



Holy Trinity School

A Church of England Secondary School



English Curriculum Guide

The Holy Trinity C of E School English & Media Department:

Statement of Curriculum Intent

Intent

The English Faculty at Holy Trinity is committed to delivering a broad and balanced curriculum which is embedded in the school mission statement

'to be a centre of excellence for learning inspired by Christian values where every person in our school community fulfils their potential'

We aim to develop independent, creative and resilient learners through the key skills of reading, writing and speaking and listening. Together, with the Media Studies Department, we aim to develop a challenging, thought provoking and inspiring curriculum that equips all students to become lifelong learners who can communicate in every context and situation, ensuring that they have a voice within their community and life beyond our school.

It provides all students the opportunity to:

- Develop excellent reading habits, including reading for pleasure
- Appreciate our rich and varied literary heritage including texts from pre1914 and writers from around the world
- Write clearly, accurately and coherently, adapting language and style for a range of contexts
- Speak with confidence in a range of different contexts including formal presentations and debates

Implementation

We have created and developed a range of units across the key stages which is broad and balanced and carefully sequenced. We pay attention to the design of the spiral curriculum and regularly review, revisit and revise key skills. Each unit contains challenging texts to be read and explored from across the canon, opportunities to build high order vocabulary and chances to participate in a range of reading, writing and speaking and listening activities that build on skills as well as knowledge.

Each unit within KS3 and KS4 has its foundations in the National Curriculum and is a stepping stone towards success at GCSE (General Certificate of Secondary Education) and beyond. A focus on reading and vocabulary is also a key element of KS3 and library lessons through the implementation of the AR (Accelerated Reading) programme. We have high expectations of all our students and provide them with the tools to question, argue and reason in a range of contexts.



Impact

At KS3, we are transitioning into a Mastery Curriculum model which is currently being embedded through the KS3 assessments and recording data on Pupil Progress. There are six assessment points in each year (approximately one per half term) which help students to achieve better learning outcomes by providing steps to tackle common obstacles. Discrete grammar teaching through extended writing tasks (one lesson per fortnight) and a logical framework for embedding tier 3 vocabulary also are key aspects of the new curriculum which help to improve students' accuracy and understanding further.

At KS4, in addition to half termly assessments, the students have PPE examinations. Y10 at the end of the year and Y11 at the end of November and in March. These provide accurate data and specific feedback for students to improve based on target grades.

Assessment and monitoring in English

The impact of our English curriculum is measured through the following:

- Lesson observations, book monitoring and learning walks
- Work is marked in books (or on iPads) every two weeks with a focus on SPaG and PEEZL
- Gathering pupil voice on a range of topics
- Moderation of work in Faculty meetings at key assessment points
- Tracking work by use of the Pupil Progress software system
- Consideration of groups (PP, SEND, EAL) and monitoring of individual progress
- Y11 intervention system to target individual support and target concerns

Building Cultural Capital

The texts that students will encounter across the key stages will be varied and challenging, covering a range of time periods, genres and authors. These texts and their contexts will build their cultural capital enabling them to appreciate and enjoy quality literature, whilst also being able to engage with a range of texts thoughtfully and critically as lifelong learners. We include a unit on Poetry from Around the World, diverse Fiction and non-fiction texts including extracts from a range of media. We also seek to take students to the theatre and on other extra-curricular visits to build their appreciation of the rich and diverse culture and heritage that surrounds them in our society.

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.

Support for Literacy

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. 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. We run a fortnightly intervention programme for KS4 students where individuals are invited to drop-in clinics where they can meet with their usual English teacher to address any concerns or target specific areas.

Lexonik is the whole school Literacy intervention programme which targets students in KS3 with weaker focus in Literacy and reading. Students are enrolled onto the Lexonik six-week programme and they attend a small group session for one hour a week [Lexonik - Literacy Intervention Programmes That Empower Learning](#) Once they have completed the programme the students return to their usual English lesson.

Key stage 4

We follow the AQA specifications for both English Literature and English Language. Our set texts are:

- 'An Inspector Calls' by JB Priestley
- 'A Christmas Carol' by Charles Dickens
- The AQA Power & Conflict Poetry Anthology
- 'Macbeth' by William Shakespeare

Key Stage 5

We offer three A Levels: AQA English Literature, AQA English Language, as well as Eduqas Media Studies. We also offer a GCSE retake course with a strong focus on English Language exam skills using the AQA English Language 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. Students will be taught explicitly in revision skills and how to manage their independence effectively.



