

ENGLISH

Key Stage 2 (Year 5 and 6)

The curriculum at Key Stage 2 in each of the STAR MAT primary schools is designed to help children become well rounded individuals. The English curriculum contributes to that key aim by making sure that all pupils have had opportunities to develop themselves to become critical thinkers and articulate communicators. In addition, they will have developed essential literacy skills through an engaging school curriculum informed by the National Curriculum for English.

The National Curriculum splits writing into two broad areas: transcription and composition. The technical aspects of writing – spelling, handwriting, grammar and punctuation are covered within transcription, whilst composition is about sharing their ideas and thinking about the purpose for their writing. The aim for pupils at Key Stage 2 is to be able to write academically, as well as creatively and for them to have lots of opportunities to develop their skills of writing in a range of different genres and for different purposes. As pupils progress through Key Stage 2, they will build upon their learning by continuing to write creatively and cohesively and will be guided to select the right structure and tone for any given piece. They will focus on: identifying the audience and purpose of their writing; modifying their use of grammar and vocabulary depending on what they are writing using a consistent tense; checking through their own and their peers’ writing and making constructive improvements.

Pupils are taught to maintain positive attitudes to reading at Key Stage 2 - and an understanding of what they read. They will: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; distinguish between statements of fact and opinion; participate in discussions about books that are read to them and those they can read for themselves; apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

When students join Key Stage 3 at Sherburn High School, they will be taught to develop an appreciation and love of reading, and to read critically and understand increasingly challenging material. We want students to write accurately, fluently, effectively and at length for pleasure and information including planning, drafting, editing and proof-reading with increasing independence.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 English Language	Year 13 English Language
Autumn 1	<p>Equality:</p> <p>Students start the year by exploring their fiction reading and analysis skills. We explore the theme of ‘Equality’ presented in Pitcher’s “My Sister Lives on the</p>	<p>Myths and Legends:</p> <p>Students will explore the power of Short Stories in their first unit in Year 8. Reading and writing short stories, students will also explore the history and modern</p>	<p>Crime and Detection:</p> <p>This thematic unit for 9 weeks explores the conventions of crime writing in “And Then There Were None” to inspire our writing. We will focus on tier 2 vocabulary</p>	<p>Poetry Anthology: War Poems</p> <p>We start the GCSE study looking at the five war poems from the poetry Anthology, examining language, structure, form and context.</p>	<p>Pre-1914 Text: Jekyll and Hyde</p> <p>In Autumn 1, we will study of pre-1914 text, “The Strange Case of Dr Jekyll and Mr Hyde”. Here, students will explore the language, structure, themes and</p>	<p>Linguistic Frameworks:</p> <p>Students learn the linguistic frameworks needed to analyse linguistic texts:</p> <ul style="list-style-type: none"> ● Grammar ● Lexis ● Phonology ● Semantics ● Pragmatics 	<p>Child Language Acquisition:</p> <p>Students explore how children learn to speak, read and write.</p> <p>A wide range of theories and research will be examined, as well</p>

	Mantlepiece" novel.	influence of Greek mythology.	and technical accuracy in creative writing.	Post-1914 text: An Inspector Calls Starting in Autumn 1	characters of our 19 th Century text.	<ul style="list-style-type: none"> • Discourse • Graphology 	as dealing with real-life data.
Autumn 2	<p>(Equality continued)</p> <p>Autobiographies:</p> <p>Our second mini-unit for 3 weeks develops students' speaking and listening skills. Students explore the genre of biographies and make a presentation about themselves.</p>	<p>Rich and Poor:</p> <p>Students will develop their fiction reading skills and apply this to Dickens' "A Christmas Carol". Developing an understanding of 19th Century Britain through non-fiction texts, students will look to develop their cultural understanding and vocabulary.</p>	<p>Power (Macbeth)</p> <p>For 9 weeks, we will explore power in Shakespeare's Macbeth. This is our second Shakespeare play that students study, looking in more detail at language with growing independence.</p>	<p>Post-1914 text: An Inspector Calls</p> <p>Students will explore the context, themes, characters and language of An Inspector Calls.</p> <p>Poetry Anthology: Love Poems</p> <p>Our next bank of poems include the four love and relationships poems</p>	<p>Poetry Anthology: People and Place poems & Unseen Poetry</p> <p>In Autumn 2, students will learn the final bank of poems from the Poetry Anthology and develop their skills in analysing unseen poems.</p>	<p>Meanings & Representations:</p> <p>Students apply their linguistic frameworks to determine how meanings and representations are being created. Preparing for Paper 1 Section A of the exam.</p>	<p>Language Change:</p> <p>Students explore how the English Language has changed and developed over time. We will explore key milestones in the development of English language and where it is going.</p>
Spring 1	<p>Gothic:</p> <p>Our second main unit of the year explores the Gothic genre. Students will read a range of extracts from classic gothic literature and use this as inspiration for their own creative writing, including short stories.</p>	<p>Dragon's Den:</p> <p>Building on the oracy skills developed in Year 7's Autobiography unit, this learning develops students' speaking and listening skills. Here, students will need to consider their persuasive language in order to design, pitch and market their own</p>	<p>Power Continued.</p> <p><i>Our units give 9 weeks' study to each skillset to get depth of knowledge and understanding.</i></p> <p><i>Over Spring 1, students will finish their studies of our Power Unit and begin to explore our next unit of Representations in the media.</i></p>	<p>Component 1 English Language: Fiction</p> <p>In Spring 1, students will explore reading and writing skills related to fiction texts.</p> <p>Students will confidently respond to extract-based texts and create their own narrative writing, thinking about character,</p>	<p>Component 2 English Language: Non-Fiction</p> <p>In Spring 1, students will explore reading and writing skills related to non-fiction texts</p> <p>Students will need to respond to two, unseen non-fiction texts and produce writing of different forms, purposes</p>	<p>Sociolinguistics:</p> <p>Students explore sociolinguistics in relation to gender and power.</p> <p>How is gender and power constructed and manipulated across different texts? How is research undertaken and how can it be used to support and</p>	<p>NEA 1: Language Investigation:</p> <p>Students undertake their second Coursework – the Language Investigation.</p> <p>Here, students undertake their own primary research into a field of language study, analyse their data and draw, and</p>

		product for the future.	Representations Started.	setting and language.	and audiences in timed conditions.	refute a linguistic claim?	evaluate, their own conclusions.
Spring 2	<p>War & Comrades</p> <p>In this unit, students will explore a modern play: “War Horse”. As well as developing understanding of character and theme, students will consider the practicalities of a play and engage in writing their own scripts.</p>	<p>Romance & Rebellion:</p> <p>In this unit, students will explore Shakespeare’s “Romeo and Juliet”. This gives students the opportunity to engage with a historic text and challenge their reading and analysis skills, whilst studying the play.</p>	<p>Representation:</p> <p>As inspiration for A-Level and to develop our Non-Fiction writing skills, students explore key topical issues around the world, including race, to examine how writers present viewpoints. Students then engage with their own writing to express their own views.</p>	<p>Shakespeare’s: Henry V</p> <p>Our next set text for GCSE is Henry V. One of Shakespeare’s History plays, students will explore the choices of Shakespeare for characters, themes, structure and language.</p>	<p>Revision:</p> <p>We use this time to prepare ourselves for the final examinations. Revising all content covered in Year 10 and Year 11.</p>	<p>Sociolinguistics:</p> <p>Students develop their understanding of sociolinguistics, examining social class, age and regional variation.</p> <p>Students also begin to explore World Englishes, understanding global varieties of the English Language.</p>	<p>Revision:</p> <p>We use this time to prepare ourselves for the final examinations. Revising all content covered to date.</p>
Summer 1	<p>Survival:</p> <p>Our Survival unit is an opportunity for students to explore different forms of non-fiction texts. We will engage in a wide variety of non-fiction reading and use this as inspiration for our own writing, all based around the theme of survival in the modern world.</p>	<p>Dystopian:</p> <p>Students will explore the genre of Dystopian literature. Through a wide range of literary extracts, students will analyse the key components of literary writing, including: expositions, rising action, climax, falling action, characterisation and setting.</p>	<p>GCSE Speaking and Listening:</p> <p>Students will complete their GCSE Speaking and Listening in Summer 1.</p> <p>Here, students need to select their own topical issue to research and plan their presentation. Students need to present this to the class and respond</p>	<p>Shakespeare’s Henry V continued.</p> <p>In Summer 2, we will complete our studies of Henry V and undertake our exam-skills revision unit.</p> <p>This prepares us for our first round of Pre-Public examinations to prepare for our studies in Year 11.</p>	<p>Examinations:</p> <p>Within this half term the final examinations will take place.</p> <p>We use this time to prepare for the examinations and practice our essay writing skills for the Component 1 and Component 2 exams in both English Language and English Literature GCSEs.</p>	<p>Evaluation:</p> <p>Students explore how claims can be undermined based on research methods and apply their understanding to claims made.</p> <p>This prepares students for Paper 2 of the A-Level exam, as well as exploring a deeper understanding of linguistic research and applicability.</p>	<p>Examinations:</p> <p>Within this half term the final examinations will take place.</p> <p>We use this time to prepare for the exam and practice our academic writing and data analysis skills for Paper 1 and Paper 2 of the A-Level.</p>

			and ask questions to their peers.				
Summer2	<p>English in Action:</p> <p>This unit gives us the opportunity to explore language in real-life settings.</p> <p>Working in teams, students will be able to plan, use and review language in their own end-of-the-year language project focused around oracy and puppetry.</p>	<p>English in Action:</p> <p>This unit gives us the opportunity to explore language in real-life settings.</p> <p>This cross-curricular, project-based unit, focuses on students reporting and presenting information gathered at a recent Geography field trip.</p>	<p>Gender:</p> <p>Our final unit in Year 9 (started in Summer 1) will be to explore the topic of gender. We base this study in Dickens' novel 'Great Expectations' and build on our understanding from our Representation unit. We explore the topic of Gender in today's society too and examine any changes.</p>	<p>Poetry Anthology: Nature Poems & Unseen Poetry</p> <p>In our final unit, we will study four more of our poems from the Poetry Anthology.</p> <p>Alongside this, we will begin to explore Unseen Poetry and grow our confidence with unseen texts.</p>		<p>Non-Exam Assessment 2: Original Writing</p> <p>Our first coursework asks students to find a writer of their choosing and analyse their personal style. Students then write a pastiche of their own and make a commentary evaluating their success.</p>	

MEDIA

Key Stage 5 (Year 12 and 13)

Most of the information we receive from the world is mediated – it is selected and organised in particular ways before it is re-presented to us. A large proportion of this information comes from the mass media: television, radio, the internet, the press and many other forms, many of which have developed rapidly over the last few years due to the boom in digital technology. In Media Studies, students will learn to read media texts across this broad range, and understand the real messages behind these varied products, and the reasons why they have been produced this way. The Media Studies course does help to develop creative and practical skills; students produce media texts using video, photography and desktop publishing technology. However, it is mainly an academic subject with written analytical essay answers and independently researched theory and debates. It is a theoretical and analytical subject covering political, social and current affairs so this will aid a range of other subjects and careers where insight, critical analysis and hypothesising, as well as reading and extended written communication are involved.