

English 5-year Curriculum Plan

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Ambition



Integrity



Inclusivity



Resilience



Endeavour

Our Vision

"Turning I can't into I can"

Our Values



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Curriculum Intent

“At The Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops **interest, curiosity** and **creativity**, and **removes barriers**. There is a strong emphasis on developing fundamental skills in **literacy** and **numeracy** alongside developing **conceptual understanding** and **rich knowledge** across a broad range of subjects. The curriculum is enhanced by **high quality experiences** that aim to develop pupils' **cultural capital** and give them first hand experiences that otherwise might not be possible.

Every pupil is recognised as a unique individual and the **curriculum is designed to meet their individual needs**. All of our pupils will develop the skills to become contributing citizens to society and live out our **core values** of, Ambition, Integrity, Inclusivity, Endeavour and Resilience on a daily basis. Our curriculum will enhance the social mobility chances of all our pupils to ensure they make lasting contributions to society and enable them to turn "I can't" into "I can".



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Curriculum Vision for the English Curriculum Area

“English at Beech aims to promote a holistic approach to learning, placing communication, reading for pleasure, literary appreciation and cultural capital at the heart of teaching and learning. We endeavour to equip all of our students with the skills that they will need to be successful and thrive in our ever-changing world.”

English at KS3 is taught in termly blocks and takes a Novel Study approach in KS3, creating an immersive literary experience for the students. Lessons start with an engaging, thought-provoking activity aimed at consolidating prior knowledge and skills and prompting new ideas. We are acutely aware of the cultural deficit that can affect students in our local area and through our book selection we aim to try and expand their horizons. Each term provides an opportunity for students to study and explore a new novel, developing and enhancing the range of literature they are exposed to, delivering both diversity and challenge. Alongside this students' study accompanying thematic texts including Shakespeare, poetry and non-fiction.

The objectives each term are broken down into a series of carefully planned small steps that follow the novel content, develop literacy and oracy skills, enhance the students understanding of different contexts and perspectives and hopefully encourage students to be more confident and eager readers. Our students have various different needs and learn in many ways, by studying a range of genres such as non-fiction texts and graphic novels we are able to cater to a range of different learning styles and approach lessons in different and creative ways.

At KS4/5, students will be given the opportunity to follow a range of different bespoke pathways. They may work towards the Step up to English qualification to consolidate literacy skills and establish next steps in building functional literacy where they will then be given the opportunity to complete an English Functional Skills qualification. Students may go on to study GCSE English Literature, allowing them to draw on all the skills they have acquired from studying novels in depth at KS3 and allowing them to further develop their understanding of our core values, enhance their cultural capital, appreciation and knowledge of literature, history and social contexts.



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At Beech Academy, we are committed to ensuring that all of our pupils engage in a curriculum that develops interest, curiosity and creativity, and removes barriers. We make sure that we turn "I can't" into "I can".

At the end of Year 11 students in **English** will.....

Know how to...

- **develop an appreciation and love of reading, and read increasingly challenging material independently through:**
 - read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
 - The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama
 - Shakespeare (two plays)
 - world literature
 - choose and read books independently for challenge, interest and enjoyment.
 - re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- **write accurately, fluently, effectively and at length for pleasure and information through:**
 - writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative pieces
 - stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- **speak confidently and effectively, including through:**



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- using Standard English confidently in a range of formal and informal contexts, including classroom discussion

Understand...

- **increasingly challenging texts through:**
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense
- **in their writing**, how to apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- how to draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Be able to...

- **read critically through:**
- 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
- studying setting, plot, and characterisation, and the effects of these
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year
- **plan, draft, edit and proof-read through:**
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness



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- paying attention to accurate grammar, punctuation and spelling
- **speak confidently:**
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



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5 Year Curriculum Plan	Autumn Term	Spring Term	Summer Term
Year 7 Novel Study	<p>The Great Kapok Tree – Lynne Cherry A Midsummer Night's Dream – William Shakespeare</p> <p>Shakespeare Other Cultures Non-Fiction Writing on Conservation</p>	<p>The Lion, The Witch and The Wardrobe – C.S. Lewis</p> <p>Classic Literature Fantasy Fiction Writing to Describe</p>	<p>The Street Beneath My Feet – Charlotte Guillain & Yuval Zommer Holes – Louis Sachar</p> <p>Non-Fiction/ Media Contemporary Fiction Comparing Texts</p>
Year 8 Novel Study	<p>When The Mountains Roar – Jess Butterworth</p> <p>Contemporary Fiction Other Cultures Non-Fiction Travel Writing</p>	<p>Titanic: Death on the Water – Tom and Tony Bradman</p> <p>Historical Fiction Drama Writing Play Scripts</p>	<p>Hidden Figures – Margot Lee Shetterly</p> <p>Non-fiction/ Media Speech Writing</p>
Year 9 Novel Study	<p>The Arrival – Shaun Tan</p> <p>Graphic Novel War Poetry</p>	<p>The Edge – Alan Gibbons Noughts and crosses – play</p> <p>Contemporary Fiction Play script</p>	<p>Shackleton's Journey – William Grill The Tempest – William Shakespeare</p> <p>Historical fiction Shakespeare</p>
Year 10	<p>English Literature A Christmas Carole</p> <p>Step-up to Silver Music/ Crime/ Gothic genre</p>	<p>English Literature Macbeth</p> <p>Step-up to Silver Music/ Crime/ Gothic genre</p>	<p>English Literature An Inspector Calls</p> <p>Step-up to Silver Music/ Crime/ Gothic genre</p>



