

Intent statement	English is central to the curriculum and to society. Our intent focuses on pupils' ability to communicate with others, expressing their well-informed ideas and emotions on society with articulation and fluency through the written and spoken word. The English Department aim to foster a love of literature and through reading a wide variety of literary heritage and modern texts, pupils acquire knowledge of the world around them developing culturally, emotionally, intellectually, socially and spiritually. Our pupils become fully functioning members of society, living out Gospel Values; respecting inherent human dignity, living with humility, having the desire to serve others before themselves, becoming Catholics of character who can make the world a better place.							
KS2 National Curriculum	T	7	8	9	10	11	KSS	Careers
<p>Reading: Students will have read a wide variety of literature from different genres. They are taught how to use prefixes and suffixes to decode new words they encounter and be able to read fluently. Students consider the impact of specific figurative devices used by writers. Students will compare different texts and make comparisons within texts. Students will consider how writers structure texts to help us to understand them better. Students will have read a wide range of poetry.</p> <p>Writing: Students will be familiar with 'audience' 'purpose' and 'form'. They will be taught how to develop characters, how word choices can enhance or change meaning in a text. In narrative writing, students will be taught to use dialogue and to build cohesion across paragraphs using a wide variety of devices. Students will know how to use a wide variety of punctuation to add to meaning and to increase clarity of communication. When writing plays and speeches, students will be taught to read these aloud, using appropriate tone and intonation</p>	A 1	<p>Myths and Legends and The Odyssey</p> <p>How to decode archaic language How allusions are used in Literature and their significance. Knowledge of the plot, themes and characters in Homer's epic poem</p>	<p>War Poetry</p> <p>How poets use language, structure and form to present viewpoints about the effects of warfare</p>	<p>Frankenstein (Mary Shelley)</p> <p>How Shelley establishes the gothic genre, uses different narrative perspective including the epistolary form to create deeper understanding of, and sympathy for, characters. How ideas about the Romantic Period and scientific discovery are explored in the novel</p>	<p>Great Expectations – Charles Dickens</p> <p>How Dickens uses language, plot and character foils to highlight social and gender injustice in Victorian Society. How Dickens challenges Victorian values in terms of class, gender, love and relationships through plot, character and language</p>	<p>English Language Paper 2</p> <p>How writers use language and a range of crafted linguistic devices to present their views and ideas on a range of topics. How to compare writers' methods and perspectives, summarise and synthesise information from two texts, use a range of crafted linguistic devices to produce discursive writing that is crafted convincing and compelling</p>	Holy Cross English Language English Literature English Literature Media Studies Film Studies	Teaching Journalism Lawyer Solicitor University Lecturer
	A 2	<p>Narrative Writing</p> <p>How to construct the plot of a narrative using a range of linguistic devices for effect</p>	<p>Lord of the Flies (William Golding) The dystopian genre</p> <p>How writers establish mood, atmosphere and characters. The use of symbols and allusions by Golding to present warnings to society are used and will apply this to their own writing</p>	<p>Romantic Poetry</p> <p>How poets use religious allusions to enhance readers' understanding of deeper message about societal reform How poets convey ideas about spirituality through language, form and structure</p>	<p>Power and Conflict Poetry</p> <p>How poets present ideas about the effects and challenges of political control through language, form and structure How to compare how ideas are presented across poems, evaluating effectiveness of different poets</p>	<p>Great Expectations</p> <p>How to apply Freudian, Feminist, and Post-Colonial criticism to plot, themes and characters in the novel</p> <p>Macbeth</p> <p>How to apply Freudian, Feminist and Religious criticism to plot and characters in the play</p>	Bury College English Language and English Literature Media and Film Studies	Media Public Relations Advertising
