

KS3 English

Curriculum and Skills Mapping

Year 7

Curriculum Intent:

Curriculum Intent for Year 7: Making Connections through Literature, Language, and Entrepreneurship

At Castle Rushen, we believe that a well-rounded education should not only focus on individual subjects but also emphasize the interconnectedness of knowledge and skills. The Year 7 curriculum is designed to foster a deep understanding of various themes and disciplines while making meaningful connections between them. By studying Myths and Legends, Adventure, An Introduction to Shakespeare, Ballads and Lyrical Poetry, Language in the Media, and Shark Tank, our aim is to provide a comprehensive and engaging learning experience that prepares students for the challenges and opportunities of the modern world. Here's a breakdown of the curriculum intent:

- **Myths and Legends:** By exploring myths and legends from different cultures and time periods, students will develop an appreciation for storytelling, cultural diversity, and the timeless themes that underpin human experiences. This unit will enhance their critical thinking, analytical skills, and understanding of the power of narratives.
- **Adventure:** Adventure stories capture the imagination and inspire young minds. Through the study of adventure literature, students will learn about courage, resilience, and problem-solving while also examining the ethical implications of choices made during exciting and challenging journeys. This unit will foster creativity, empathy, and an appreciation for the hero's journey.
- **An Introduction to Shakespeare:** Shakespeare's works are a cornerstone of English literature and continue to shape our language and culture. By introducing students to Shakespeare's plays, we aim to develop their understanding of complex characters, explore universal themes, and enhance their language skills. This unit will also deepen their appreciation for the enduring relevance of Shakespeare's work.

- **Ballads and Lyrical Poetry:** Poetry provides a unique medium for self-expression and reflection. Through the study of ballads and lyrical poetry, students will develop an appreciation for the beauty of language, the power of imagery, and the emotional resonance of poetry. This unit will nurture their creativity, language proficiency, and ability to convey thoughts and feelings effectively.
- **Language in the Media:** In today's digitally connected world, understanding the language used in media is essential. By analysing various forms of media, including news articles, advertisements, and social media content, students will develop critical literacy skills, discern fact from opinion, and explore the impact of language on society. This unit will promote media literacy, communication skills, and the ability to navigate an information-rich environment.
- **Shark Tank: Entrepreneurship** fosters innovation, problem-solving, and real-world application of knowledge. In the "Shark Tank" project, students will learn about entrepreneurship, develop business ideas, and pitch their concepts to a panel of "investors." This unit will encourage creativity, teamwork, critical thinking, and an entrepreneurial mindset, preparing students for future challenges and opportunities.

By connecting the study of myths and legends, adventure, Shakespeare, poetry, media language, and entrepreneurship, we aim to provide Year 7 students with a holistic education that cultivates their intellectual, creative, and practical skills. Through these interconnected topics, students will develop a deeper understanding of the human experience, strengthen their communication abilities, and be equipped with the essential skills needed for success in the 21st century.

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Myths and Legends	<p>R1: Understand what is read and begin to make inferences and evidence to show personal interpretation of the myths and legends read.</p> <p>R3: Identify the purpose and viewpoint of the myths and legends read</p> <p>R4: Understand the context surrounding myths and legends</p>	<p>Reading assessment:</p> <p>Answering comprehension question to demonstrate understanding of the conventions of a myth</p>	<p>Texts explored:</p> <ul style="list-style-type: none"> Norse myths and legends Moddey Dhoo/ the Buggane Chimera Icarus and Daedalus Odysseus and the Cyclops <p>AO: Analysis, evaluation, improved vocabulary, understanding of character troupes</p>	<p>-Resilience</p> <p>-Resourcefulness</p> <p>-Remembering</p> <p>-Reflectiveness</p> <p>-Readiness</p>
Autumn 2	Adventure	<p>W1: Produce a stylistically sounding adventure story containing typical conventions: character development, description of setting and creating tension</p> <p>W2: Sequence the story logically using a plot diagram</p>	<p>Writing assessment:</p> <p>To write a short adventure story (1 paragraph each week)</p>	<p>Texts explored.</p> <p>Extracts from:</p> <ul style="list-style-type: none"> The Hobbit (setting) Robin Hood (characterisation) Stormbreaker (hero's toolkit) Narnia (allegory/plot) Hunger games (tension) 	<p>-Remembering</p> <p>-Reflectiveness</p> <p>-Readiness</p> <p>-Problem Solving</p>

		W3: Varied sentences explored: simple, compound and complex		<ul style="list-style-type: none"> Treasure Island (characterisation) 	
Spring 1	An Introduction to Shakespeare	<p>S3: Show an awareness of the relevant context and use context to inform the language explored</p> <p>S4: Use words appropriate to purpose, articulate and use paralinguistic skills in speech.</p>	Speaking and Listening: Town crier. Using Shakespearean language, create a speech advertising the release of one of Shakespeare's plays	<p>Texts explored:</p> <ul style="list-style-type: none"> Much Ado A midsummer night's dream Romeo and Juliet (Shakespeare retold) Sonnet 18 <p>Cross curricular links: Life in the Elizabethan Era</p>	Gain a very basic understanding of etymology and the history of English lexicon
Spring 2	Ballads and Lyrical Poetry	<p>R1: Demonstrate understanding of the meaning, method and message of some of the ballads and lyrical poems explored</p> <p>R2: Analyse the poetic techniques used in multiple pieces of poetry. Identify how structure can contribute to meaning.</p> <p>R5: Comment on similarities and differences in texts.</p>	<p>Reading assessment:</p> <p>To compare how 2 ballads present a story of adventure differently.</p>	<p>Texts explored:</p> <ul style="list-style-type: none"> The Lady of Shallot Rime of the ancient Mariner 'The Witcher' - ballads in video games and popular media 	<p>-Reflectiveness</p> <p>-Resourcefulness</p> <p>Annotating and highlighting a text to help plan a suitable comparison</p>

