English Subject Intent

The English Department inspired the students of Dixons Broadgreen Academy to be enthusiastic, insightful readers, with a life-long appreciation of quality literature, and skilful, creative communicators through written and spoken English by:

- Teaching students the mastery of communication through focussed listening, adept speaking and purposeful reading and writing.
- Exposing students to works of cultural and literary significance.
- Providing the students with analytic tools through concept-led teaching.

Five Year Plan

Year 7			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Greek Myths**	**The Tempest**	**Rhetoric/ Narrative Poetry**
Skills	Understanding the structure of a what/how/why paragraph. Ability to replicate a teacher-led analysis of a poem. Understanding how the story is a tool used to carry allegorical and didactic information.	Introductory understanding of Shakespearean language and context. Introductory understanding of theatrical techniques. Ability to analyse sections of a poem for meaning through teacher modelling. Can apply contextual knowledge for analysis through teacher modelling.	Introductory understanding of logos, pathos and ethos as persuasive devices. Ability to identify rhetorical devices within a text. Can identify and analyse poetic devices within a text through teacher modelling. Can apply logos, pathos and ethos to transactional writing through success framework.
Progression	Students are introduced to the **concepts of power and conflict** Students can formulate their own what/how/why paragraph given frameworks within the context of a lesson.	Students are introduced to the **concepts of nature and colonialism.** Students can consider texts in the contexts of which they were written.	Students are introduced to the skills of writing to persuade, developing the ability to use them in their own transactional writing. Students can discuss the form and devices of poetry.
Link to GCSE	**LITAO1:** - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology. **LITAO2: -** Analyse ways in which meanings are shaped in literary texts. Concepts of power and conflict are evident within An Inspector Calls, Macbeth, A Christmas Carol and the poetry anthology of the English Literature exam.	**LITAO3**: - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Concepts of nature and societal imbalance are evident within An Inspector Calls, A Christmas Carol and the poetry anthology of the English Literature exam. Shakespearean link to Macbeth at GCSE level.	**LITAO1, 2 & 3.** **LANGAO5**: - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Students are required to identify rhetorical devices in non-fiction texts and to produce their own piece of persuasive writing for the English Language exam.

Year 8			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Social Justice Poetry**	**Romeo and Juliet**	**Animal Farm**
Skills	Understanding the structure of a What/How/Why analytical paragraph. Identifying and analysing key poetic methods including rhyme, structure, form, imagery Understanding how poets use language and structure to communicate viewpoints about society, inequality and justice. Developing descriptive and viewpoint writing linked to social themes.	Comprehensive understanding of Shakespearean language and context. Independent construction of what/how/why paragraphs. Comprehensive understanding of theatrical techniques. Students can identify explicit and implicit information within a text. Can independently identify and analyse poetic devices.	Secure understanding of context and its relation to a text. Understanding of allegory and why a writer uses this technique. Comprehensive understanding of explicit and implicit information and how it is used. Independent construction of what/how/why paragraphs. Can independently identify and analyse poetic devices.
Progression	Students are introduced to the concept of social justice and how writers use poetry as a vehicle to explore suffering, inequality, female voices, colonialism, civil rights and corruption. Students develop the ability to move from identifying methods to explaining their effects and the wider ideas they represent. Students can formulate their own What/How/Why paragraph using lesson frameworks and increasingly independent analysis.	Students have progressed to independent construction of what/how/why paragraphs, responding to whole class feedback as a means of critical reflection. Students can apply contextual understanding to the analysis of poetry. Students are introduced to the **concepts of love and patriarchy**.	Students understand the structure of a critical response within a given timescale. Students can independently apply contextual information within a critical response. Students independently consider the requirements of the task when formulating responses to GCSE-style analysis tasks. Students are introduced to the **concepts of tyranny and poverty.**
Link to GCSE	**LITAO1:** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology. **LITAO2:** Analyse ways in which meanings are shaped in literary texts. **LANGAO5:** Communicate clearly, effectively and imaginatively for different purposes and audiences. **LANGAO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect.	**LANGAO1**: – Students can interpret the explicit and implicit information within a text. **LANGAO2**: – Explain how writers use language to influence readers. Shakespearean link to Macbeth at GCSE level. Concepts of power and conflict are evident within An Inspector Calls, Macbeth and the poetry anthology of the English Literature exam.	**LITAO1, AO2, AO3 & AO5** **LANGAO1, AO2 & AO4**

