



Padgate Academy

Department Directory  
English

## **Introduction**

An understanding and appreciation of the English language is fundamental to our teaching. Communication is at the core of our everyday life. Being able to evaluate others' communication and develop our own is one of the most important life skills we can learn and sets in place an attitude of life-long learning.

## **Purpose**

**During their 5 years at Padgate Academy, the English curriculum is designed to enable our students to gain the following:**

- The confidence to express their opinions and perspectives whilst also understanding and appreciating the opinions and perspectives of others.
- The oracy and writing skills that will enable them to express themselves articulately and creatively with a sophisticated vocabulary toolbox.
- A reading proficiency that enables them to appreciate a wide variety of English literature through their own reading and the study of texts in class.
- An understanding and appreciation of the wider world outside Warrington and how they contribute to it.

## **Curriculum**

Our curriculum will build on knowledge gained at primary school whilst preparing students to excel at GCSE and beyond by providing the knowledge and skills required. We will provide a rigorous culture of academic study which will include well suited assessment opportunities that prepare students for success with terminal examination.

The curriculum will be matched with other TCAT schools to provide opportunities to share resources and collaborate in order to achieve the best possible outcomes.

In English we have designed a curriculum in line with the aims of the National Curriculum which aims to ensure all pupils

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Curriculum Overview

### Learning Outcomes:

Students will learn how to:

1. Interpret explicit and implicit information and ideas
2. Analyse how writers use language and structure to achieve effects using relevant subject terminology, and use appropriate textual responses
3. Explore the relationship between texts and context
4. Communicate clearly, adapting tone, style and register for different forms, purposes and audiences
5. Consider structural and grammatical features cohesion of writing
6. Use a range of vocabulary and sentence structures with accurate spelling and punctuation
7. Communicate clearly, structure, sustain and adapt talk. Listen and respond to ideas and perspectives. Interact with others. Create & sustain roles

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	<b><u>Ignorance &amp; Want</u></b> 19 <sup>th</sup> Century Novel Reading & Writing Non- Fiction	<b><u>The Monster Within</u></b> 19 <sup>th</sup> Century Novel Reading & Writing Non- Fiction	<b><u>Gothic</u></b> 19 <sup>th</sup> Century Texts Reading & Writing Non- Fiction	<b>Language:</b> Viewpoints & Perspectives <b>Literature:</b> 19 <sup>th</sup> Century text / Shakespeare	<b>Language:</b> Revising all topics <b>Literature:</b> Revising all topics
Texts	<i>A Christmas Carol</i>	<i>Frankenstein</i>	<i>Gothic Fiction</i>	<i>Xmas Carol / Jekyll &amp; Hyde / Macbeth</i>	
Spring	<b><u>Modern Britain</u></b> 20 <sup>th</sup> Century Text Poetry	<b><u>Love &amp; Relationships</u></b> 20 <sup>th</sup> Century Text Poetry	<b><u>Dystopian Worlds</u></b> 20 <sup>th</sup> Century Text Reading & Writing Fiction	<b>Language:</b> Explorations into creative writing <b>Literature:</b> Modern Text	<b>Language:</b> Revising all topics <b>Literature:</b> Revising all topics
Texts	<i>Stone Cold</i>	<i>Of Mice &amp; Men</i>	<i>Animal Farm</i>	<i>Animal Farm</i>	
Summer	<b><u>The Comedy of Shakespeare</u></b> The spoken word	<b><u>The Tragedy of Shakespeare</u></b> The spoken word	<b>Responding to Poetry (through the ages)</b> Introduction to <b>Macbeth</b>	<b>Language:</b> Preparation for PPEs <b>Literature:</b> Power & Conflict Poetry	Exam Preparation
Texts	<i>Much Ado About Nothing</i>	<i>Romeo &amp; Juliet</i>	<i>Macbeth</i>		

### **Key Stage 3**

Students in years 7-9 follow a curriculum designed to teach and embed the skills needed for GCSE.

Each class has 8 hours of teaching per *fortnight* (with the exception of 7E5 who have 10 hours)

Students in 7E5 are identified from SATs scores as requiring intensive work in reading and writing. They will study the Fresh Start phonics course (see Long Term Plan for details)

### **Key Stage 4**

The key stage 4 curriculum follows the specification for AQA GCSE English Language and Literature. Students study a week of Language followed by a week of Literature.

Students in year 10 have 9 hours of teaching per fortnight.

Students in year 11 have 8 hours of teaching per fortnight.

### **Developing Reading**

- Students in years 7-10 will read for approx. 10 minutes at the beginning of each English lesson
- Each class in year 7-9 will be timetabled in the library once a fortnight for a 'reading for pleasure' lesson
- Staff will promote reading for pleasure through their own reading, engaging with the books in the library and discussing reading with students

### **Assessment**

- Each unit will be assessed formal summative assessments as indicated on the departmental Long Term Plan
- Staff will be continuously assessing and providing feedback every two weeks in accordance with the whole school marking/feedback policy

### **Homework**

#### **KS3:**

- Years 7-9 will have a vocabulary / spelling homework each fortnight
- Years 7 & 8 will have a homework project linked to each unit of work

#### **KS4:**

- Seneca homework set once a fortnight
- Subject specific knowledge retrieval task

## Individual Lessons

Each lesson should be themed around a **challenge question** linked to the learning that is taking place with a **progress statement** that shows how students will evidence their learning throughout the lesson.

The first slide of any PowerPoint should have the following information:

- Date in full e.g. *Monday 3<sup>rd</sup> June 2019*
- Challenge question as title
- Progress statement
- Do now starter activity information

## Lesson Delivery

Within the English Department, lessons are expected to follow this structure

<b>What?</b>	<b>Why?</b>
<b>5-10 minutes reading for pleasure</b> ( <i>years 7-10 only</i> )	<i>Calm start to lesson Students improving reading speed, vocabulary and comprehension</i>
<b>'Do Now' knowledge retrieval starter</b>	<i>Students to recall key learning from previous lessons</i>
<b>Students write date / challenge question in books</b> Teacher explains progress statement	<i>Students understand the 'learning journey' that will take place during the lesson</i>
<b>Main teaching to include some or all of the following:</b> <ul style="list-style-type: none"><li>• Knowledge input</li><li>• Skills practice</li><li>• Independent work</li><li>• Extended writing</li><li>• Oracy</li></ul>	<i>All tasks should link to the learning journey of the students</i>
<b>Plenary</b>	<i>To review and reflect learning that has taken place during the lesson</i>

## Cultural Capital

### **KS3**

- Theatre visit
- Readathon
- 500 words competition

### **KS4**

- Poetry Live! (*Manchester 2<sup>nd</sup> December*)
- Stratford Theatre Trip (TBC)