<p>Summer 1</p>	<p>Language in the Media</p>	<p>W1: Ensure writing is suitable to presenting information through a variety of media styles Show an awareness of audience through language</p> <p>W2: Ensure writing is clear and succinct</p> <p>W4: Use punctuation accurately, particularly commas, in complex sentences.</p>	<p>Writing assessment: To write a Fake News story (200 words)</p>	<p>Texts explored:</p> <ul style="list-style-type: none"> • Tabloid papers- heroism? • Misogyny? • Stereotype? • Transcript of reports in the media • Social media. Relatable vs Reliable content • Fake News 	<p>Politics behind – Villainy and Heroism in the News</p> <p>-Problem solving -Use of IT</p>
<p>Summer 2</p>	<p>Shark Tank</p>	<p>S1: Create a pitch in a group suitable to persuade a panel of judges.</p> <p>S2: Listen to others to ask questions in a debate setting.</p> <p>S3: Organise a pitch showing an awareness of context</p> <p>S4: Choose words suitable the talk.</p>	<p>Speaking and Listening: To present your 'ultimate Hero/ultimate Villain' invention to 'the Sharks'</p> <p>(Whole year group event)</p>	<p>Perimeters specifically refer to topic choices through the year:</p> <p>Pitches- good storytelling</p> <p>How language can manipulate and persuade</p>	<p>-Relationships -Resilience -Remembering -Readiness -Resourcefulness -Confidence</p>

		Use paralinguistics to create a convincing persuasive pitch			
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KS3 English

Curriculum and Skills Mapping

Year 8

Curriculum Intent:

Curriculum Intent for Year 8 English: Exploring Themes, Perspectives, and Historical Contexts

In Year 8, our English curriculum is designed to expand students' literary horizons, foster critical thinking, and deepen their understanding of various genres and writers are a product of their historical contexts which shapes their narrative and worldviews. By studying the War Novel, Crime and Mystery Writing, Speeches, Stories and Poems from the British Isles, The Titanic and the Edwardian Era, and Modern Plays, we aim to provide a comprehensive and interconnected learning experience that broadens students' perspectives and enhances their language and analytical skills. Here's an overview of the curriculum intent:

- **War Novel:** Exploring the themes and narratives of war novels exposes students to the complexities of conflict, sacrifice, and resilience. By studying these works, students will develop empathy, explore different perspectives, and gain insights into the human condition. This unit will also allow them to reflect on the historical, social, and emotional impacts of war.
- **Crime and Mystery Writing:** Crime and mystery literature captivate readers with suspense and intrigue. By engaging with this genre, students will enhance their critical thinking skills, analyse evidence, and unravel complex narratives. They will explore the art of deduction, develop logical reasoning, and appreciate the significance of justice and morality in society.
- **Speeches:** Speeches are powerful vehicles for expressing ideas and inspiring change. By studying speeches from influential figures throughout history, students will develop their public speaking skills, analyse persuasive techniques, and understand the impact of rhetoric. This unit will encourage critical listening, effective communication, and the appreciation of diverse voices and viewpoints.
- **Stories and Poems from the British Isles:** Exploring literature from the British Isles connects students to the rich literary heritage of the region. By engaging with stories and poems, students will deepen their understanding of British and Manx culture, history, and identity.

This unit will foster an appreciation for different writing styles, enhance their language skills, and encourage them to critically evaluate cultural perspectives.

- **The Titanic and the Edwardian Era:** The sinking of the Titanic represents a significant historical event that encapsulates the Edwardian era's social, cultural, and technological aspects. By studying this topic, students will explore the Titanic's historical context, investigate primary sources, and analyse the impact of the event on society. This unit will develop their historical research skills, critical thinking, and understanding of the interconnectedness between history and literature.
- **Modern Plays:** Modern plays reflect the evolving nature of theatre and contemporary society. By studying modern plays, students will analyse dramatic techniques, explore social issues, and examine the power of performance. This unit will enhance their literary analysis skills, creativity, and understanding of the theatrical arts as a form of expression.

By connecting the study of war novels, crime and mystery writing, speeches, British literature, the Titanic, and modern plays, Year 8 students will develop a deeper appreciation for literature's capacity to illuminate the human experience, provoke critical thinking, and foster empathy around certain moments in time. These interconnected topics will broaden their perspectives, cultivate their analytical and communication skills, and foster a lifelong love for literature and the arts.

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	War Novel	<p>R1: Show understanding of character using inferences and evidence.</p> <p>R2: Analyse the language of character and how this might show how characters develop/ change in the novel.</p> <p>R4: Understand the context surrounding the</p>	<p>Reading assessment:</p> <p>How does character development show the impact of war in your class novel?</p>	<p>Options for novels:</p> <ul style="list-style-type: none"> • Private peaceful • Goodnight Mr Tom • Boy in the striped Pyjamas • War Horse • Book Thief 	<ul style="list-style-type: none"> - Reflectiveness Resourcefulness

		novel (World War 1/ World War 2)			
Autumn 2	Crime and Mystery	<p>W1: Create a short story that follows the rules of crime and mystery writing (e.g. building tension, red herring, describing crucial moments effectively)</p> <p>W2: Develop a concrete structure that includes a twist to intrigue the reader and suit the genre.</p> <p>W3/W4/W5: SPaG and sentencing appropriate and demonstrate a grasp of: conjunctions, subordinate clauses and adverbs.</p>	<p>Opportunity for Reading informal (comparison between the speckled band and lamb to the slaughter)</p> <p>Writing assessment: Create a crime/ mystery short story</p>	<p>Texts explored:</p> <ul style="list-style-type: none"> • Edgar allan Poe- The murders in the Rue moor, The monkey's paw • Sherlock Holmes • Roald Dahl – lamb to slaughter, the landlady • The Speckled band 	<p>-Reflectiveness</p> <p>-Creativity</p> <p>-Resilience</p>
Spring 1	The power of Rhetoric - Speeches	<p>S1: Ensure register and tone is suitable to the serious tone of the climate change topic</p> <p>S3: Ensure the speech has 3 main points included that demonstrate understanding of the context</p>	<p>Speaking and Learning:</p> <p>To present a speech about climate change to other students to motivate a change to be made</p>	<p>Speeches explored:</p> <ul style="list-style-type: none"> • Alexander the Great • 'We chose to go to the moon' JFK • 'I have a Dream' MLK • Winston Churchill • Barack Obama Victory speech 	<p>One World centre- opportunity to develop understanding of climate change</p> <p>- Reflectiveness</p> <p>- Understanding of environment</p>