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Year 11	English Literature Poetry Step-up to Gold Leisure/ Hobbies/ Sport	English Literature Revision (All texts) Step-up to Gold Leisure/ Hobbies/ Sport	English Literature Revision (All texts) Step-up to Gold Leisure/ Hobbies/ Sport
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5 Year Curriculum Plan – the rationale

Year 7 English at Beech Academy

The Beech Academy Year 7 English curriculum aims to ensure that all students acquire a wide vocabulary, and understanding and knowledge of linguistic conventions for reading, writing and spoken language.

Our students are studying these topics to enable them to appreciate our rich and diverse literary heritage, combining Shakespeare with texts from other cultures in the Autumn term (MSND/ The Great Kapok Tree), Classic Literature and creative writing in the Spring term (The Chronicles of Narnia) and a combination of non-fiction and contemporary fiction in the summer term (Th Street Beneath my feet/ Holes). The topics are studied in this order to ensure reading progression through the novels, they increase in difficulty, developing reading and comprehension skills and the tasks offer a comparison of skills form the start of the year to the end.

We aim to empower pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. The curriculum encourages the use of discussion in order to learn so pupils should be able to elaborate and explain clearly their understanding and ideas. It ensures that they are competent in the arts of speaking and listening, making formal presentations and participating in debate.

Year 8 English at Beech Academy

The Beech Academy Year 8 English curriculum aims to build on the skills that students have acquired in Y7, developing their vocabulary, and understanding and knowledge of linguistic conventions for reading, writing and spoken language.

Our students are studying these topics to enable them to appreciate our rich and diverse literary heritage, revisiting other cultures through a contemporary novel in the Autumn term (Where the mountains roared), studying a historical novel and writing play scripts in the Spring term (Titanic: Death on the water) and non-fiction and media in the summer term (Hidden Figures). The topics are studied in this order to ensure progression through the novels, they increase in difficulty and encourage students to not only build on their comprehension skills but also make comparisons between texts and begin to discuss social and historical context in a more comprehensive way.

We aim to empower pupils to use the skills gained in Y7 to extend the range of what they are writing, including more complex language devices and developing their consideration of the appeal to the reader or audience. In Y8 students are encouraged to develop their presentation skills and their capacity to interact with others in more formal situations.

Year 9 English at Beech Academy



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The Beech Academy Year 9 English curriculum aims to build in the skills that students have acquired in Y8, developing their vocabulary, and understanding and knowledge of linguistic conventions for reading, writing and spoken language. It also begins to prepare students for further study, beginning to focus on skills needed for Entry level and Level 1 qualifications in English.

Our pupils are studying these topics to enable students to appreciate our rich and diverse literary heritage, *looking at alternative forms of communication via a graphic novel and poetry in the Autumn term (The Arrival/ War Poetry), studying a contemporary novel and play scripts in the Spring term (The Edge) and historical fiction and Shakespeare in the summer term (Shackleton's Journey/ The Tempest)*. The topics are studied in this order to ensure progression through the novels. The novels at this point encompass the requirements of KS3, making sure students are studying at least two Shakespeare plays and a range of different literature styles and time periods in preparation for further study in KS4.

We aim to empower pupils to use the skills gained across Y7 and 8 to extend the range of what they are writing, including more complex language devices and developing their consideration of the appeal to the reader or audience. We also look at writing in a more sustained way in preparation for further study. In Y9 students are encouraged to develop and extend their presentation skills and their capacity to interact with others in more formal situations for longer periods of time.

Year 10/11 English at Beech Academy

The Beech Academy KS4 curriculum is designed in a bespoke way each year depending on the needs of the students.

Students are given the opportunity to work through the Entry level Step up to English course which eases them in to working at GCSE level. It allows student to look at a range of texts and build on the skills they have gathered across KS3. It covers a wide range of different texts and introduces students to different types of questions and a range of writing styles.

This is then followed by the introduction of GCSE English Literature which ensures that students have progression from the novel study curriculum. It transfers all the skills that the students have been working on, centred around whole novels and plays and focusing on big ideas – key themes and social and historical context. The introduction of this course at KS4 aims to inspire, challenge and motivate every student, no matter what their level of ability. The assessment of the course supports students' achievement in an un-tiered, closed book context through the use of extract-based questions in the assessment of the 19th century novel and the Shakespeare plays. The specification takes a skills-based approach to the study of English literature that is consistent across the genres.



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