives to compare &amp; contrast</li> <li>- conceptualised thinking</li> </ul>	READING: comparison of how 2 poems present a theme, including writers' contexts.
S p 2	TALES WITH A TWIST 6 weeks	<ul style="list-style-type: none"> <li>- narrative voice</li> <li>- the unreliable narrator (Tell-Tale Heart)</li> <li>- story structures &amp; structural features - exam preparation – Lang P1 reading</li> <li>- exam revision techniques</li> </ul>	WRITING: write your own short story using a choice of prompts
S u 1	GCSE SHAKESPEARE 7 weeks	<ul style="list-style-type: none"> <li>- Shakespeare's context</li> <li>- Modern-day responses to Shakespeare</li> <li>- Shakespeare's characters</li> </ul>	EOY exam: Language P1 Q1-4 Low stakes quiz about terminology
S u 2	PERSUASIVE SPEECH AND EOY EXAM (FORMAL GCSE ENGLISH COURSE STARTS HERE) 6 weeks	<ul style="list-style-type: none"> <li>- analysing some speeches</li> <li>- recap Aristotle's pathos, logos, ethos</li> <li>- research skills</li> <li>- structuring a speech</li> <li>- rhetorical devices</li> </ul>	WRITING: Peer/self-assess drafted speeches S&L: Speech formally assessed by teacher for GCSE English Language



**Year 10 Programme of Study wef September 2022 (AQA GCSE course)**

Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b><u>An Inspector Calls</u></b> Read the Play Introduction to key characters and themes. 1912 context.	<b><u>Jekyll &amp; Hyde/Christm as Carol</u></b> Read the novel. Introduction to key characters and themes. Victorian context	<b><u>Poetry Anthology &amp; unseen</u></b> Cover 6 poems (3 weeks)  <b><u>Lang paper 1: A Cycle 1</u></b> Reading (3 weeks)	<b><u>Poetry Anthology &amp; unseen</u></b> (3 weeks) 6 poems  <b><u>Lang paper 1: B Cycle 1</u></b> Writing (3 weeks)	<b><u>Lang Paper 2: Cycle 1 Section A &amp; B</u></b> Crossover of skills for Q3 language. Introduce comparison Qs  <b><u>Revision</u></b> of INSPECTOR CALLS & POETRY	<b><u>Revision</u></b> of INSP CALLS & POETRY walkthrough  <b><u>Revision</u></b> of Lang Paper 1 Section A & B  <b><u>Exams: Lang Paper 1 &amp; Lit Paper 2</u></b>  <b><u>S&amp;L Assessment Prep</u></b>
<b><u>Assessment</u></b> Timed essay practice on character question.	<b><u>Assessment</u></b> J&H/Christmas Carol Essay	<b><u>Assessment</u></b> Poetry Anthology essay  Lang Paper 1 Section A	<b><u>Assessment</u></b> Unseen Poetry  Lang Paper 1 Section B	<b><u>Assessment</u></b> **Revision and timed practice as req. TBC	<b><u>Assessment</u></b> Y10 PPEs w/c 26 <sup>th</sup> June  <b><u>S&amp;L Assessment</u></b>

**Year 11 (2022-2023 only – Edexcel GCSE course)**

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b><u>Jekyll &amp; Hyde/A Christmas Carol</u></b>  Introduction, key themes, characters and context	<b><u>Paper 2 Lang: Section A &amp; B</u></b> (3 weeks)  <b><u>Revision of Unseen Poetry and 2 named poems</u></b> (2 weeks)  (2 weeks for exams)	<b><u>Revise Macbeth</u></b> (3 weeks)  <b><u>Poetry Anthology &amp; unseen poetry skills</u></b> (3 weeks)	<b><u>Revisit INSPECTOR CALLS</u></b> (2 weeks)  <b><u>Revisit Paper 1 Section A &amp; B</u></b> (2 weeks)  <b><u>Revisit J&amp;H/ACC</u></b> (2 weeks)	<b><u>Revision</u></b> Final revision and any catchup areas. Walkthroughs and DIRT	
<b><u>Assessment</u></b> J&H/ACC essay	<b><u>Assessment</u></b> Y11 PPEs w/c 5 <sup>th</sup> Dec  Paper 2 Lang & Paper 2 Lit	<b><u>Assessment</u></b> Poetry anthology and unseen poetry comparison	<b><u>Assessment</u></b> **Revision and timed practice as req. TBC	<b><u>Exams</u></b> Dates TBC	

## Curriculum Overview for Year 12 and 13: A Level Language and Literature

Year 12 & 13 Combined A Level Language and Literature			
Exam Board & course title/code	Exam Board & course title/code	Date of Exam	% of Total Exam
Edexcel 9ELO	Unit 1: 9ELO/01 Voices in Speech & Writing	Summer - Year 13	40%
Edexcel 9ELO	Unit 2: 9ELO/02 Varieties in Language & Literature	Summer - Year 13	40%
Edexcel 9ELO	Unit 3: 9ELO/01 Investigating and Creating Texts	n/a coursework - final submission Easter Y13	20%
Key topics	Course content	Assessment	
<b>Autumn 1:</b>  Course intro  Core skills  Fiction genre conventions  Intro to Shakespeare and Othello	<b>Unit 3:</b> focus plus developing core skills: Introduction to and revision of: key concepts/terminology/essay writing skills/creative writing skills. Focus on exploring fiction texts and conventions and developing sophisticated writing techniques.  Y13 - concurrent independent study for coursework.  <b>Unit 2:</b> Introduction to and study of Othello	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  <b>Exam questions:</b> Range of past papers and sample assessment material  Coursework tutorials for Y13  <b>Other assessments:</b> Pair and group presentations	

<p><b>Autumn 2:</b></p> <p>Coursework focus</p> <p>Othello</p>	<p>Y12 and 13 combined:  <b>Continue with Unit 2</b> focus and building skills.  Y13 Individual tutorials and independent work.  Y12 introduction to coursework with focus on non-fiction, explore a range of text types and experiment with independent writing skills and developing voice.  Y13 Redrafting continues.</p> <p>Y12 &amp; 13 -  Unit 2 continue with close study of Othello.</p>	<p><b>Preparation:</b></p> <p>Reading texts independently and lesson preparation tasks</p> <p>Wider reading around their coursework texts and their contexts; reading critical essays, journals etc linked to study of Shakespeare  Creative writing tasks</p> <p>Regular essay submissions</p>
<p><b>Spring 1:</b></p> <p>Commentaries  Non-fictions  skills/genre conventions</p> <p>Intro to The History Boys</p>	<p><b>Unit 3:</b>  Y12 -  Background reading and texts/plans submitted for agreement</p> <p>Y12 &amp; 13 - developing key skills for critical commentaries</p> <p><b>Unit 1</b>  Y12 &amp; 13 - begin The History Boys - intro to context/genre/characterisation/dramatisation</p> <p>BBC News Report</p> <p>Y13 mock exam - unit 2</p>	<p><b>Preparation:</b></p> <p>Reading texts independently and lesson preparation tasks</p> <p>Wider reading around their coursework texts and their contexts; reading critical essays, journals etc linked to study of The History Boys  Y13 - revision of anthology texts</p> <p>Creative writing tasks</p>

		Regular essay submissions
<b>Spring 2:</b>  Coursework focus The History Boys	Y13 - <b>Unit 2 final deadline Easter holidays</b> Y12 - first draft of fiction coursework Y13 Independent study of anthology texts, previously covered in Y12  Y12 & 13 - continue study of the History Boys, essay writing skills, use of passage based essay	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Wider reading around their coursework texts and their contexts; reading critical essays, journals etc linked to study of The History Boys Y13 - revision of anthology texts  Regular essay submissions
<b>Summer 1:</b>  Y13 revision  Y12 Great Gatsby Prep	Y12 Intro to Great Gatsby - social/historical context Y12 - focus on non-fiction, working towards first draft of non-fiction coursework  Y13 revision of anthology texts, comparative essay skills, approach to unseen texts	<b>Preparation:</b>  Revision of core texts  Practise essays  Creative writing
<b>Summer 2:</b>	Y12 Mock exam - <b>Unit 1</b> Independent work on coursework Great Gatsby	<b>Preparation:</b>  Mock exam  Reading critical essays, journals etc linked to study of The Great Gatsby