		S4: Use rhetoric to capture purpose of speaking.		<ul style="list-style-type: none"> • 'I am prepared to Die' Nelson M • 'Black Lives Matter' John B • 'Six minutes and about 20 seconds' Emma Gonzalez • Education – MY • 'He for She' Emma Watson • 'Climate Change' LD • Climate change Conference David A • We'll be watching – Greta Thunberg 	<ul style="list-style-type: none"> - Challenges in society - Motivation - Confidence - Balancing argument - Strengthening personal opinion
Spring 2	Your roots- Stories and poems from the British Isles	<p>R2: Analyse language and structure. Understand poetic devices: rhythm, rhyme, figurative language (imagery).</p> <p>R3: Understand purpose and viewpoint and the effect created on the reader.</p>	<p>Reading: Comparison:</p> <p>In what ways does Wordsworth and Blake powerfully portray London in their poems?</p>	<p>Texts explored:</p> <ul style="list-style-type: none"> • The Doctor - T E Brown • Seamus Heaney • Composed upon Westminster Bridge, Sept 3, 1802, by Wordsworth • London by Blake • Caleb Femi 	<ul style="list-style-type: none"> -Resilience -Resourcefulness -Reflectiveness

		<p>R4: Demonstrate an understanding of context in the 1800s.</p> <p>R5: Analyse the similarities and differences in poems centred around the British Isles</p>			
Summer 1	Titanic/ The Edwardian Golden Age	<p>W1: Produce a journal entry suitable to style, audience and purpose.</p> <p>W3: Use a variety of sentence starters, adverbs and subordinate clauses.</p> <p>W4: Use punctuation for effect.</p> <p>W5: Adventurous and relevant vocabulary. Accurate SPaG.</p>	<p>Writing:</p> <p>Compose a series of journal entries exploring your experience of the vessel: the Titanic</p>	<p>Key writing fundamentals:</p> <ul style="list-style-type: none"> - Characterisation - Description of setting - Contextual understanding 	<p>Understanding of:</p> <ul style="list-style-type: none"> • Era • Hierarchy and social class <p>The Edwardian golden age</p>
Summer 2	Modern Drama	<p>S2: Listen and respond in role. Ask questions to other characters.</p> <p>S3: Demonstrate awareness of context in order to develop character</p>	<p>Speaking and Listening:</p> <p>Perform a scene in a group and take part in a hot-seating task for their character</p>	<ul style="list-style-type: none"> • Dr Faustus • Johnny & the Dead • Our Day Out • The Granny Project • Boy in Striped Pyjamas 	90's, 00's morality

		S4: Utilise paralinguistic skills.		<ul style="list-style-type: none">• Turbulent Term of Tyke Tiler• POSS: Wonderboy/ Tuesday/ Secrets	
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KS3 English

Curriculum and Skills Mapping

Year 9

Curriculum Intent:

Curriculum Intent for Year 9 English: Exploring Perspectives, Cultures, and Shakespearean Literature

In Year 9, our English curriculum aims to deepen students' understanding of literature while fostering critical thinking, cultural awareness, and an appreciation for historical contexts. By studying a Political/Historical Context Novel, Rants, Poetry from Other Cultures, Short Stories/Narrative, and An Introduction to Macbeth at iGCSE, we aim to provide a comprehensive and interconnected learning experience that broadens students' perspectives, develops their analytical skills, and prepares them for future academic challenges. Here's an overview of the curriculum intent:

- **Political/Historical Context Novel:** Exploring novels set within political or historical contexts allows students to examine the impact of social and political forces on individuals and communities. By studying these works, students will develop a deeper understanding of historical events, social movements, and the complexities of human experiences in different periods. This unit will encourage critical thinking, empathy, and a broader perspective on the world.
- **Rants:** Rants, as a form of expressive writing, provide a platform for students to voice their opinions and concerns about societal issues. By engaging with rants, students will develop their persuasive writing skills, analyse rhetorical techniques, and explore the power of language in advocating for change. This unit will encourage critical reflection, effective communication, and the exploration of personal and societal perspectives.
- **Poetry from Other Cultures:** Poetry from diverse cultures exposes students to a range of voices, traditions, and perspectives. By studying poetry from other cultures, students will develop an appreciation for different literary styles, explore themes of identity and belonging, and gain insights into the human experience across cultures. This unit will foster cultural empathy, linguistic proficiency, and an understanding of the interconnectedness of global societies.

Commented [EC1]: RGG Feedback:
- Link to foundational knowledge in Y7 & 8
- Big up finding voice and
- Manipulation / malleability / playfulness --> craft

- Short Stories/Narrative: Short stories and narratives offer compact yet powerful storytelling experiences. By studying these literary forms, students will explore various narrative techniques, analyse character development, and engage with themes relevant to their own lives. This unit will enhance their comprehension skills, critical thinking, and the ability to interpret and evaluate different narrative structures.
- An Introduction to Macbeth at iGCSE: Shakespearean literature holds a central place in English literary tradition. By introducing students to Macbeth, they will gain exposure to Shakespeare's language, themes, and dramatic techniques. This unit will enhance their understanding of tragedy, character analysis, and the power of dramatic storytelling. Additionally, it will prepare them for future study of Shakespearean texts in the iGCSE curriculum.

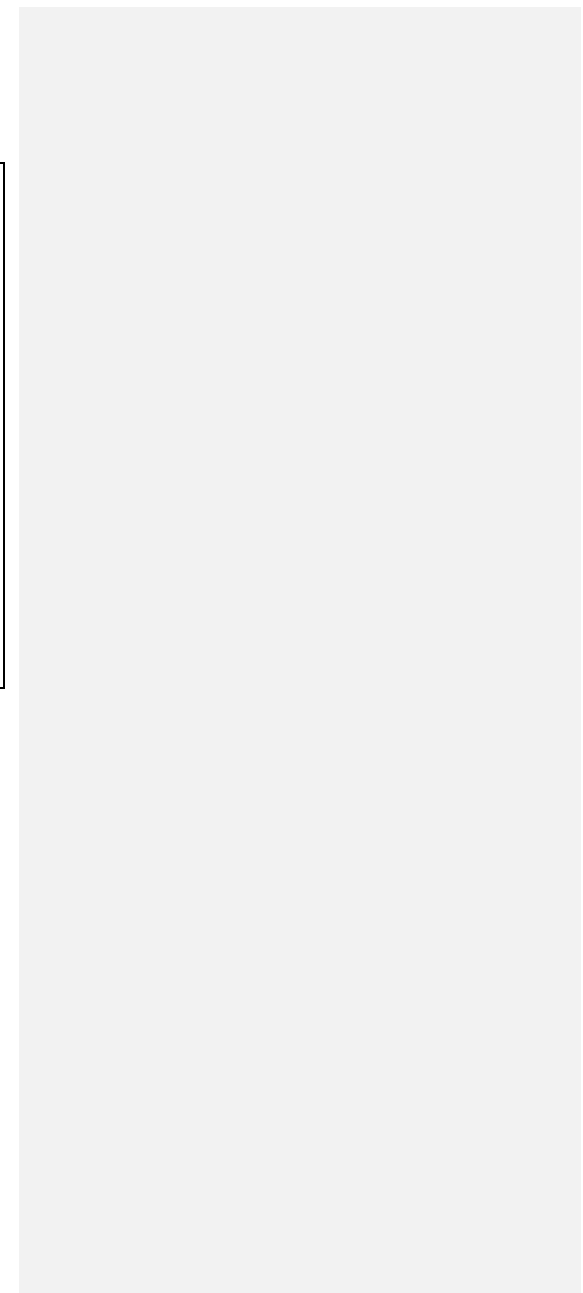
By connecting the study of political/historical context novels, rants, poetry from other cultures, short stories/narrative, and an introduction to Macbeth, Year 9 students will develop a deeper appreciation for literature's capacity to illuminate different perspectives, provoke critical thinking, and foster empathy. These interconnected topics will broaden their understanding of historical and cultural contexts, strengthen their analytical and communication skills, and prepare them for further exploration of literature and language in their academic journey.

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Political/Historical Context Novel	<p>R1: Show an understanding of what's read and an explanation of what is inferred using evidence.</p> <p>R2: Analyse language and structural choices and evaluate how this may contribute to overall effect</p> <p>R3: Focus on viewpoint developed from characters in the novel</p> <p>R4: Analyse how the context contributes to meaning.</p>	<p>Reading assessment:</p> <p>What societal pressures impact your protagonist and how are they developed in the opening of your novel?</p>	<p>Texts studied:</p> <ul style="list-style-type: none"> • Roll of thunder hear my cry • To Kill a Mockingbird • Animal Farm • Refugee Boy 	<p>-Reflectiveness</p> <p>Political and social understanding of historical contexts.</p> <p>Understanding of inequality, prejudice and unfairness</p>
Autumn 2	Novel continues	<p>W1: Student's will create a letter that effectively shows strong understanding of character motivations and purpose.</p> <p>W2: Structure the letter considering 3 aspects: "the events that occurred; the emotional toll on yourself and the characters closest to you; what may happen as a result but what you</p>	<p>Writing assessment:</p> <p>Write a letter from your protagonist to another character, reflecting on a pivotal event in the novel</p>	As above	<p>-Reflectiveness</p> <p>-Readiness</p> <p>-Resourcefulness</p> <p>Transformative skill, expected for KS4 English Language.</p>

		<p>hope the outcome would be. “</p> <p>W3/4/5: Sentence cohesion considerate of sentencing techniques learnt so far, with considered use of SPaG.</p>			
Spring 1	Rant	<p>S1: Their rant should reach of wide audience and should be arguing a point to entertain an audience.</p> <p>S3: The organisation of writing should consider a range of themes relevant to the student's topic area.</p> <p>S4: Vocabulary should stylistically reflect either a humorous or serious tone.</p>	<p>Speaking and Listening:</p> <p>Produce a 'RANT' arguing about a topic of the student's choice</p>	<p>Relevant media sources explored:</p> <ul style="list-style-type: none"> • 'Grumpy old women' • Articles with relevant argumentative tone • Previous AQA pieces of coursework 	<p>-Autonomy -Confidence -Personal opinion and tone -Reflectiveness -Readiness</p>
Spring 2	Poetry from other cultures	<p>R2: Evaluate poetic techniques used in poems</p> <p>R3: Consider the effect on the reader and the writer's viewpoint</p>	<p>Reading assessment:</p> <p>To compare Presents from my Aunts in Pakistan and ... discussing how they explore identity</p>	<p>Poetry covered:</p> <ul style="list-style-type: none"> • Presents from my Aunts in Pakistan • Nothing's changed • Flag • Brendon Gallacher 	<p>- The significance of other cultures</p>

		<p>R4: Demonstrate awareness of poets' background and context</p> <p>R5: Analysing the similarities and differences in two poems</p>		<ul style="list-style-type: none"> • Checking out me History • District 6 • The Right Word 	
Summer 1	Short stories and Narrative writing	<p>W1: Text adapted for a wide audience and uses a tone that captivates audience</p> <p>W2: The story will have an effective beginning, middle and end and implement a range of sentence types and discourse markers</p> <p>W3: Sentence structure varied to engage the reader</p> <p>W4: A variety of punctuation used effectively</p> <p>W5: SPaG accurate but considered ambitious vocabulary must be used</p>	<p>Writing assessment:</p> <p>To write a short story that includes an extended metaphor</p>	<ul style="list-style-type: none"> • Anthologies of short stories from previous iGCSE years (not to overlap with any currently accessed with KS4) 	<ul style="list-style-type: none"> - Reflectiveness - Readiness

<p>Summer 2</p>	<p>An introduction to Macbeth</p>	<p>To understand the historical context of the play</p> <p>To analyse some of Shakespeare's language to demonstrate understanding of character.</p> <p>To show an awareness of the development of characters through the play</p> <p>To show a good understanding of the content in the play.</p>	<p>Context based assessment:</p> <p>To create a summative project based on the understanding of the content in the play 'Macbeth'</p>	<p>Text studied:</p> <p>Macbeth (transition to iGCSE)</p>	<ul style="list-style-type: none"> - Autonomy - Creativity
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KS3 PROGRAMME OF STUDY 2023-24



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Autumn 1	Myths and Legends- R	War Novel - R	Political/Historical context Novel -R
Autumn 2	Adventure – W	Crime and Mystery writing - W	Novel continued - W
Spring 1	Introduction to Shakespeare S+L	Speeches S+L	Rant S+L
Spring 2	Ballads and Lyrical Poetry - R	Your Roots – stories and poems from the British Isles-R	Poetry from other cultures -R
Summer 1	Language in the Media - W	Titanic and the Edwardian era - W	Short stories/ Narrative? -w
Summer 2	Shark Tank S+L	Modern Drama S+L	An introduction to Macbeth at iGCSE

Curriculum and Skills Mapping Template

Subject : English Language Key Stage: 4 Year: 10

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
HT1	<p>Language Paper 1: New Worlds</p> <p>Pupils will explore a range of non-fiction texts from around the world, building their background knowledge of patterns found in different non-fiction forms and the vocabulary that can be used to understand and conceptually tackle a range of texts.</p>	<p style="text-align: center;">AO1 & AO2</p> <p>Question 1 Comprehension and Summary Task R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R5 select and use information for specific purposes.</p> <p>W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context.</p> <p>Question 2 Short answer and language task R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R4 demonstrate understanding of how writers achieve effects and influence readers.</p>	Mock Paper 1: Q1 & 2	<ul style="list-style-type: none"> - Identifying information - Categorising information - Prioritising information - Nominalisation - Academic writing - The language of analysis and evaluation - Versatile Vocabulary: tier two - Conventions of multiple forms 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
HT2	<p>Coursework 1: Descriptive Writing</p>	<p>AO2 Writing W1 articulate experience and express what is thought, felt and imagined</p>	First draft of coursework: 800 words	<ul style="list-style-type: none"> - The power of deliberate language choice 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness

	<p>Pupils will use the vocabulary, sentence structures and knowledge of how place is presented as the basis of their descriptive writing. They will use the patterns and conventions they have explored previously to describe a place of beauty on the Isle of Man to consciously create specific effect.</p>	<p>W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.</p>		<ul style="list-style-type: none"> - Figurative language: vehicle, tenor and ground - Structuring beautiful sentences - Structuring whole paragraphs - Structuring whole texts - Versatile Vocabulary: tier two - Conventions of form 	<ul style="list-style-type: none"> -Relationships -Readiness -Listening -Speaking -Engaging
HT3	<p>Language paper 1: Exploring Narratives</p> <p>Pupils will build on the previous term's work and apply their knowledge of different worlds and settings and the conventions used to identify and describe them to re-create both fiction and non-fiction texts. Pupils will use textual prompts to re-create accurate narratives and create character voice.</p>	<p>Extended Response To Reading</p> <p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p> <p>W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context.</p>	Mock Paper 1: Q3	<ul style="list-style-type: none"> - Identifying information - Categorising information - Prioritising information - Conventions of multiple forms - Creating voice - The power of deliberate language choice 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

				<ul style="list-style-type: none"> - Figurative language: vehicle, tenor and ground - Structuring beautiful sentences - Structuring whole texts - Versatile Vocabulary: tier two - Conventions of form 	
HT4	<p>Coursework 2: Narrative Writing – A Moment in Time</p> <p>Building on pupil’s prior knowledge, they will plan and write their own narrative piece; embedding the conventions of setting, plot, characterisation and action.</p>	<p>AO2 Writing W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.</p>	First draft of coursework: 800 words	<ul style="list-style-type: none"> - The power of deliberate language choice - Figurative language: vehicle, tenor and ground - Structuring beautiful sentences - Structuring whole paragraphs - Structuring whole texts 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

				<ul style="list-style-type: none"> - Conventions of form and genre - Versatile Vocabulary: tier two 	
HT5	<p>Exam Preparation</p> <p>This half term pupils will bring the different elements of Language Paper 1 together and revise it in a more formalised way. Pupils will see how the exam paper looks and the timings associated with it. Pupils will refine their skills and the patterns and vocabulary associated with the paper so that they are exam ready.</p>	<p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers. R5 select and use information for specific purposes.</p> <p>W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context. W5 make accurate use of spelling, punctuation and grammar.</p>	Ongoing formative assessment	<ul style="list-style-type: none"> - All AO1 taught in Y10 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
HT6	Exam & Exam feedback		Mock paper 2 Exam		<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

Curriculum and Skills Mapping

Subject : English Literature Key Stage: 4 Year: 10

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Poetry Anthology & Unseen Poetry (8 out of 16 poems)	<p>AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u></p> <p>AO3 Explore <u>links</u> and <u>connections</u> between texts</p>	Exam Question: Essay Question based on poetry study	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
Autumn 2	Poetry Anthology & Unseen Poetry (remaining 8 poems)	<p>AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u></p> <p>AO3</p>	Exam Question: Essay Question based on poetry study	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness

		Explore links and connections between texts		-Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Listening -Speaking -Engaging
Spring 1	Modern Prose (Of Mice & Men)	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement AO4 Show understanding of the relationships between texts and the contexts in which they were written	Exam Question: Essay Question based on poetry study	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
Spring 2	Modern Prose (Of Mice & Men)	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement	Exam Question: Essay Question based on poetry study	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening

		AO4 Show understanding of the <u>relationships between texts and the contexts</u> in which they were written		-Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Speaking -Engaging
Summer 1	Modern Drama (An Inspector Calls) & Coursework	AO1 Demonstrate a close <u>knowledge</u> and <u>understanding</u> of texts, maintaining a critical style and presenting an informed personal engagement AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u>	650-800 word essay response coursework piece	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
Summer 2	Modern Drama (An Inspector Calls) & Coursework	AO1 Demonstrate a close <u>knowledge</u> and <u>understanding</u> of texts, maintaining a critical style and presenting an informed personal engagement AO2	650-800 word essay response coursework piece Mock Exam: Summer 2	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking

		Analyse the language, form and structure used by a <u>writer to create meanings and effects</u>		-Developing -Producing -Researching -Communicating (verbal & written)	-Engaging
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Curriculum and Skills Mapping Template

Subject : English Language Key Stage: 4 Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
HT1	Coursework 3: Response To Text Lessons 1-3	AO1 & AO2 R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers. R5 select and use information for specific purposes.	First draft of coursework: 800 words	<ul style="list-style-type: none"> - Identifying information - Categorising information - Prioritising information - Nominalisation - Academic writing - How to engage specific audience - The language and art of Aristotelian rhetoric: how to create <i>ethos, logos and pathos</i>. - Versatile Vocabulary: tier two 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Engaging
HT2	<p>Pupils will build on the skills that they developed in Y10 to unpick, analyse and evaluate a piece of opinion writing in order to write a compelling and perceptive response.</p> <p>Pupils will study the art of rhetoric from Aristotle to modern opinion pieces identifying the core conventions and strategies so that they can leverage them in their own writing.</p> <p>Lesson 4 Revision for LP1 full November mock</p>	<p>AO2 Writing W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.</p>	<p>Final draft of coursework: 800 words</p> <p>November Mock: Full LP1 Q1-3</p>		

				- Conventions of multiple forms	
HT3	<p><u>Carousel: Coursework Tweaks & LP1</u></p> <p>Pupils will begin to bring together the skills learned across KS4 and polish their approaches to reading and writing using feedback to edge them closer to mastery.</p> <p>50/50 split</p>	<p><u>AO1 & AO2</u></p> <p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers. R5 select and use information for specific purposes.</p> <p><u>AO2 Writing</u></p> <p>W1 articulate experience and express what is thought, felt and imagined W2 organise and structure ideas and opinions for deliberate effect W3 use a range of vocabulary and sentence structures appropriate to context W4 use register appropriate to context W5 make accurate use of spelling, punctuation and grammar.</p>	<p>Formative assessment of LP1 Q1-3</p> <p>Hand in all coursework pieces</p> <p>(final draft for each piece may have been set earlier at teacher's discretion)</p>	- All AO1 taught in Y10 & Y11	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
HT4	<p>Exam Preparation</p> <p>This half term pupils will bring all of the knowledge acquired over the course of KS4 to revise for their GCSE examinations. Pupils will refine their skills and the patterns and vocabulary</p>	<p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text R4 demonstrate understanding of how writers achieve effects and influence readers. R5 select and use information for specific purposes.</p>	Ongoing formative assessment		

	associated with the paper so that they are exam ready.	<p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context.</p> <p>W5 make accurate use of spelling, punctuation and grammar.</p>			
HT5	EXAM				
HT6					

Curriculum and Skills Mapping Template

Subject : English Literature Key Stage: 4 Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Literary Heritage (Macbeth) & Coursework	<p>AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects</p> <p>AO4 Show understanding of the relationships between texts and the contexts in which they were written</p>	650-800 word essay response coursework piece	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
Autumn 2	Literary Heritage (Macbeth) & Coursework	<p>AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style</p>	650-800 word essay response coursework piece	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships

		<p>and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u></p> <p>AO4 Show understanding of the <u>relationships between texts and the contexts</u> in which they were written</p>	Mock Exam: Autumn 2	<ul style="list-style-type: none"> -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Readiness -Listening -Speaking -Engaging
Spring 1	Revision of Set Texts & Exam Preparation	<p>AO1 Demonstrate a close <u>knowledge</u> and <u>understanding</u> of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u></p> <p>AO3 Explore <u>links</u> and <u>connections</u> between texts</p> <p>AO4</p>	Essay questions in preparation for their exams	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

		Show understanding of the <u>relationships between texts and the contexts</u> in which they were written			
Spring 2	Revision of Set Texts & Exam Preparation	<p>AO1 Demonstrate a close <u>knowledge</u> and <u>understanding</u> of texts, maintaining a critical style and presenting an informed personal engagement</p> <p>AO2 Analyse the language, form and structure used by a <u>writer to create meanings and effects</u></p> <p>AO3 Explore <u>links</u> and <u>connections</u> between texts</p> <p>AO4 Show understanding of the <u>relationships between texts and the contexts</u> in which they were written</p>	Essay questions in preparation for their exams	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

ONLY VALID FOR YEAR 11 COHORT 2023-24

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Drama Study (Othello) & Coursework	<p>AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.</p> <p>AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</p> <p>AO3 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.</p> <p>AO4 Communicate a sensitive and informed personal response to literary texts.</p>	800-1200 word essay response coursework piece	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
Autumn 2	Poetry & Prose Mop Up/Text Study	<p>AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.</p>	Essay Questions in preparation for the exam	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness

ONLY VALID FOR YEAR 11 COHORT 2023-24

		<p>AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</p> <p>AO3 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.</p> <p>AO4 Communicate a sensitive and informed personal response to literary texts.</p>	Mock Exam: Autumn 2	<ul style="list-style-type: none"> -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Listening -Speaking -Engaging
Spring 1	Revision of Set Texts & Exam Preparation	<p>AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.</p> <p>AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</p> <p>AO3</p>	Essay questions in preparation for their exams	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

ONLY VALID FOR YEAR 11 COHORT 2023-24

		<p>Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.</p> <p>AO4 Communicate a sensitive and informed personal response to literary texts.</p>			
Spring 2	Revision of Set Texts & Exam Preparation	<p>AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.</p> <p>AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</p> <p>AO3 Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.</p> <p>AO4</p>	Essay questions in preparation for their exams	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging

ONLY VALID FOR YEAR 11 COHORT 2023-24

		Communicate a sensitive and informed personal response to literary texts.			
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IGCSE TWO YEAR SCHEDULE for study beginning in Sept. 2023

Lang/Lit = Black Type

Lang Only = Blue Type

- When Lang/Lit teaching is split between two topics, the dominant topic is highlighted in green.
- Student deadlines for each piece of coursework are highlighted in yellow.
- The week beginning dates for tracking weeks (TW), reports (R) and parents' evenings (PE) are included in red type in the term column.
- Teachers' grading decisions for reports, tracking and student progress should be informed by the given assessments in the assessment and tracking column for each half term. These can be completed as classwork rather than in formal assessment conditions.