Year 9			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Gothic Literature/ Identity Poetry**	**Purple Hibiscus**	**An Inspector Calls**
Skills	Can independently identify and analyse explicit and implicit information. Can critically evaluate texts through teacher modelling. Able to independently analyse poetry for implicit meaning. Confident and comprehensive independent construction of what/how/why paragraphs.	Can independently and successfully identify and analyse explicit and implicit information. Can critically evaluate texts, selecting high-leverage evidence, independently. Able to analyse texts confidently and independently for implicit meaning and authorial intent. Analysis of writer's method for meaning and intent.	Can masterfully identify and analyse explicit and implicit information. Can critically evaluate texts, selecting high-leverage evidence independently, with thoughtful and considered responses. Can analyse writer's methods and consider the effects and meaning of writer's choice of language and structure.
Progression	Students have progressed to comprehensive construction of what/how/why paragraphs, responding to whole class feedback as a means of critical reflection. Students are introduced to the concepts of **madness, despair, and female oppression.**	Students can independently and successfully apply contextual information within a critical response. Students can critically respond to poetry with an awareness of context, language and meaning. Students are introduced to the concepts of **isolation, family and religion.**	Comprehensive understanding of all concepts demonstrated within the English Literature GCSE curriculum Mastery of all assessment objectives evident within both the English Language and English literature GCSE specifications.
Link to GCSE	**LITAO1, AO2, AO3, AO4, LANGAO4: -** Evaluate texts critically and support this with appropriate textual references Concepts of madness, despair and female oppression are evident within An Inspector Calls, Macbeth, A Christmas Carol and the poetry anthology of the English Literature exam.	**LITAO1, AO2, AO3, AO4, LANGAO7.** **LANGA08**: - Concepts of isolation, family and religion are evident within An Inspector Calls, Macbeth, A Christmas Carol and the poetry anthology of the English Literature exam	**LITAO1, AO2, AO3, AO4,** **LITAO5:** **LANG AO1, AO2, AO3, AO4, AO5, AO6**
Year 10			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**Macbeth**	**A Christmas Carol / Language Paper 1**	**Language Paper 2/ Revision prep Mocks**
Skills	Pupils can articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. Students are able to identify connections across literary texts, including the literary concepts that were introduced in KS3.	Pupils can analyse ways in which writers shape meanings in literary texts. Pupils can produce responses which are accurately written and use appropriate concepts and terminology.	Pupils can demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. Pupils can explore connections across literary texts, drawing on literary concepts.

Progression	Students can understand a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events. Students can interact with literary texts as constructs, perceiving character and setting as a vehicle through which to writers convey message. **Concepts of power, ambition, gender and kingship are introduced to our pupils.**	Pupils can develop informed responses to literary and unseen texts, selecting relevant evidence to support interpretations. Pupils will be able to craft inferences and justify these with evidence. They will be able to identify bias and misuse of evidence. They will be critical thinkers. Pupils transfer analytical reading skills between literary and unseen fiction texts, strengthening their ability to interpret implicit meaning. **Concepts of social inequality, poverty, responsibility and viewpoints are exposed to our pupils.**	Students can analyse and evaluate how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology to support their responses. Students can construct and maintain a personal response to poetry; sharing and developing key points; using relevant quotation and use detailed textual references. **Concepts of childhood, freedom, attitudes are explored by our pupils.**
Link to GCSE/A-Level	**Lit AO2** analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping.	**Lang AO1** Informed and relevant responses which are accurately written and use appropriate concepts and terminology.	**LANG AO2** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
Year 11			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	**A Christmas Carol / Language Paper 2**	**Revision**	**Revision**
Skills	Pupils can synthesise information from multiple texts and make critical judgements on their content. Pupils can access and appreciate a wide range of high-quality non-fiction texts. They can appreciate and show empathy to a wide variety of cultures and perspectives.	Pupils can independently approach unseen extracts and exam style questions, applying appropriate reading and writing strategies with increasing confidence. Pupils can select and analyse relevant evidence to develop clear, supported interpretations of literary texts. Pupils can plan and construct coherent analytical responses with increasing confidence.	Pupils can independently approach unseen extracts and exam style questions, applying appropriate reading and writing strategies with increasing confidence. Pupils can select and analyse relevant evidence to develop clear, supported interpretations of literary texts. Pupils can plan and construct coherent analytical responses with increasing confidence.
Progression	Students should be able to draw inferences and justify them with relevant quotes. They should reflect critically and evaluatively about the purposes of a text. Pupils will be able to craft their written responses and make judicious choices regarding language, structure and nuance to manipulate readers Concepts of social injustice, poverty, greed and redemption are explored in this unit.	Pupils should be continually striving to plug gaps in their knowledge and have a firm grasp of characterisation, plot, themes and authorial intent in each text in their English Literature course. Pupils need to be critical thinkers about the texts they study and can develop perceptive interpretations of the texts studied**.**	Pupils should be continually striving to plug gaps in their knowledge and have a firm grasp of characterisation, plot, themes and authorial intent in each text in their English Literature course. Pupils need to be critical thinkers about the texts they study and can develop perceptive interpretations of the texts studied.

Link to GCSE / A-Level	**Lang AO1 Informed** and relevant responses which are accurately written and use appropriate concepts and terminology.	**Lang AO1 Informed** and relevant responses which are accurately written and use appropriate concepts and terminology. **Lit AO2** analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping.	**Lang AO1 Informed** and relevant responses which are accurately written and use appropriate concepts and terminology. **Lit AO2** analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping.