

Subject Curriculum Information Pack



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Aspire, Persevere, Succeed

Curriculum Intent



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Curriculum Intent – KS3 English

Our curriculum intent is a 5-year plan, with the end goal being preparation for the wider world of work and success for students in their final exams for English Language and English Literature; increasing students' aspirations to exceed their target grade. We work to deliver a broad, balanced, enriching curriculum that enthuses our students and enables them to achieve success. The department, in collaboration with the MAT Director of English, begin by focusing on the key skills which students must have mastered by the end of the course. We then select age appropriate texts and extracts for each year group, which are regularly reviewed and updated, allowing us to begin laying the foundations for the successful development of these skills and subsequently building upon them year on year, developing resilience, working towards mastery, whilst always incorporating appropriate levels of stretch and challenge, and constantly testing memory recall as we link prior knowledge to current and future learning.

Each academic year, the autumn term begins with the study of a novel, supporting our aim to foster a love of reading. This fits in well at this point, being one of the longest terms, allowing the text to be studied in real depth, fully exploring plot, narrative voice, characters, key themes and various aspects of context (historical and textual), to form a detailed understanding and appreciation of the writer's craft and some great works of literature. A selection of texts are available which are chosen with the interests, ability and potential of each class in mind with the focus for Year 7 being very much on transition; establishing where they are with their reading and writing skills and building upon these foundations established during their primary years. Building skills units are utilised to support the study of the novel and run alongside each unit of work throughout the year to support students and address any knowledge gaps. A range of extracts from a range of sources – fiction and non-fiction, and different time periods – are studied, which are linked thematically to the novel further developing students' reading and writing skills, as well as enhancing their cultural capital and feeding into the required skills for English Language.

In the spring term Shakespeare is studied, with our higher ability students challenged by looking at different plays, exploring concepts such as Shakespeare's presentation of heroes and villains and how these compare. This is supported by non-fiction articles and extracts encompassing a range of text types, linked thematically, to build knowledge of historical, social and cultural context.

Poetry by different writers from through the ages is studied in the final term, linked to a key non-fiction text, consolidating skills of analysis developed throughout the year and encouraging students to develop the depth of their explorations, working independently and collaboratively with their peers, with Year 9 students completing their work on the AQA Conflict and Power poetry anthology, as well as unseen poetry, analysing a range of features, delving into connotations and alternative interpretations, as well as drawing comparisons between poems.

Knowledge organisers linked to each scheme of work assist students to focus on the key vocabulary, plot, characters, themes and context. Each knowledge organiser is designed to cover the non-negotiable skills and required knowledge for each scheme of work. To ensure students retain and secure knowledge, a spiral curriculum embeds recall and retrieval skills, with ongoing knowledge quizzes, so that students can consolidate, build on and develop their prior knowledge to achieve and exceed their end points.

Each week students in KS3 have lessons dedicated to reading with the intention of embedding reading for pleasure, as well as developing confidence, intellectual curiosity, vocabulary, oracy, articulacy, informed opinions, cultural capital and skills in language and structure analysis, laying the foundations for success at GCSE and beyond. Through the school's learning platform, Inspire, students will engage with our Reading Rewards programme which promotes reading a variety of text types catering for a range of interests. Each year group has 3 levels of challenge; Dahl, Rowling and Tolkien, with 9 challenges to complete in each level. These challenges test the students' comprehension of the texts they have read and earn them rewards, with further rewards also awarded for our star readers. KS3 recommended reading lists, covering a range of genres, are available on our school website as well as being attached in students' exercise books, with a copy of each text available in the ILC, to encourage students to read a diverse and broad selection of literature. Students are encouraged to participate in the 16 Before 16 challenge, also challenging teachers to read titles they have enjoyed and spark dialogues centred on reading for pleasure. Literacy catch-up and reading mentors in turn also support targeted students.

Students in Year 7 and Year 8 have access to Bedrock Learning, a computer package supporting vocabulary and grammar. Each student has their own login details and after completing a base line test at the beginning of the year, students complete weekly homework tasks to improve their vocabulary and grammar skills. This is further supported by our Word of the Week programme whereby students are challenged to develop their tier 2 and tier 3 vocabulary across the curriculum, as well as understanding the etymology and origins of words.

Students will have further exposure to high quality texts from the literary canon and more modern prize-winning works, during morning registration time, where their form tutors will be reading a set text with them each term, with opportunity given to share opinions and evaluate these with the other tutor groups in the year group. In addition to this, every week, students will take part in Forensic Reading lessons through their English curriculum time, whereby extracts of texts are studied in detail, supported by a range of quotations, images, artwork and other linked texts to engage, challenge and provoke, as well as develop our students' cultural capital to access the deeper themes and the "big ideas" within texts. The emphasis here is to engage students in discussion and support them to read, write, think and speak like a literary critic, thereby becoming critical of the craft and transferring these skills into their own work. It encourages research, independence and deeper thinking, as well as developing key oracy skills.

Oracy is a key focus in KS3 with students undertaking termly assessments to conclude each unit of Forensic Reading study. At the end of the autumn term, students select a monologue or poem, linked thematically to the term's Forensic Reading focus, and are required to learn this, practising the delivery of it to really bring the text to life and demonstrating their understanding of how this extract fits into the text as a whole. At the end of the spring term, they then have to perform a presentation based on a person, interest or issue which they have researched, again linked thematically to the term's Forensic Reading focus. Finally, at the end of the summer term, they will deliver a speech, reading an excerpt from a novel explored through Forensic Reading; introducing the passage in the context of the narrative and commenting on plot, characters, themes and genre. The final part of each assessment involves the open exchange of ideas where students answer questions on their work as well as asking thoughtful questions of others. This subsequently lays another foundation for establishing confident speakers who articulate themselves fluently, coherently and expressively. A weekly debate club provides the opportunity for students to discuss their strong opinions with others and

further refine their delivery, with chance to then participate in national competitions such as Rotary Youth Speaks and the MAT Invictus Speaks events.