Suggestions for independent study and home support:  
Wider reading of key texts - Othello, Great Gatsby, range of literary non-fiction, support texts for coursework

KEY SKILLS	Numeracy:  1mm = 0.1cm 10mm = 1 cm	Other:  Communication Presentation Team work Independent skills Research development Time management
Literacy: Advanced writing skills, sentence structures, accurate spelling	Numeracy: Word counts	Other: Developing interpersonal skills by working in pairs and groups Developing understanding of people in different times and places through study of wide range of literary fiction and non-fiction

### Careers

Careers awareness is developed through learning and development of the following skills: literacy and oral communication skills. Opportunities include taking part in national events in media such as the BBC Young Reporters, providing experience of management and production of a whole-school project. Young writers are encouraged through competitions such as the Henry Williamson Competition and the Commonwealth essay writing competition; there is micro-analysis and academic study of the use of linguistics and how to adapt the formality for various industries. Subject specific jobs and careers awareness is promoted at Pathways & Options evenings within English and Media Studies. Due to a proximity to London, enrichment is offered through theatre and cultural visits, such as visiting the BFI and the British Library, as well as conferences through the EMC.

## Curriculum Overview for Year 12: A Level Literature

Year 12 - English Literature GCE			
Exam Board & course title/code	Exam Board & course title/code	Exam Board & course title/code	Exam Board & course title/code
Edexcel 9ETO	Unit 1: Drama	PPE January Yr 13 GCE summer Yr 13	30%
Edexcel 9ETO	Unit 2: Prose	PPE January Yr 13 GCE summer Yr 13	20%
Edexcel 9ETO	Unit 3: Poetry	PPE summer Yr 12 GCE summer Yr 13	30%
	Unit 4: Coursework	Submission December Yr 13	20%
Key topics	Course content		Assessment
<b>Autumn 1:</b>  P3: Poems of the Decade  P2: Prose - <i>In Cold Blood</i> by Truman Capote  P2: Introductory work on <i>The Moonstone</i> By Wilkie Collins	Review bridging work  <b>Poetry</b> - understand genre features and conventions Develop unseen poetry skills  <b>Prose</b> - understand genre conventions of Crime and Detection Explore non-fiction and journalistic aspects of <i>In Cold Blood</i>  <b>Both Units 2 &amp; 3:</b> Understand critical concepts and terminology Making connections and comparisons Understanding wider contexts Independent research skills		<b>Preparation:</b>  reading texts independently and lesson preparation tasks  Exam questions Range of past papers and sample assessment material  Assessments Poetry - comparative critical essays Prose - critical essays  Other assessments: Pair and group presentations



<p><b>Autumn 2:</b></p> <p>P3: Introduction to the Romantic movement - focus on Wordsworth</p> <p>P2: Prose: <i>In Cold Blood</i> by Truman Capote</p> <p>P2: <i>The Moonstone</i> By Wilkie Collins</p>	<p>Understand genre features and conventions of Romantic poetry</p> <p><b>Study of pre-1900 text (<i>The Moonstone</i>) and comparison with <i>In Cold Blood</i></b></p> <p><i>(see Course handbook for further details)</i></p>	<p><b>Preparation:</b></p> <p>reading texts independently and lesson preparation tasks</p> <p>Wider reading around the texts and their contexts; reading critical essays, journals etc</p> <p>Regular essay submissions</p>
<p><b>Spring 1:</b></p> <p>P3: Romantic poetry - Blake and Keats</p> <p>P3: Further selected poems from <i>Poems of the Decade</i></p> <p>P2: Completion of prose study</p>	<p><b>Poetry</b> - understand genre features and conventions Develop unseen poetry skills</p> <p><b>Prose</b> - understand genre conventions of Crime and Detection Explore non-fiction and journalistic aspects of <i>In Cold Blood</i></p> <p><b>Both Units 2 &amp; 3:</b> Understand critical concepts and terminology Making connections and comparisons Understanding wider contexts Independent research skills</p>	<p><b>Preparation:</b></p> <p>reading texts independently and lesson preparation tasks</p> <p>Wider reading around the texts and their contexts; reading critical essays, journals etc</p> <p>regular essay submissions</p>
<p><b>Spring 2:</b></p> <p>P3: Further selected poems from <i>Poems of the Decade</i></p> <p>P2: Drama - introduction to</p>	<p><b>Poetry</b> - understand genre features and conventions Develop unseen poetry skills</p> <p>Understand genre features of dramatic tragedy</p>	<p><b>Preparation:</b></p> <p>reading texts independently and lesson preparation tasks</p> <p>wider reading around the texts and</p>

