

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.

Seven Year Plan

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



Year 8			
	Cycle 1	Cycle 2	Cycle 3
Content	19 th Century Voices	Romeo and Juliet	Animal Farm
Skills	<p>Comprehensive understanding of logos, pathos and ethos as persuasive devices in culturally and historically significant non-fiction texts.</p> <p>Ability to identify and analyse rhetorical devices within a text.</p> <p>Application of logos, pathos and ethos with an awareness of purpose, audience and form.</p> <p>Secure understanding of context and its relation to a text.</p> <p>Debate and verbal delivery are introduced as persuasive devices.</p> <p>Comparative devices are introduced as a means of analysis.</p>	<p>Comprehensive understanding of Shakespearean language and context.</p> <p>Independent construction of what/how/why paragraphs.</p> <p>Comprehensive understanding of theatrical techniques.</p> <p>Students can identify explicit and implicit information within a text.</p> <p>Can independently identify and analyse poetic devices.</p>	<p>Secure understanding of context and its relation to a text.</p> <p>Understanding of allegory and why a writer uses this technique.</p> <p>Comprehensive understanding of explicit and implicit information and how it is used.</p> <p>Independent construction of what/how/why paragraphs.</p> <p>Can independently identify and analyse poetic devices.</p>
Progression	<p>Students are practicing the skills of writing to persuade, enhancing their ability to use them in their own transactional writing.</p> <p>Students are introduced to the concepts of oppression and democracy.</p> <p>Students can use a variation of sentence structures to strengthen their writing.</p> <p>Students can compare ideas across two or more texts.</p> <p>Students independently consider the requirements of the task when formulating responses to transactional writing tasks.</p> <p>Students can verbalise their arguments with some control of fluency and prosody.</p>	<p>Students have progressed to independent construction of what/how/why paragraphs, responding to whole class feedback as a means of critical reflection.</p> <p>Students can apply contextual understanding to the analysis of poetry.</p> <p>Students are introduced to the concepts of love and patriarchy.</p>	<p>Students understand the structure of a critical response within a given timescale.</p> <p>Students can independently apply contextual information within a critical response.</p> <p>Students independently consider the requirements of the task when formulating responses to GCSE-style analysis tasks.</p> <p>Students are introduced to the concepts of tyranny and poverty.</p>
Link to GCSE	<p>LANGAO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>LANGAO5.</p> <p>LANGAO6: - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with</p>	<p>LANGAO1: – Students can interpret the explicit and implicit information within a text.</p> <p>LANGAO2: – Explain how writers use language to influence readers.</p> <p>Shakespearean link to Macbeth at GCSE level.</p>	<p>LITAO1, AO2, AO3 & AO5</p> <p>LANGAO1, AO2 & AO4</p>



	<p>accurate spelling and punctuation.</p> <p>LANGAO7: - Demonstrate presentation skills in a formal setting.</p> <p>LANGAO9: - Use spoken Standard English effectively in speeches and presentations.</p> <p>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.</p>	<p>Concepts of power and conflict are evident within An Inspector Calls, Macbeth and the poetry anthology of the English Literature exam.</p>	
Year 9 – Transition to KS4			
	Cycle 1	Cycle 2	Cycle 3
Content	Gothic Literature	Purple Hibiscus	Dystopian Literature/ An Inspector Calls
Skills	<p>Can independently identify and analyse explicit and implicit information.</p> <p>Can critically evaluate texts through teacher modelling.</p> <p>Able to independently analyse poetry for implicit meaning.</p> <p>Confident and comprehensive independent construction of what/how/why paragraphs.</p>	<p>Can independently and successfully identify and analyse explicit and implicit information.</p> <p>Can critically evaluate texts, selecting high-leverage evidence, independently.</p> <p>Able to analyse poetry confidently and independently for implicit meaning and authorial intent.</p> <p>Analysis of speech for meaning and intent.</p>	<p>Can masterfully identify and analyse explicit and implicit information.</p> <p>Can critically evaluate texts, selecting high-leverage evidence independently, with thoughtful and considered responses.</p> <p>Can compare content and context across a two or more texts.</p> <p>Able to masterfully analyse poetry for implicit meaning and authorial intent.</p>
Progression	<p>Students have progressed to comprehensive construction of what/how/why paragraphs, responding to whole class feedback as a means of critical reflection.</p> <p>Students are introduced to the concepts of madness, despair, and female oppression.</p>	<p>Students can independently and successfully apply contextual information within a critical response.</p> <p>Students can critically respond to poetry with an awareness of context, language and meaning.</p> <p>Students are introduced to the concepts of isolation, family and religion.</p>	<p>Comprehensive understanding of all concepts demonstrated within the English Literature GCSE curriculum</p> <p>Mastery of all assessment objectives evident within both the English Language and English literature GCSE specifications.</p>
Link to GCSE	LITAO1, AO2, AO3, AO4, LANGAO4: - Evaluate texts critically and support this with appropriate textual references	LITAO1, AO2, AO3, AO4, LANGAO7. LANGAO8: - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.	LITAO1, AO2, AO3, AO4, LITAO5: LANG AO1, AO2, AO3, AO4, AO5, AO6



	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.	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	
Year 10			
	Cycle 1	Cycle 2	Cycle 3
Content	AIC/Macbeth	Paper 1 English Language	Power and Conflict poetry
Skills	<p>Pupils can articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>Students are able to identify connections across literary texts, including the literary concepts that were introduced in KS3.</p>	<p>Pupils can analyse ways in which writers shape meanings in literary texts.</p> <p>Pupils can produce responses which are accurately written and use appropriate concepts and terminology.</p>	<p>Pupils can demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>Pupils can explore connections across literary texts, drawing on literary concepts.</p>
Progression	<p>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.</p> <p>Students can interact with literary texts as constructs, perceiving character and setting as a vehicle through which to writers convey message.</p> <p>Concepts of inequality, gender and political/social unrest are introduced to our pupils.</p>	<p>Students can identify and interpret themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes.</p> <p>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.</p> <p>Concepts of bias, propaganda and viewpoints are exposed to our pupils.</p>	<p>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.</p> <p>Students can construct and maintain a personal response to poetry; sharing and developing key points; using relevant quotation and use detailed textual references.</p> <p>Concepts of death, grief, love, religious imagery, patriotism and poverty are explored by our pupils.</p>
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.	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.
Year 11 – Transition to KS5			
	Cycle 1	Cycle 2	Cycle 3
Content	Paper 2 English Language/ACC	Consolidation	Consolidation



Skills	<p>Pupils can synthesise information from multiple texts and make critical judgements on their content.</p> <p>Pupils can access and appreciate a wide range of high-quality non-fiction texts.</p> <p>They can appreciate and show empathy to a wide variety of cultures and perspectives.</p>	<p>Pupils can synthesise information from single and multiple texts.</p> <p>Pupils can write in a variety of formats.</p> <p>Analyse characterisation, plot, themes and authorial intent.</p> <p>Judiciously pick evidence to develop a critical viewpoint.</p> <p>Craft sophisticated inferences.</p>	<p>Pupils can synthesise information from single and multiple texts.</p> <p>Pupils can write in a variety of formats.</p> <p>Analyse characterisation, plot, themes and authorial intent.</p> <p>Judiciously pick evidence to develop a critical viewpoint.</p> <p>Craft sophisticated inferences.</p>
Progression	<p>Students should be able to draw inferences and justify them with relevant quotes.</p> <p>They should reflect critically and evaluatively about the purposes of a text.</p> <p>Pupils will be able to craft their written responses and make judicious choices regarding language, structure and nuance to manipulate readers</p> <p>Concepts of bias, propaganda and viewpoints are exposed to our pupils.</p>	<p>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.</p> <p>Pupils need to be critical thinkers about the texts they study and can develop perceptive interpretations of the texts studied.</p>	<p>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.</p> <p>Pupils need to be critical thinkers about the texts they study and can develop perceptive interpretations of the texts studied.</p>
Link to GCSE / A-Level	<p>Lang AO1 Informed and relevant responses which are accurately written and use appropriate concepts and terminology.</p>	<p>Lang AO1 Informed and relevant responses which are accurately written and use appropriate concepts and terminology.</p> <p>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.</p>	<p>Lang AO1 Informed and relevant responses which are accurately written and use appropriate concepts and terminology.</p> <p>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.</p>

