

Academic End Points

Year 7

In Year 7, students explore a range of text types and begin to develop their own writer's craft by understanding how to write for an intended audience. The 'People's Lives' unit introduces students to a range of forms, including non-fiction, fiction and seminal world literature and encourages a range of imaginative and transactional writing. Their study of a contemporary novel provides opportunities to explore the significance of context and concept of character, whilst starting to improve their ability to engage critically with complex themes and ideas. The Poetry unit enhances these skills and encourages students to both analyse/evaluate and create their own poetry. We study language change in a Chaucer unit followed by an introduction to Shakespeare using short extracts to give them the foundations to tackle a whole play in Year 8. We follow a Let's Think in English programme twice a fortnight to stimulate the deeper reasoning patterns which underpin better understanding of English – understanding the writer's intention relating to technique, narrative structure, figurative language, symbolism and genre, for example. These lessons are largely oral, based on reading, open-ended questioning and structured group discussion. They systematically develop students' skills of inference, deduction and analysis, increasing their confidence, understanding and ability to express their ideas.

Year 8

In Year 8, students study whole texts in greater depth than Year 7. By the end of the year, students can use their earlier knowledge of Shakespeare and apply this when analysing more of a whole play- A Midsummer Night's Dream. Year 8 students study a range of short stories promoting personal imaginative writing as well as reading skills. We include a range of 'Diverse Shorts' to promote critical thinking skills, for example from 'The Hate U Give' and 'Refugee Boy'. The 'Poetry from Different Cultures' unit is designed to build and extend on the Year 7 unit and our emphasis is on a personal and evaluative response whilst developing critical analytical skills of use of form, structure and language. In our 'Media' unit we encourage exploration of the structure and language of texts designed to persuade and influence others. Examples include film trailers or a 'fake news' schemes of work. By the end of the year, students will have greater understanding of whole text narrative in both fiction and non-fiction. Students spend one lesson a fortnight in the library to promote reading for pleasure and the Let's Think lessons started in Year 8 continue once a week with further challenging texts to promote the deeper reasoning patterns.

<p>Year 9</p>	<p>The study of a novel (popular choices include 'Animal Farm' and 'To Kill a Mockingbird') will consolidate skills developed in the younger years. The prose study will allow for: context exploration, close analysis, research, presentations/discussions on aspects of the texts and transactional/imaginative writing. In Year 9, students build on their prior understanding of poetry from Years 7 and 8, and now study the Edexcel Poetry anthology (11 poems from the 15). They build their understanding of the influence of contextual factors. Alongside this, the students develop their skills in analysing the poet's use of language and poetical devices to create meaning and messages for the reader. This will also further the students' abilities to decipher explicit and implicit meaning and start to make comparisons between two texts and the craft of writers, in preparation for GCSE. Students will apply these skills to a whole Shakespeare play (either 'The Tempest' or 'Much Ado about Nothing'), where they will have developed their understanding and application of context, the audience response, and the analysis of character/theme as constructed by the playwright. They will be able to recall knowledge of Shakespeare plays here too. Later in the year, the students follow a unit called 'Voices in Fiction and Non-Fiction' which focuses on a wide ranging and diverse selection of non-fiction and classic fiction extracts across a range of genres and writing types. There are many opportunities for practising different writing styles. Students spend one lesson a fortnight in the library to promote reading for pleasure.</p>
<p>Year 10</p>	<p>In Year 10, students will build upon their skills of analysing and evaluating unseen fiction and non-fiction texts, with an increasingly developed understanding of the writer's craft and perspectives; implicit and explicit meaning; form, genre and structure; comparison of texts; and reader response. Students will have developed their own craft as writers, their technical accuracy and understanding of writing for a specific audience and purpose. Students study a modern text (popular choices include 'Lord of the Flies' or 'An Inspector Calls', a Shakespeare play (typically either 'Romeo and Juliet' or 'Macbeth'). These literature texts will further build their skills in analysing the writer's craft and students will be more confident and ambitious in their exploration of how context shapes the production and reception of a text. Students will hone their ability to build an argument which was practised in Year 9 in the study of the prose and Shakespeare. They will formulate their own personal arguments and work on developing their critical style.</p>
<p>Year 11</p>	<p>Throughout Year 11, students will review and develop their language skills, improving both the sophistication and maturity with which they both respond to unseen texts and produce texts themselves. Students will also practise and refine their exam strategy. Students will study a 19th century text (typically 'Silas Marner' or 'A Christmas Carol'). Students will revisit the Poetry Anthology and study the remaining 4 poems, honing their skills of writing about the influence of contextual factors, developing their skills in analysing the poet's use of language and poetical devices to create meaning and messages for the reader with a focus on comparison of 2 poems. By the end of Year 11, students will be confident in responding to a range of texts, the methods writers use to craft these texts, forging links between texts and will have become empathetic, critical and empowered readers.</p>

<p>Year 12 &13 Language and Literature</p>	<p>Students will build on their ability to decipher and analyse unseen texts with an increased focus on how the writer has created a voice; this will involve building students' skills in identifying and analysing a wider range of literary and linguistic features of a text, including spoken language features, conventions of genre and will use a broader range of technical terminology. They will study a 'Voices in Speech and Writing' anthology of literary non-fiction, developing their skills in making comparisons between these texts and another unseen text linked by theme. Students study three literary texts: 'The Bloody Chamber', 'Wuthering Heights' and 'All My Sons', and by the end of the course students will have significantly developed their analytical and evaluative skills and in particular, their ability to discuss features of narrative perspective, creation of voice and form. They will develop a more mature academic voice, expressing their ideas in increasingly complex terms, enabling them to find increasingly subtle range of features of these texts. Students will further their knowledge and application of different types of contextual knowledge, drawing on social/historical, biographical, literary contexts, and contexts of reception. Students will build creative writing skills in their completion of the coursework unit and their independent research into suitable style models and texts. Their portfolio will include an opening to their own novel or a short story, a piece of journalism and critical commentary of their own work. By the end of the course, students will be equipped with forensic skills in picking apart linguistic and literary craft and will be able to apply this expert understanding to produce their own creative and engaging literature.</p>
<p>Year 12 and 13 Literature</p>	<p>Students will develop their understanding of Drama, starting with 'A Streetcar named Desire', with the ability to make their own increasingly perceptive arguments- they will have understood a wider range of contextual features and be confident in discussing the impact of these on how a text has been produced and received. These analytical skills will have also facilitated their improvement in subtly comparing texts in the Prose unit, between 'A Thousand Splendid Suns' and 'Tess of the d'Urbervilles'. This will also be evident in the students' ability to analyse an unseen poem, building on their GCSE Literature paper 2 skills. Students will have developed a more perceptive, insightful and confident approach to literature and will express their increasingly complex ideas in an academic style, using a range of terminology to do so. Students will study a challenging Shakespeare text (typically wither 'Othello' or 'Measure for Measure') which will further develop their abilities to analyse the craft of a drama text. Alongside the challenging language, they will also master the skill of embedding critical arguments into their essays. Students will be able to use them to inform their own readings of the text. For their coursework they will construct a comparative essay on a teacher chosen text (for example, The Yellow Wallpaper) and a text of their own choice. Students will develop skills in independence and initiative, alongside those in research and building their own interpretations. The study of a selection of Romantic Poetry (Blake, Wordsworth, Byron, Keats, Shelley) will challenge and develop students' ability to produce a detailed and perceptive textual analysis using sophisticated academic language. By the end the course students should have developed their skills to become confident, adept and creative thinkers and academic writers.</p>