the genre of Tragedy and critical concepts	Develop understanding through research of tragic theory	their contexts; reading critical essays, journals etc  regular essay submissions
<b>Summer 1:</b>  P1: Shakespeare - <i>Othello</i> - including introduction to the Tragedy Critical Anthology (Edexcel)  P3: Further selected poems from Poems of the Decade	Study of Shakespearean tragedy and critical responses to the genre  Understand wider contexts of production and reception  Apply critical interpretations to tragedy  Poetry - understand genre features and conventions Develop unseen poetry skills	<b>Preparation:</b>  reading texts independently and lesson preparation tasks  wider reading around the texts and their contexts; reading critical essays, journals etc  regular essay submissions
<b>Summer 2:</b>  P1: Tennessee Williams - <i>A Streetcar Named Desire</i>  P4: Coursework research, choices and planning  P1: Shakespeare - <i>Othello</i> - including introduction to the Tragedy Critical Anthology (Edexcel)	Study of a modern tragedy and its wider context  Research texts and genres, making choices of texts ahead of summer reading  Study of Shakespearean tragedy and critical responses to the genre  Understand wider contexts of production and reception	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Wider reading around the texts and their contexts; reading critical essays, journals etc  Regular essay submissions
	<b>Y12 Mock exam - Unit 1</b> Independent work on coursework Great Gatsby	<b>Preparation:</b> Mock exam Reading critical

		essays, journals etc linked to study of The Great Gatsby
<b>Suggestions for independent study and home support:</b> 6 <sup>th</sup> form section of LR1 including section of Tragedy Recommended reading list in handbook Recommended critics and websites: Mr Bruff, BBC Bitesize, the British library; the Guardian app. York Notes for A level Advanced editions of set texts for personal use (e.g. Cambridge editions) Theatre visits EMC magazines and emag login - for critical essays aimed at A level students		
KEY SKILLS	KEY SKILLS	KEY SKILLS
Literacy:  Genre-linked literary terminology AO1 - Critical style; vocabulary building; use of discourse markers SPAG	Literacy:  Genre-linked literary terminology AO1 - Critical style; vocabulary building; use of discourse markers SPAG	Literacy:  Genre-linked literary terminology AO1 - Critical style; vocabulary building; use of discourse markers SPAG
Careers		
Careers awareness is developed through learning and development of the following skills: literacy and oral communication skills. Opportunities include taking part in national events in media such as the BBC Young Reporters, providing experience of management and production of a whole-school project. Young writers are encouraged through competitions such as the Henry Williamson Competition and the Commonwealth essay writing competition; there is micro-analysis and academic study of the use of linguistics and how to adapt the formality for various industries. Subject specific jobs and careers awareness is promoted at Pathways & Options evenings within English and Media Studies. Due to a proximity to London, enrichment is offered through theatre and cultural visits, such as visiting the BFI and the British Library, as well as conferences through the EMC.		

## Curriculum Overview for Year 13: A Level Literature

Year 13 - English Literature GCE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Edexcel 9ETO	Unit 1: Drama	PPE January Yr 13 GCE summer Yr 13	30%
Edexcel 9ETO	Unit 2: Prose	PPE January Yr 13 GCE summer Yr 13	20%
Edexcel 9ETO	Unit 3: Poetry	PPE summer Yr 12 GCE summer Yr 13	30%
	Unit 4: Coursework	Submission December Yr 13	20%
Key topics	Course content	Assessment	
<b>Autumn 1:</b>  P1: <i>Othello</i> - complete study of the play (Acts 3-5) and study of <i>Tragedy - A Critical Anthology</i> (Othello section)  P1: <i>A Streetcar Named Desire</i>  P4: Coursework - reading of critical texts and completion of comparative coursework essay draft	Shakespearean tragedy and critical responses to the genre  Understand wider contexts of production and reception  Apply critical interpretations to tragedy  Study of a modern tragedy and its wider context  Independent study and preparation of coursework Understand critical concepts and terminology Making connections and comparisons Understanding wider contexts Independent research skills	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Exam questions Range of past papers and sample assessment material  Assessments Poetry - comparative critical essays Prose - critical essays  Other assessments: Pair and group presentations	

<p><b>Autumn 2</b></p> <p>P4: Coursework - tutorials and final submission</p> <p>P1: Complete modern drama text <i>A Streetcar named Desire</i></p> <p>P3: Romantic poetry -Byron and Shelley</p> <p>P3: Further selected poems from Poems of the Decade</p>	<p>Independent study and preparation of coursework</p> <p>Study of a modern tragedy and its wider context</p> <p>Poetry - understand genre features and conventions Develop unseen poetry skills</p>	<p><b>Preparation:</b></p> <p>Reading texts independently and lesson preparation tasks</p> <p>Wider reading around the texts and their contexts; reading critical essays, journals etc</p> <p>regular essay submissions</p>
<p><b>Spring 1:</b></p> <p>P3: Romantic poetry - revision</p> <p>P3: Further selected poems from Poems of the Decade</p>	<p>Poetry - understand genre features and conventions Develop unseen poetry skills</p> <p>Both Units 2 &amp; 3: Understand critical concepts and terminology Making connections and comparisons Understanding wider contexts Independent research skills</p>	<p><b>Preparation:</b></p> <p>Reading texts independently and lesson preparation tasks</p> <p>Wider reading around the texts and their contexts; reading critical essays, journals etc</p> <p>Regular essay submissions</p>
<p><b>Spring 2:</b></p> <p>P2: Prose Crime and Detection - revision</p> <p>P3: Poetry revision</p>	<p>Revision, comparison and exam skills</p> <p>Revise Romantic poetry studied in yr 12 (Wordsworth, Blake, Keats)</p> <p>Revise Poems of the Decade studied in Yr 12</p>	<p><b>Preparation:</b></p> <p>Reading texts independently and lesson preparation tasks</p> <p>Wider reading around the texts and their contexts; reading critical essays, journals etc.</p> <p>regular essay submissions</p>
<p><b>Summer 1:</b></p>		<p><b>Preparation:</b></p>

P1: Drama texts revision	Revision of Shakespearean tragedy and anthology of critics; revision of 20 <sup>th</sup> century tragedy	Focused exam skills
P3: Further from Poems of the Decade	Poetry - understand genre features and conventions Develop unseen poetry skills	
<b>Summer 2:</b> EXAM STUDY LEAVE	Revision sessions will be offered ahead of every paper	

#### **Suggestions for independent study and home support:**

6<sup>th</sup> form section of LR1 including section of Tragedy  
Recommended reading list in handbook  
Recommended critics and websites: Mr Bruff, BBC Bitesize, the British library; the Guardian app.  
York Notes for A level  
Advanced editions of set texts for personal use (e.g. Cambridge editions)  
Theatre visits  
EMC magazines and emag login - for critical essays aimed at A level students

#### **KEY SKILLS**

<b>Literacy:</b>	<b>Numeracy:</b>	<b>Other:</b>
Genre-linked literary terminology AO1 - Critical style; vocabulary building; use of discourse markers SPAG	Poetic patterns and metre Venn diagrams Graphs	Communication Presentation Team work Independent skills Research development Time management

#### **Careers**

Careers awareness is developed through learning and development of the following skills: literacy and oral communication skills. Opportunities include taking part in national events in media such as the BBC Young Reporters, providing experience of management and production of a whole-school project. Young writers are encouraged through competitions such as the Henry Williamson Competition and the Commonwealth essay writing competition; there is micro-analysis and academic study of the use of linguistics and how to adapt the formality for various industries. Subject specific jobs and careers awareness is promoted at Pathways & Options evenings within English and Media Studies. Due to a proximity to London, enrichment is offered through theatre and cultural visits, such as visiting the BFI and the British Library, as well as conferences through the EMC.