Term	Content	Assessment & Tracking
Yr10 Autumn A 6.5 Weeks TW: 17 th Oct	<p><i>First week: Introduction to GCSE English Language and English Literature (1 lesson each)</i></p> <p>Language focus (x1 lesson per week): Exam Skills Q1 & Q2 (comprehension, summary and language analysis skills)</p> <p>Literature focus (x3 lessons per week): Poetry Anthology (<i>If- ,Prayer Before Birth, Blessing, Search For My Tongue, Half-past Two, Piano, Hide and Seek, Sonnet 116</i>)</p> <p><i>Language only students: New Worlds Unit – LP1 Q1&2</i></p>	<p>Lang: Exam Q1 Lit: Exam Q (Poetry) <i>Lang Only: Exam Q1 & Q2</i></p>
Yr10 Autumn B 8 Weeks	<p>Language Focus (x2 lessons per week): Descriptive Writing Coursework Student deadline: 9th December</p> <p>Literature Focus (x2 lesson per week): Poetry Anthology (<i>La Belle Dame sans Merci, Poem at Thirty-Nine, War Photographer, The Tyger, My Last Duchess, Half-caste, Do not go gentle into that good night, Remember- Christina Rossetti</i>)</p> <p><i>Language only students: Descriptive Writing Coursework Student deadline: 9th December</i></p>	<p>Lang: Descriptive Writing Lit: Exam Q (Poetry) <i>Lang Only: DW & Q2</i></p>
Yr10 Spring A 6 weeks TW: 13 th Feb	<p>Language Focus (x2 lessons per week): Q3</p> <p>Literature Focus (x2 lesson per week): Modern Prose</p> <p><i>Language only students: Exam Skills Q3 Exploring Narratives Student deadline: 3rd February</i></p>	<p>Lang: Q3 Lit: Exam Q (Prose) <i>Lang Only: Q3</i></p>
Yr10 Spring B 6 weeks R: 9 th March	<p>Language Focus (x3 lessons per week): Narrative Writing Coursework Student deadline: 24th March</p> <p>Literature Focus (x1 lesson per week): Modern Prose & Poetry Mop Up (if needed)</p> <p><i>Language only students: Narrative Writing Coursework Student deadline: 24th March</i></p>	<p>Lang: Narr Coursework Lit: Exam Q (Prose) <i>Lang only: Narr</i></p>
Yr10 Summer A 6 weeks	<p>Language Focus (x2 lessons per week): Exam Skills Q2 and 3 (Revise Q1)</p> <p>Literature Focus (x2 lessons per week) : Modern Drama Text Study & Coursework Student Deadline: Post TT Week</p> <p><i>Language only students: Exam Preparation</i></p>	<p>Lang: Q2 and 3 Lit: Coursework A <i>Lang only: Full mock</i></p>

Yr10 Summer B 6 Weeks TW: 3 rd July	Language Focus (x2 lessons per week): Exam Preparation Literature Focus (x2 lessons per week): Modern Drama Mop Up (if needed) <i>Language only students: Exam Preparation</i>	Lang: Mock Exam and Coursework portfolios Lit: Mock Exam (Poetry/Prose) & CWK A <i>Lang only: Mock exam and coursework portfolio</i>
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Please note: the second half of this teaching plan (see below) is entirely provisional and will be updated in July 2024

Term	Content	Assessment & Tracking
Yr11 Autumn A	Re-introduction to course(s), expectations and routines (1-2 lessons) Language Focus: Rhetoric & Response to Text Coursework Student deadline: 3rd February Literature Focus: Literary Heritage Text Study & Coursework Student Deadline: TBC <i>Language only students: Rhetoric & Response To Text Coursework</i>	Lang: RTT CW Lit: Coursework B
Yr11 Autumn B	Language Focus: Rhetoric & Response to Text Coursework Literature Focus: Literary Heritage Mop Up (if needed) <i>Language only students: Rhetoric & Response To Text Coursework</i>	Lang: RTT CW Mock Exams (Lang and Lit)
Yr11 Spring A	Language Focus: Exam Skills Literature Focus: Revision of Set Texts (<i>if a teacher has not completed one or more set texts due to extenuating circumstances or absence, these can be completed during this term</i>) <i>Language only students: Exam Skills through a Novel <u>or</u> Selected Short Stories and Poetry <u>or</u> a Play</i>	Lang & Lit: Exam Qs
Yr11 Spring B onward	Language Focus: Exam Skills/Practice Literature Focus: Exam Skills/Practice <i>Language only students: Exam Preparation</i>	Lang & Lit: Exam Qs

Additional Information

Coursework Deadlines

- This KS4 outline once again specifies specific deadlines for students. These deadlines will be sent home in a letter to parents in September 2022. As we have struggled with students missing deadlines in the past, our intervention process will be far more rigorous from this year. This will hopefully allow us to complete earlier intervention to ensure that all of our students are given the opportunity to succeed.

English Language Coursework Redrafting, Marking, Standardisation and Moderation

- All teachers should follow the CAIE guidelines for marking and giving feedback on draft work. These guidelines are very clear about what is / is not appropriate and giving students more feedback than is permitted by CAIE is considered malpractice.
- According to CAIE guidance, students should only be given the opportunity to redraft a piece of coursework once. If a student has underperformed in a piece of work, intervention will be put in place for them to complete a different task. They should not keep revisiting the same piece of work, as this is considered malpractice by CAIE.
- Instead of waiting until the end of the year to redraft all of their coursework, students should redraft immediately after receiving feedback. This will allow teachers to mark work sooner and intervene earlier if a student is under-performing, but it will also minimise the risk of students losing the feedback they have been given. For Language and Literature groups, it is likely to be the best use of teachers' and students' time to set redrafting work as a homework task, but it may be more suitable for Language only groups to be given class time to complete redrafted work.
- IGCSE standardisation training will be conducted throughout the year during the term in which the coursework piece will be studied, this is especially important for teachers who have not yet taught the coursework for this GCSE course. The standardisation booklets comes from material provided by Cambridge.
- In order to intervene at an earlier opportunity, folder moderation is planned during the summer term. This will also hopefully relieve some of the pressure on teachers in Feb/Mar of Year 11, as only literature and intervention folders will need to be moderated at this time.

Coursework Intervention and Contact Home

- As suggested above, our intervention process must become more rigorous and we must communicate more effectively with students and their parents. Please see the separate KS4 Intervention policy for details of how our new intervention system will operate.