Year 12 – More detail available in LTP			
	Cycle 1	Cycle 2	Cycle 3
Content	<p>Knowledge and skills for success at KS5.</p> <p>Reading through lenses; the importance (or otherwise) of context.</p> <p>The Paris Anthology – 5 texts – multimodality – register – audience -</p>	<p>The Paris Anthology – 5 texts</p> <p>Carol Ann Duffy – 3 texts</p> <p>Introduction to Othello -</p> <p>Introduction to F Scott Fitzgerald</p>	<p>First half is a continuation of Cycle 2 up to and including half-term.</p> <p>Second half is exclusively dedicated to introduction and guidance of NEA component.</p>



	<p>Carol Ann Duffy Anthology – 4 poems – Metrical analysis -</p> <p>The Handmaid’s Tale – Full Text Study</p> <p>Weekly MS Teams Tasks</p>	<p>Revision of metrical properties and application to dramaturgical work.</p> <p>Elizabethan and Jacobean England.</p> <p>Weekly MS Teams Tasks</p>	<p>Weekly MS Teams Tasks</p>
Skills	<p>Securing KS 3 and 4 knowledge base / introducing KS5 knowledge base.</p> <p>Developing working practices. Use of different modes of note taking; filing; synthesis.</p> <p>The development of a prereading/ pre-learning – lecture – seminar – consolidation model.</p> <p>Viewing texts from different perspectives.</p> <p>Understanding and applying the concept of language levels and analysing texts at different levels / layers simultaneously. Synergy.</p> <p>Developing independent learning; teaching research skills; teaching synthesis skills.</p>	<p>Transformational Writing. Writing for an audience</p> <p>Development of KS5 knowledge base.</p>	<p><u>Skills related to NEA component</u></p> <p>Research skills.</p> <p>Making connections between texts.</p> <p>Developing reflection, perception, thinking skills: reading insightfully and critically; considering different perspectives on a non-fiction text. Considering aspects of oracy; paralinguistics; deictic patterns.</p> <p>Planning work – executive functioning – managing a substantial project – self-accountability.</p> <p>Drafting and redrafting.</p>
Progression	<p>Application of skills. Gradual release model.</p> <p>Students gradually work towards increased pre-reading for application in lessons.</p>	<p>Studies are viewed as part of progression to university; what part does English A Level play in terms of overall ambitions; career goals; planned applications. Where English ‘fits into’ the plan. Mentoring of students.</p> <p>Feedback tutorial on first assessments.</p> <p>Students are moving towards greater independence. Students are</p>	<p>An understanding of the role</p>
Link to A-Level			



Year 13			
	Cycle 1	Cycle 2	Cycle 3
Content	<p>NEA Component – for final submission December 2023 (students), in reality, January 2024 (staff)</p> <p>Completion of Duffy works – 7 poems</p> <p>Paris Anthology – New Works</p> <p>Beginning weekly exam rehearsal practice – Handmaid’s Tale in first half term / Fitzgerald in second.</p> <p>Rehearsal of Y12 knowledge base begins WK1.</p> <p>Weekly MS Teams Tasks</p>	<p>Paris Anthology – New content</p> <p>Overlearning and deepening of Knowledge. Application of skills. Examination rehearsal.</p> <p>Revision of Othello</p> <p>Revision of Handmaid’s Tale</p> <p>Revision of F Scott Fitzgerald</p> <p>Weekly MS Teams Tasks</p>	<p>Exam Preparation</p> <p>Weekly MS Teams Tasks</p>
Skills	<p>Synthesis; knowledge retention; learning a body of knowledge and material whilst retaining relevance of and perspective on the knowledge itself.</p>		<p>Timing; organisation; planning</p> <p>Managing pressure</p> <p>Remaining insightful and reflective in exam conditions</p>
Progression			
Link to A-Level			