## Curriculum Overview for Year 12 and 13: Media

Year 13 - Media Studies			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
WJEC Eduqas GCE A Level in MEDIA STUDIES	<b>Component 1:</b> Media Products, Industries and Audiences <i>(Advertising, Newspapers, Film, Radio, Video Games)</i>	PPE June Year 12 GCE June Year 13	35 %
	<b>Component 2:</b> Media Forms and Products in Depth <i>(TV, Magazine, Web)</i>	PPE January Year 13 GCE June Year 13	35 %
	<b>Component 3:</b> <b>COURSEWORK</b> Cross-Media Production	Submission: Spring Term 1 Year 13	30%
<b>Autumn 1</b>  TV Industry (ML, Rep, Media Industry, Audiences, theories)  Coursework	<b>Component 2, section A:</b> <b>Television in the Global Age</b> ML, Rep, Media Industry, Audiences, theories <i>Humans and The Returned</i>  <b>Component 3:</b> Detailed planning - both cross-media products. Plan for time/resources <b>Production</b> - Filming, photography, design, writing copy.	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Coursework: Production  Exam: Component 2, section A exam style response	
<b>Autumn 2</b>  Magazine Industry	<b>Component 2, section B:</b> <b>Magazines - Mainstream and Alternative Media</b> ML, Rep,	<b>Preparation:</b>  Reading texts independently	



(ML, Rep, Media Industry, Audiences, theories)	Media Industry, Audiences, theories <i>Vogue, July 1965 and The Big Issue, Oct 17-23, 2016</i>	and lesson preparation tasks
<b>Website Industry</b> (ML, Rep, Media Industry, Audiences, theories)	<b>Component 2, section C: Media in the Online Age</b> ML, Rep, Media Industry, Audiences, theories <i>Zoella and Attitude</i>	Exam questions Component 2, Section B & C exam style responses
<b>Coursework</b>	Ongoing production - re-shooting, re-drafting, editing/design/construction	
<b>Spring 1</b>		
<b>Coursework</b>	<i>Final editing/design/ polish of entire cross-media production</i> <b>**COURSEWORK SUBMISSION**</b>	<b>Coursework:</b>  Final submission to the exam board for two cross-media pieces
<b>PPE PREPARATION</b>	<b>Component 2: Media Forms and Products in Depth</b> - TV, Magazines, Websites	PPE exam
<b>Spring 2:</b>		
<b>Exam preparation Component 1, section A and B:</b> Media Products, Industries and Audiences	<b>Revision</b> <b>Component 1, section A &amp; B: Advertising and marketing:</b> <i>Tide, WaterAid, Kiss of the Vampire</i> <b>Newspapers:</b> <i>The Daily Mirror, The Times</i> <b>Radio:</b> <i>Late Night Woman's Hour</i> , <b>Video Games:</b> <i>Assassin's Creed III</i> <b>Film:</b> <i>I, Daniel Blake, Straight Outta Compton</i>	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Exam style responses
<b>Summer 1:</b>		
<b>Exam preparation Component 2, section A, B, C:</b> Media Forms and Products in Depth	<b>Revision</b> <b>Component 2, section A, B and C:</b> <b>TV:</b> <i>Humans, The Returned</i> <b>Magazines:</b> <i>Vogue, The Big Issue</i> <b>Websites:</b> <i>Zoella, Attitude</i>	<b>Preparation:</b>  Reading texts independently and lesson preparation tasks  Exam style responses
<b>Summer 2:</b>	<b>**EXAM LEAVE**</b>	

<b>Literacy:</b> Mode of address Media Language Audio/technical/visual codes Evaluation	<b>Numeracy:</b> Percentages Statistics Probability articles	<b>Other:</b> Communication Presentation Team work Independent skills Research development Time management
<p>Careers awareness is developed through learning and development of the following skills: literacy and oral communication skills. Opportunities include taking part in national events in media such as the BBC Young Reporters, providing experience of management and production of a whole-school project. Young writers are encouraged through competitions such as the Henry Williamson Competition and the Commonwealth essay writing competition; there is micro-analysis and academic study of the use of linguistics and how to adapt the formality for various industries. Subject specific jobs and careers awareness is promoted at Pathways &amp; Options evenings within English and Media Studies. Due to a proximity to London, enrichment is offered through theatre and cultural visits, such as visiting the BFI and the British Library, as well as conferences through the EMC.</p>		

## **Subject Assessment Reporting and Recording:**

### The aim of marking students' work is to:

- Let students know what they need to do to improve in order to set realistic but challenging goals and targets.
- Monitor students' progress and give them an indication of their level of achievement.
- Provide information for parents about students' progress.
- Acknowledge achievement and know where to direct intervention

### The English Area will achieve these aims by planning the following types of assessment into their schemes of work:

- Formative/diagnostic - what do students need to do to improve?
- Summative - recording of overall achievement/attainment at critical points, e.g. end of term/unit assessments which are moderated and then recorded in student trackers

As a result of these assessments, teachers will adjust their lesson plans and schemes of work and identify those students in need of intervention.

### Teachers will record marks in order to:

- monitor progress over time.
- provide accurate historic information for students/parents/other teachers.
- provide evidence to support reporting and target setting.

Marks should be accessible to Line Managers and will be recorded in an electronic mark book on SIMS.

### In order to support these aims:

- Teachers will access baseline data, attendance and other information such as SEND, EAL, PP and HA in order to inform their planning and teaching.

## **Key Responsibilities**

### The responsibilities of Students

- Students must complete the trackers at the front of their books when work is returned to them, recording their marks.
- There should be a student response to the teacher comments which will indicate a positive and an area for improvement; students must take an action to complete the

PIA; it could be to do a task set by the teacher, redo a piece of work, to complete or improve the work they have already handed in, to check and learn some spellings, to do some more research, to complete a new task, or to set a new target to ensure future goals are understood.

- Student feedback may be completed in green pen if appropriate but may sometimes be produced on the computer.

### The responsibilities of Teachers

- Work will be regularly marked by the teacher in a colour other than green.
- Homework will be checked (this could well be through self/peer assessment) and missing homework will be sanctioned.
- **Key Stage 3** units are specified in the linear plan. At least one reading and writing assessment will be formally assessed using PIA and used for DIRT improvement per half term. This allows for clear formative assessment. These assessments might incorporate peer/self –assessment prior to or following teacher assessment. The marking criteria for both Reading and Writing skills along with the learning progression ladders may be used to help students pinpoint specific areas for improvement. These assessments will identify student work in line with the progression ladders as:
  - Assured Skills
  - Controlled Skills
  - Sound Skills
  - General skills
  - Emerging skills
- Students will be able to identify clear targets for progression from level to level.
- **Key Stage 3** summative assessments will mirror progression to GCSE skills. End of year testing will ensure that developing skills in Reading and Writing are assessed using the Edexcel exams for KS3 that follow the models of the final GCSE examinations. This also allows students to practise their unseen reading assessment skills as every examination incorporates unseen texts.
- **Reporting of Key Stage 3** progress to parents will mirror the school's assessment descriptors – indicating progress towards end of year target grades and projections for GCSE.
- **Key Stage 4** linear plans fully identify assessment points. Assessments will be marked using exam board marks and levels. Students will use both the exam board criteria and/or the progression ladders to help identify individual targets for progression from level to level. Marks will be recorded on individual progress trackers.
- **Reporting of Key Stage 4** progress to parents will be in the form of GCSE descriptors 9-1 alongside a report of effort on classwork and homework. Moderated assessment points from the linear plans will form the basis of the judgements. Two judgements will be made at each of the data gathering points, one for English Language and one for

English Literature. These marks will sometimes be different from one another and reflect a student's stronger skill in one or the other subject. Intervention decisions will be made based upon these reported levels of progress in combination with data analysis of the assessment points within the department. Students who consistently fail to engage with classwork and homework will also be pinpointed for intervention even if their current attainment is acceptable.