English Literature Coursework

- As in the previous year, only one piece of literature coursework will be completed in Year 10. Completing 5 pieces in one year has proved to be an onerous task and has resulted in other areas of the literature or language courses being neglected, to the detriment of students' mock results at the end of Year 10.
- The second piece of coursework will be completed in Year 11, as such, planning for this piece will not take place until the Summer term of Year 10. This gives teachers of literature the opportunity to collaborate and select a title that will be suitable for the cohort once they have gotten to know their classes.

English Language Classes and Literature Texts

- At various points in the academic year, teachers of language only groups are advised to teach the CAIE GCSE English Language Paper 1 exam skills through a novel or through a combination of poetry and short stories. It is important that we do not deny students access to quality literature purely because they will not be examined on them, therefore Language only teachers should feel free to use some of the set examination texts for literature (or indeed examination texts from previous years) as a springboard for the teaching of English Language.

Language and Literature Exam Texts

- Poetry / Prose study are split across the two years of GCSE as outlined. The texts are now specified in order to ensure that students across all of the Literature groups have studied the same texts ahead of mock exams.

Curriculum and Skills Mapping Template

Subject : English Literature Key Stage: 5 Year: 12

Component	Terms Covered	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Component 1: Drama <i>30% of qualification</i> <i>Examined: Year 13</i>	Autumn 1	Section B: Streetcar Named Desire	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	Per Half Term Essay question: set & marked by class teacher, in preparation for examination Mock Exam: Summer 2	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
	Autumn 2					
	Spring 1					
	Summer 2	Introduction to Shakespeare (Preparation for Section A)	AO2 Analyse ways in which meanings are shaped in literary texts AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	N/A		
Component 2: Prose	Autumn 1	A Thousand Splendid Suns	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	Per Half Term Essay question: set & marked by	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness
	Autumn 2					

<p>20% of qualification</p> <p>Examined: Year 13</p>	Spring 1		<p>AO2 Analyse ways in which meanings are shaped in literary texts</p>	<p>class teacher, in preparation for examination</p>	<ul style="list-style-type: none"> -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Listening -Speaking -Engaging 	
	Spring 2		<p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p>				<p>Mock Exam: Summer 2</p>
	Summer 1		<p>AO4 Explore connections across literary texts</p>				
<p>Component 3: Poetry</p> <p>30% of qualification</p> <p>Examined: Year 13</p>	Autumn 1	<p>Section A: Poems of the Decade Anthology</p>	<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p>	<p>Per Half Term Essay question: set & marked by class teacher, in preparation for examination</p>	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging 	
	Autumn 2		<p>AO2 Analyse ways in which meanings are shaped in literary texts</p>				<p>Mock Exam: Summer 2</p>
	Spring 1		<p>AO4 Explore connections across literary texts</p>				
	Spring 2						
	Summer 1						
	Summer 2						
<p>Component 4: Coursework</p>	Spring 2	<p>Independent Text Study</p>	<p>AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p>		<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness 	
	Summer 1						
	Summer 2						

<p style="text-align: center;">20% of qualification</p> <p>Examined: Year 13</p>			<p>AO2 Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4 Explore connections across literary texts</p> <p>AO5 Explore literary texts informed by different interpretations</p>	<p>Coursework Completion in Year 13</p>	<ul style="list-style-type: none"> -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Listening -Speaking -Engaging
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Curriculum and Skills Mapping Template

Subject : English Literature Key Stage: 5 Year: 13

Component	Terms Covered	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Component 1: Drama <i>30% of qualification</i> Examined: Year 13	Autumn 1	Section A: Twelfth Night	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	Per Half Term Essay question: set & marked by class teacher, in preparation for examination Mock Exam: Autumn 2 Exam: Summer 1	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written)	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
	Autumn 2		AO2 Analyse ways in which meanings are shaped in literary texts			
	Spring 1		AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received N/A			
Component 2: Prose	Autumn 1		AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	Per Half Term Essay question: set & marked by	-Understanding -Examining -Evaluating -Arguing -Comparing -Analysing	-Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness
	Autumn 2					

<p>20% of qualification</p> <p>Examined: Year 13</p>	Spring 1	<p><i>Wuthering Heights</i></p>	<p>AO2</p> <p>Analyse ways in which meanings are shaped in literary texts</p>	<p>class teacher, in preparation for examination</p>	<ul style="list-style-type: none"> -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Listening -Speaking -Engaging 	
	Spring 2		<p>AO3</p> <p>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p>				<p>Mock Exam: Autumn 2</p>
<p>Component 3: Poetry</p> <p>30% of qualification</p> <p>Examined: Year 13</p>	Autumn 1	<p><i>Section B: The Romantics</i></p>	<p>AO1</p> <p>Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p>	<p><u>Per Half Term</u></p> <p>Essay question: set & marked by class teacher, in preparation for examination</p>	<ul style="list-style-type: none"> -Understanding -Examining -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Remembering -Reflectiveness -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging 	
	Autumn 2		<p>AO2</p> <p>Analyse ways in which meanings are shaped in literary texts</p>				<p>Mock Exam: Autumn 2</p>
	Spring 1		<p>AO4</p> <p>Explore connections across literary texts</p>				<p>Exam: Summer 1</p>
<p>Component 4:</p>	Autumn 1		<p>AO1</p> <p>Articulate informed, personal and creative responses to literary texts,</p>		<ul style="list-style-type: none"> -Understanding -Examining 	<ul style="list-style-type: none"> -Remembering -Reflectiveness 	
	Autumn 2						
	Spring 1						

<p>Coursework</p> <p><i>20% of qualification</i></p> <p><i>Examined: Year 13</i></p>		<p><i>Independent Text Study</i></p>	<p>using associated concepts and terminology, and coherent, accurate written expression</p> <p>A02 Analyse ways in which meanings are shaped in literary texts</p> <p>A03 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>A04 Explore connections across literary texts</p> <p>A05 Explore literary texts informed by different interpretations</p>	<p>Coursework Completion by Spring 2</p>	<ul style="list-style-type: none"> -Evaluating -Arguing -Comparing -Analysing -Applying -Supporting -Developing -Producing -Researching -Communicating (verbal & written) 	<ul style="list-style-type: none"> -Resilience -Resourcefulness -Relationships -Readiness -Listening -Speaking -Engaging
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