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.

Key stage 3

Year 7 Programme of Study

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<u>Transition Unit</u> <u>'Identity'</u> (2 weeks) <u>Telling Tales Unit</u> (5 weeks) 'Rumaysa' & myths & legends	<u>Novel</u> 'A Monster Calls' - character development, plot and importance of reading for pleasure	<u>Creating Characters Unit</u> Extracts from pre 1914 fiction & creative writing	<u>A World of Poems</u> 10 poems from a range of cultures and diverse voices.	<u>Modern Play</u> 'The Lion, the witch and the wardrobe'	<u>Science-Fiction Unit</u> Non-fiction and Media
<u>Assessment</u> Write a letter to your teacher. Include imagery and adjectives, show not tell.	<u>Assessment</u> How does a writer present a character/relationship throughout the novel? Introduction to PEEZL, first paragraph.	<u>Assessment</u> Write a character description – creative writing.	<u>Assessment</u> Extract based PEEZL on the use of language techniques and their effects on the audience.	<u>Assessment</u> First formal PEEZL on one poem from the World of Poems collection.	<u>Assessment</u> 1) S&L group presentation. Media/advertising sales pitch for a 'new world' 2) Captain's Log
<u>Century Modules</u> English SPaG Secondary	English SPaG Secondary	English Language KS3	English Language KS3	Classics Reading	Classics Reading



Year 8 Programme of Study

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p><u>Gothic Genre</u> A range of extracts from within the gothic genre, both pre1914 and contemporary</p>	<p><u>War Poetry</u> A selection of poems from different historical contexts. Focus on perspectives, attitudes to war and conflict and poetic style.</p>	<p><u>Novel</u> 'The Bone Sparrow' Themes focus – identity, parents and children, authority figures.</p>	<p><u>Fantasy & Creative Writing</u> Writing creatively in the style of Fantasy genre</p>	<p><u>Understanding Perspectives Unit</u> Non-fiction and Media unit based around the TV show Dragon's Den</p>	<p><u>Shakespeare</u> 'The Tempest' OR 'Midsummer Night's Dream' OR 'Twelfth Night'</p>
<p><u>Assessment</u> Critical essay on a Gothic extract focusing on genre conventions, PEEZL and essay structure.</p>	<p><u>Assessment</u> Essay on poetry comparison of 'Does it Matter?' and 'Who's for the Game?'</p>	<p><u>Assessment</u> To what extent do you agree? (20 marks) Style of Lang Paper 1 Q4</p>	<p><u>Assessment</u> Creative Writing in the fantasy style genre.</p>	<p><u>Assessment</u> S&L Task paired presentation using skills of persuasion for a Media style 'Dragon's Den' pitch.</p>	<p><u>Assessment</u> Shakespeare essay, open book, extract analysis.</p>
<p><u>Century Modules</u> English Language KS3</p>	Gothic Reading	Gothic Reading	English SPaG Secondary	English SPaG Secondary	English Language KS3

Year 9 Programme of Study

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks



<p><u>Novel</u> 'Boys Don't Cry' Structure – focus on the structure of the story, narrative perspective and organisational devices.</p>	<p><u>3 weeks: Complete Novel and PPE exam prep</u></p> <p><u>1 week: PPEs Paper 1: A</u></p> <p><u>3 weeks: Short Story (FKH)</u></p>	<p><u>Poetry of protest, empowerment and revolution</u> Range of poems with distinct contexts from a wide range of different poets from across time</p>	<p><u>Non-Fiction & Autobiography</u> Varieties of non-fiction including extracts from 'Chinese Cinderella' (Autobiography)</p>	<p><u>The Scottish Film</u> Media and Film unit based on the play 'Macbeth' looking in depth at a comparison of two film versions of the play.</p>	<p><u>Dystopian Fiction</u> Introduction to AQA Paper 1 GCSE English Language. Close work on skills for Section A and language and structure terminology using extracts from Dystopian genre.</p>
<p><u>Assessment</u> Critical essay on a character or theme from the chosen class novel.</p>	<p><u>PPEs</u> Y9 PPE exams – one week. Paper 1 Section A style questions on an extract.</p>	<p><u>Assessment</u> Unseen Poetry analysis and comparison questions.</p>	<p><u>Assessment</u> Paper 2 Section B Non-fiction writing e.g. Newspaper or Magazine</p>	<p><u>Assessment</u> S&L presentations on the understanding and research of the Scottish film unit.</p>	<p><u>Assessment</u> Dystopian Fiction descriptive writing. Paper 1 Section B</p>
<p><u>Century Modules</u> 19th Century Fiction Reading</p>	<p>19th Century Fiction Reading</p>	<p>English SPaG Secondary</p>	<p>English SPaG Secondary</p>	<p>English Language KS3</p>	<p>English Language KS3</p>

