

Intent:

"The best of what has been thought and said."

Studying English Language and Literature at Oasis Academy Arena provides students with opportunities to gain knowledge of, and to engage with, the "best of what has been thought and said." We expertly plan our curriculum because we believe that great English teaching helps to shape the individual. To do this successfully, it needs rigour, precision and soul. Our curriculum focuses on robust vocabulary instruction, challenging texts and powerful questions. The curriculum is designed to inspire a sense of curiosity around the breadth of English literature and an appreciation that reading widely is essential to crafting your own written work. Ultimately, we want our students to recognise that studying the "best" literature and meticulously refining communication skills opens minds and leads people to become better human beings.

Sequencing:

The English Mastery curriculum at KS3 builds firm foundations for the study of English Literature at GCSE. For example, students arrive in year 10 with a sound knowledge of Victorian historical and cultural context, the form and themes of Shakespearean tragedy and common poetic motifs and themes.

The sequence of the curriculum is predicated on the belief that skill, originality and creativity emerge from a deep knowledge of a subject’s fundamental foundations. Therefore, the study of English Literature drives the curriculum whilst one dedicated lesson of English Language instruction is interleaved weekly. The key principles underpinning the sequencing of each unit are retrieval, deliberate practice and explicit vocabulary instruction. Therefore, lessons contain repeated quizzing, application tasks designed to deliberately practice new knowledge and skill and robust vocabulary instruction informed by Beck et al. The explicit instruction of ‘Versatile Vocabulary’ is the essential link between Literature and Language. ‘Versatile Vocabulary’ gives students the language needed to explore literature through a conceptual lens which, in turn, can be applied more independently during the study of unseen texts and in creative writing.

Assessments:

Summative assessment is in the form of termly essays or long answer questions, whereby task, conditions and support are consistent across the department and are in line with the GCSE exam experience. Three interim framed tasks are completed and formatively assessed each term to prepare students for the format of their end of term essay task and identify misconceptions or potential areas for further challenge. Quizzing, in the form of DO NOWs, recall practice tasks, C4U questions or MCQs, are used in every lesson, facilitating a data-gathering>reteach>review process.

<u>Term</u>	<u>Content and knowledge</u>	<u>Skills students need to develop and practise:</u>	<u>Framed task</u>
Autumn 1 and 2	<p><u>Macbeth</u> Inequality in gender and power dynamics in Jacobean society; the Great Chain of Being; the Gunpowder Plot 1605; feudal medieval Scotland; thanes and kings; reasons for soliloquy and monologue; the supernatural</p> <p><u>Writing fiction and non-fiction interleaved</u> Extended metaphor; whole text structure; sentence structures for effect; logos and ethos; counter argument; versatile vocabulary; comma; semi-colon; colon</p>	<p>>How to plan a conceptualised response to a task >How to gather and record quotation >How to use precise references to support interpretation >How to identify and analyse writers’ methods, using subject terminology >How to explore links between context/text/task</p> <p>>How to plan a range of complex and compelling ideas >How to establish mood using extended metaphor >How to use varied and inventive structural features >How to vary sentence structures for effect >How to use a wide range of punctuation accurately</p>	

<p>Spring 1 and 2</p>	<p><u>A Christmas Carol</u> Inequality in Victorian London; Victorian attitudes to poverty and the destitute; Thomas Malthus; The New Poor Law 1834; the Industrial Revolution; prejudice in Victorian London</p> <p><u>Reading non-fiction</u> Perspective; structure; mood; tone; figurative language; versatile vocabulary</p>	<p>>How to plan a conceptualised response to a task >How to gather and record quotation >How to use precise references to support interpretation >How to identify and analyse writers' methods, using subject terminology >How to explore links between context/text/task</p> <p>>How to summarise unseen texts >How to make inferences about unseen texts >How to compare information in unseen texts >How to identify and compare writers' perspectives</p>	
<p>Summer 1 and 2</p>	<p><u>An Inspector Calls</u> Inequality in the Edwardian or 'Golden Age'; the post-war era; conservatism vs socialism; collective responsibility; individualism; gender dynamics at the turn of the century; workers' rights; <i>Russian Revolution</i>; the detective genre</p> <p><u>Reading fiction</u> Perspective; structure; mood; tone; figurative language; versatile vocabulary</p>	<p>>How to plan a conceptualised response to a task >How to gather and record quotation >How to use precise references to support interpretation >How to identify and analyse writers' methods, using subject terminology >How to explore links between context/text/task</p>	