

DENE MAGNA ENGLISH- Curriculum Intent 2022-2023

<p>Promote cultural capital and an appreciation of our literary heritage and extend students' reading skills by studying both character and thematic development via a variety of texts. Revisit and consolidate the recognition of the various sentence structures taught at primary level and as students' confidence in knowing and applying these various structures in their own writing develops, we teach how grammar can be varied for specific effects.</p> <p>ARP - Monitoring reading age and progression. Reading for pleasure in English lessons, for ILT and within tutorial. Bookbuzz, author visits, Chelt. Lit Festival.</p> <p>Spellzone - individual programme of study</p> <p>Quill - grammar ILT</p> <p>They will develop their understanding of the different nuances of sophisticated (tier 2 and 3) vocabulary and use this to explain the effects of language and linguistic devices and structures.</p> <p>Library lessons KS3 - building enjoyment, stamina, the time to read, being listened to, having the time to discuss appropriate books for RA, opportunity to answer ARP quizzes on completed texts.</p>			
Year 7			
<p>Scheme of learning</p> <p>Links NC</p>	<p>INTENT</p> <p>Content we want our students to learn</p> <p>Rationale</p>	<p>IMPLEMENTATION</p> <p>How does this build on prior knowledge/How we will ensure our students understand this content</p>	<p>IMPACT</p> <p>How do we know if our students know?</p> <p>Which aspect of KS4 are we preparing students for? How are we building Cultural Capital? Wider links</p>
<p>Contemporary Fiction</p> <p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. making inferences and 	<p>Study of a whole text reading ability, comprehension and writing. Numerous discussion points.</p> <p>(Assessment AO5)</p>	<p>Whole text study - NC skills development from KS2.</p> <p>They will learn to explain writers' attitudes and viewpoints and compare different perspectives in increasing detail so that they can engage meaningfully in a wide</p>	<p>Developing our students' view of topics relevant to today from RSHE e.g. Life affirming tales of survival to current news on human migration.</p> <p>A whole text study early in the year enables us to identify individual student progress in all three</p>

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<p>referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <ul style="list-style-type: none"> checking their understanding to make sure that what they have read makes sense. 	<p>Lang Non fiction AO6)</p>	<p>variety of text types. They will also learn how different contexts - historical, personal and thematic - create meaning in a wide range of texts and this will enhance their cultural capital.</p>	<p>disciplines. It also enables us to embed positive reading routines with our students. ARP/Bookbuzz</p>
<p>Introduction to Shakespeare</p> <ul style="list-style-type: none"> studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts. 	<p>Making students familiar with key vocabulary used in Shakespeare. Giving them confidence to understand the plot, characters, themes across key plays. Building the ability to use AO1 and 3 Lit confidently.</p> <p>(Assessment AO1/3 Lit)</p>	<p>Students identify Shakespeare and know some information. This unit draws on building confidence with new vocabulary and how his plays follow patterns in terms of plot and character.</p> <p>A range of extracts from a number of Shakespeare plays to identify a common theme as well as begin an historical understanding of the time and its impact on the writer and audience (Absorption - knowing key themes, vocab and context)</p>	<p>Understanding challenging texts. Shaping student readiness for an endpoint at GCSE - step one of their journey (Comp 1 Lit).</p> <p>Early in the year because students enjoy learning about the context as well as the new vocabulary (e.g. Shakespearean insults). Some primaries cover an outline of some plays and so we build on this.</p>
<p>History of Language</p> <ul style="list-style-type: none"> Read historical texts and understand increasingly challenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the 	<p>Reading a wide range of texts from historical periods - Beowulf, Chaucer, Shakespeare. Challenging texts to widen understanding of structures across a variety of literature.</p>	<p>Links to previous unit - inspiring students with the breadth of literature available to them during KS3/4/5 and beyond.</p> <p>Vocabulary acquisition - understanding word roots, etymology, spelling patterns.</p>	<p>Understanding how language changes through history and is indeed still changing. Discussion of the modern world and how language is still evolving.</p> <p>Early vocabulary emphasis on deciphering unknown words - roots,</p>

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help of context and dictionaries.	(Assessment AO1/4 Lang)	Revisit of Shakespeare. Building confidence with challenging words/complex plots. Understanding of the wider canon.	synonyms. Encouraging a rich vocabulary.
Detective Fiction Write imaginatively and plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended.	The ability to create plot, character and setting using a particular genre of writing Introduction to Nineteenth century context and writing style (Assessment AO5 Lang Fiction)	Building on how writers develop character, setting, plot in the <u>Contemporary novel</u> . Students will develop their ability to write fiction with greater impact and control of how language is used for effect, adopting and adapting the different structures and conventions, such as those of the detective genre. Students will write with a full range of sentence structures in order to create effects and to engage the reader.	Developing understanding of how to produce a believable narrative with suspense, climax and resolution. Preparation for Comp 1 Lang at KS4. Early focus on writing narrative as one of the more challenging GCSE questions.
Media and non-fiction: Protest and Prejudice <ul style="list-style-type: none"> Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Writing for a wide range of purposes and audiences, using a range of other narrative and non-narrative texts, including arguments, and personal and formal 	An introduction to perspective and a variety of accessible and engaging subject matter To enable students to communicate effectively in discussion and to express themselves and form their own opinion. (Assessment AO7,9 S&L)	Showing students that literature is used in a variety of different modern texts. Links to new lang - previous unit. Comparing perspectives and viewpoints by using a variety of media and non-fiction texts. Students will develop their understanding of what fake news is and how they can identify	Using current news to teach students about the media, how the media can use bias. Moreover, relevant issues can be discussed in class (RSHE). Building confidence ready for GCSE with oracy - developing opinion and persuading others by using different strategies. Creating culturally educated students who challenge opinion.

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<p>letters.</p> <ul style="list-style-type: none"> Giving short speeches and presentations, expressing their own ideas and keeping to the point. 		<p>things like bias in various forms of media and non-fiction.</p> <p>Up-to-date, relevant news can be used here for relevance.</p>	
<p>An Introduction to Poetry</p> <ul style="list-style-type: none"> Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used. 	<p>Poetry study begins with a focus on the varied devices, structures and forms of poetry</p> <p>(Assessment AO2 Lit)</p>	<p>Recap poetry work at primary - e.g. Ballads</p> <p>Students build on any work in poetry at primary and are taught to identify various structures, forms and devices used in poetry (Tier 3 vocabulary)</p>	<p>Students are assessed in two sections of their GCSE Literature paper (Unseen and Anthology) and so an early start on identifying elements of poetry alongside meaning is important.</p>