- Y7 and Y8 have two Library lessons a fortnight using Accelerated Reader, choosing and reading books independently for challenge, interest and enjoyment. Students complete AR quizzes and are also taught library research skills.
- All KS3 year groups have one grammar lesson a fortnight, consolidating and building on their knowledge of grammar and vocabulary.
- Homework is set on Century for 20 minutes a week. Century can also be used at the start of lessons.



- All KS3 lessons start with 10 minutes silent reading. All students have a 'book in their bag'.
- Diversity is promoted through (but not exclusive to) 'Rumaysa', 'Poetry from other Cultures', 'Chinglish', 'The Bone Sparrow' & 'Chinese Cinderella'
- GCSE Curriculum begins in the Summer Term of Y9, in line with the whole school policy when option subjects begin, and classes are regrouped to be with their teacher for GCSE.

Key stage 4

Year 10 Programme of Study

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 (7 weeks) 4 weeks (2xPPEs, 1xWEX)
Poetry Anthology 10 poems 'Exposure', 'Bayonet Charge', 'The Charge of the Light Brigade', 'War Photographer' & 'Kamikaze', 'Remains', 'Poppies', 'Emigree' & 'Tissue', 'Checking Out me History'	A Christmas Carol (ACC) Read the novel. Introduction to key characters and themes. Victorian context.	An Inspector Calls (AIC) Read the play Introduction to key characters and themes. 1912 context.	Poetry Anthology 5 poems 'Ozymandias', 'My Last Duchess', 'Storm on the Island', 'London' & 'Prelude'	Lang Paper 2 Walkthrough Crossover of skills for Q3 lang Paper 1. Introduce comparison Qs SLE Assessment Introduce speeches for SLE assessment prep.	Revision of AIC and Poetry Y10 Exams: Lit Paper 2 SLE Assessment Recorded as individual speeches on iPads. All data on Pupil Progress. WEX Week
Assessment Poetry essay 30 marks <i>Lit Paper 2 Section B</i>	Assessment ACC essay <i>Lit Paper 1 Section B</i>	Assessment AIC Essay <i>Lit Paper 2 Section A</i>	Assessment Lang Paper 1 timed practice paper	Assessment Recall, review, revise for PPEs	Assessment Y10 PPEs Lit Paper 2 & SLE Assessment
Century Modules English SPaG GCSE	English Language GCSE: AQA	A Christmas Carol	An Inspector Calls	Poetry Anthology Power & Conflict	ALL GCSE Modules. Macbeth added Autumn 2 of Y11



Year 11

Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<p>Macbeth (5 weeks) Read the first part of the play up to end of ACT TWO Introduction to key characters and themes, prep for Nov PPEs.</p>	<p>Paper 2 Lang Walkthrough & Paper 1 Lit Preparation/revision for PPEs November PPEs</p> <p>complete the remainder of Macbeth</p>	<p>Lang Paper 1 Walkthrough</p> <p>Unseen Poetry</p> <p>An Inspector Calls revision for March PPEs</p>	<p>March Core PPEs Paper 1 Lang Paper 2 Lit: AIC, Poetry and Unseen Poetry</p> <p>Revision of Macbeth</p>	<p>Revision Final revision and any catchup areas. Walkthroughs and DIRT</p>	
<p>Assessment Macbeth essay <i>Lit Paper 1 Section A</i></p>	<p>Assessment PPEs Paper 2 Lang & Paper 1 Lit</p>	<p>Assessment Unseen Poetry Qs</p>	<p>Assessment PPEs Lit paper 2 & Lang Paper 1</p>	<p>Exams External exams</p>	