- **Pre-public exams at KS4** Students will undertake an end of year exam in Year 10 (Language Paper 2) and four official PPEs during year 11 to reflect the final exams they must take at the end of the linear course. These exams will be sat in the hall in an official exam context with official timings to best replicate the exam experience.
- **Key Stage 5** Linear plans are in place for English Literature, English Language and Literature and Media Studies. These plans identify assessment points. As Key Stage 5 courses are shared between 2 (or 3) teachers, all marks are shared in the markbooks in the English shared area. Key Stage 5 students have folders in the classroom where assessments are kept prior to the exam revision period when marked essays are returned to students for revision. As courses are shared with at least one other person, regular moderation is essential. Marking of coursework drafts will be followed by individual tutorials with students ahead of the final submission.

**Pre-public exams at Key Stage 5** will be given in the official exam weeks. These exams will inform the reporting of progress.

- **Reporting of Key Stage 5** Teachers will report on progress against targets set through ALIS or ALPS using a letter grade system. Students may negotiate an aspirational target with their teachers. Teachers will also report on effort in classwork and homework. As classes are shared, this reporting will need to be in cooperation with teachers agreeing the progress and reporting it together. This reported progress needs to reflect the marks in the shared markbook and any exams that have been completed alongside progress on coursework.

### **All Key Stages**

- Teachers will use the PIA criteria when giving formative feedback at key assessment points. DIRT lessons will follow assessments during which students will complete the required Actions in green pen.
- The school marking codes should be used for Literacy Feedback within written work
- **Moderation** of assessments for all Key Stages will take place regularly in departmental time. A folder of moderated exemplars is currently being developed for all Key Stages in line with the new specifications. Regular data analysis takes place after each ADM sweep and KS Co-ordinators will identify any underachievement where intervention may be necessary.

## Three Year Data Overview:

### Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27%	17%	52%	48%	25%
8	210	29%	20%	52%	48%	52%
9	208	28%	25%	47%	53%	28%
10	210	23%	26%	48%	52%	28%
11	210	22%	25%	45%	55%	30%
12						
English Lang & Lit	12	17%	17%	0%	100%	8%
Media Studies	6	17%	17%	50%	50%	0%
13						
English Lit	5	0%	0%	20%	80%	80%
English Lang & Lit	9	0%	0%	44%	56%	22%
Media Studies	9	0%	11%	44%	56%	22%

### Past 4 years results

#### Year 11

<b>English Language</b>	2018	2019	2020	2021
Cohort number	204	198	208	212
% above target	20.1%	27.3%	25.5%	28.8%
% on target	24.5%	31.3%	34.6%	31.1%
% below target	55.4%	41.4%	39.9%	40.1%
<b>English Literature</b>	2018	2019	2020	2021
Cohort number	204	194	206	209
% above target	28.9%	32.5%	32.5%	22.5%
% on target	26.5%	30.9%	27.7%	30.6%
% below target	44.6%	36.6%	39.8%	46.9%

#### Year 13

<b>English Lang. &amp; Lit. A level</b>	2018	2019	2020	2021
Cohort number	15	6	3	13
% above target	6.7%	16.7%	0%	30.8%
% on target	26.7%	50%	66.7%	38.5%
% below target	66.7%	33.3%	33.3%	30.8%
<b>English Lit. A level</b>	2018	2019	2020	2021
Cohort number	13	6	7	6
% above target	0%	16.7%	42.9%	33.3%
% on target	23.1%	16.7%	28.6%	66.7%
% below target	76.9%	66.7%	28.6%	0%
<b>Media Studies A level</b>	2018	2019	2020	2021
Cohort number	21	11	5	8
% above target	9.5%	9.1%	60%	37.5%
% on target	33.3%	45.5%	0%	62.5%
% below target	57.1%	45.5%	40%	0%