	S 1	<p>Introducing Victorian Society in Literature</p> <p>How writers present social injustice in Victorian Literature A Christmas carol – Charles Dickens The didactic novel How Dickens use symbolism to convey ideas about society How Dickens' uses language to present character development to highlight injustice in society</p>	<p>Pygmalion – George Bernard Shaw</p> <p>How dramatic conventions in plays are used to convey ideas about society How language is used to highlight social and gender inequality</p>	<p>The History of the Sonnet</p> <p>How Petrarchan, Shakespearean and Spenserian sonnets have common themes and explore ideas about the human condition</p>	<p>English Language Paper 1</p> <p>How to analyse and evaluate writers' choices of language and structure commenting on intended effects on the reader How to produce a convincing, crafted and compelling piece of descriptive writing using a range of sophisticated linguistic devices</p>	<p>Power and Conflict Poetry</p> <p>How poets present ideas about the imbalances of power through language, form and structure How to compare how ideas are presented across poems, evaluating effectiveness of different poets</p> <p>Unseen Poetry</p> <p>How to perceptively apply knowledge of poetic devices to analyse ideas presented by poets about society and the human condition</p>	Loretto College English Language English Literature English Literature Media Studies Film Studies	
	S 2	<p>Descriptive Writing</p> <p>Students will use their knowledge of Dickens' description of settings and character in A Christmas Carol to crafted extended linguistic devices to produce a description</p>	<p>Writing to Present a Viewpoint</p> <p>Students will apply their knowledge of the presentation of inequality in Pygmalion to produce a piece of discursive writing. Students will know how to use a wide range of crafted linguistic devices Students will know how to use a wide range of structural devices to create cohesion in arguments</p>	<p>Writing to Describe</p> <p>Students will transform 'Mont Blanc', by Shelley, into a piece of descriptive writing. They will explore how their language and method choices contribute to meaning and understanding</p>	<p>Macbeth – William Shakespeare</p> <p>How Shakespeare established Macbeth as the tragic hero How Jacobean ideas about the supernatural influenced ideas in the play How Shakespeare presents a critique of subverting gender roles</p>	<p>English Language Paper 1</p> <p>How to perceptively analyse and evaluate writers' choices of language and structure commenting on intended effects on the reader How to produce a convincing, crafted and compelling piece of descriptive writing using a wide range of sophisticated linguistic devices considering links to purpose and audience</p>		
	S u 1	<p>Seminal world Literature</p> <p>Students will read a range of poems from other cultures and consider how poets use language, form and structure to present ideas about how one's identity can be formed and broken</p>	<p>Women who Subvert the Stereotype</p> <p>How writers create characters who subvert the stereotype over time in literature Much Ado About Nothing – William Shakespeare How to decode and understand Shakespearean language, exploring how it presents character's who conform to or subvert societal expectations How Shakespeare presents ideas about women through language and structure</p>	<p>Romeo and Juliet – William Shakespeare</p> <p>How the Romantic Tragedy genera is established through conventions such as the prologue How Shakespeare uses language, character and structure to highlight challenges created by a patriarchal society How Shakespeare presents key themes of violence and conflict, including analysis of subtext and Shakespeare's views How Shakespeare presents Romeo as the tragic hero</p>	<p>Power and Conflict Poetry</p> <p>How poets present ideas about the effects of war through language, form and structure How to compare how ideas are presented across poems, evaluating effectiveness of different poets</p>	<p>An Inspector Calls</p> <p>How to apply critical theories of Ouspensky, Dunne, Freud and Simone de Beauvoir to deeper understanding of Priestley's warnings presented in the play Final revision and consolidation of all topics</p>		
	S 2	<p>Seminal World Literature</p> <p>Students will read extracts from 'The Whale Rider', 'I am Malala' and 'Travels with Charley' to explore how writers use sophisticated linguistic devices to present settings and cultures</p>	<p>Writing to Present a Viewpoint</p> <p>Students will use knowledge of how Shakespeare presents ideas about deceit and lies in Much Ado About Nothing to produce a speech presenting their viewpoint on deceit in the C21st. Students will know how to use a wide range of crafted linguistic devices to convince their audience Students will explore how tone, prosody and intonation contribute to meaning</p>	<p>Writing to Present a Viewpoint</p> <p>Students will use their knowledge of Romeo and Juliet, Lord of the Flies and My Sister Lives on the Mantelpiece to present their viewpoint on whether it is ever right or wrong to use violence to solve problems. Students will know how to use sophisticated language and structural devices to present a crafted, convincing and compelling argument</p>	<p>An Inspector Calls – J. B. Priestley</p> <p>How Priestley highlights injustices in Edwardian society through language, structure and plot How Priestley establishes the character of the Inspector as the voice of moral conscience How Priestley uses key symbols and allusions to present a warning to society on the importance of social responsibility.</p>	GCSE Exams		