English Language and English Literature encompass a range of reading, writing and communication skills which are progressively developed; each year building on the previous year's learning, part of a continual process through which the discipline evolves and students succeed in our subject areas. Oracy top tips and assessment grids have been shared across the school as we recognise skills in this area will promote progress across all subjects. This is further supported in KS4 through Talk the Talk workshops and the Speak Out Challenge to promote more confident communicators, as research proves this will in turn impact positively on reading and writing skills across the curriculum.

There are a range of opportunities on offer to students to further promote a love of the subject, such as reading mentoring, working as a librarian in our ILC (Independent Learning Centre), ILC and literacy prefects and ambassadors, book club, film club, debate club, masterclass revision and intervention sessions, in-school theatre productions, theatre visits, creative writing competitions, author visits, book sales, book swaps, Hay Festival, primary liaison sessions, Aspire to HE sessions. All designed to further enhance learning, challenge thinking and increase cultural capital.

Students in each year are banded according to ability in groups which mirror the core values of our MAT; Aspire, Persevere and Succeed. On arrival in Year 7, students sit a MAT set baseline assessment as well as GL Assessments to confirm prior learning, allowing us to begin addressing any knowledge gaps and ensure they are placed in the appropriate academic group. NGRT reading tests are completed by students yearly in KS3 providing reading age data, which informs areas of development and targeted intervention. GL assessments are also completed to tailor our curriculum and address target areas, to monitor progress and guide areas of development. Three formal assessments are scheduled for each academic year and groupings are reviewed following each data capture, with intervention strategies actioned and reviewed as appropriate. Coded marking grids have been developed for both English Language and English Literature, focusing on the GCSE Assessment Objectives as part of the 5-year plan and the skills we are working towards mastering. Students are trained in the language of the assessment criteria and are confident in applying this to their own work and that of their peers as well as responding effectively to teacher feedback to develop a meaningful dialogue which moves their learning forward. Termly health checks are conducted by the subject leader, in collaboration with department colleagues, to quality-assure the appropriateness of the curriculum, its delivery and impact. These consist of lesson visits, work scrutiny and student voice targeting key groups of students, for example HAP, PP, SEN, followed up by a written summary report of the findings with issues addressed as appropriate, ensuring our curriculum intent and planning remains a fluid process which is constantly evolving to suit the needs of all of our students.

Year 7 Curriculum Assessment Map



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Year 7 Units	Term 1 > Transition Novel linked to extracts of literary fiction, non-fiction and creative writing about school, childhood and child labour "Ghost Boys" "The Hunger Games" "Wolf" "Two Weeks with the Queen" "The Boy in the Striped Pyjamas" "Great Expectations"		Term 2 Shakespeare study focusing on Shakespeare's Comedies, linked to extracts of literary fiction, non-fiction and creative writing about journeys and exploration "A Midsummer Night's Dream" "The Tempest" "Twelfth Night" "Much Ado About Nothing"		Term 3 Non-fiction text linked to extracts of literary fiction and poetry about death, disease and the natural world "Many Different Kinds of Love" Michael Rosen AQA Moon on the Tides Place Cluster	
Building Skills	Fix-It Writing		Fix-It Writing and Fix-It Reading		Fix-It Reading	
Key Learning	Reading – extract based to explore plot, character, theme, comparisons and impact of language choice Writing – production of texts in response to reading, covering a range of forms and time periods, including writing to analyse Oracy – articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a presentation of a text of choice; learnt, delivered and explored		Reading - extract based to explore genre, plot, structure, character, theme, comparisons and impact of language choice Writing - production of texts in response to reading, covering a range of forms and time periods, including writing to report Oracy - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a presentation based on a person/interest/issue of choice		Reading – extract based to explore genre, structure, theme, narrative perspective, viewpoint and impact of language choice Writing – production of non-fiction texts in response to reading, covering a range of forms, including writing to persuade Oracy - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a spoken language presentation on poetry analysis	
Formal (Summative) Assessment	Baseline assessment: writing creatively from a visual stimulus NGRT > Reading Age Test Blackwell Spelling Test		Presentation of character: How does Shakespeare present the character of...?		Non-fiction writing in response to a statement: "The impact of COVID has resulted in a society highly dependent upon technology." Write an argument for or against this statement.	
End Points (Non-negotiable Skills)	Planning Paragraphing Sentence structure Punctuation .,!'?" Senses Powerful adjectives Powerful verbs Simile	Metaphor Personification Onomatopoeia Comprehension Plot Character Theme Inference	Language analysis Making a point Selecting evidence Explaining quotation PEE	Historical context The Globe Theatre Staging of a play Genre Structure Tabloid Broadsheet Headline and the 5 Ws	Alliteration Repetition Rule of three Rhetorical question Facts and Opinions Statistics Quotation	Personal Response Theme Form Structure Language Analysis Quotation explosion The 5 Ss
Cross-curricular Links	RE – philosophical arguments and moral debates linked to key ideas in novel	History and PSHE - Apartheid; racism; WW2; conflict; Victorian England	Drama – the staging of a play to engage the audience	History – Shakespearean era	Sociology – societal issues Science – genetics Maths - statistics	Geography – features of place and climate

Year 8 Curriculum Assessment Map



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Year 8 Units	Term 1 Novel linked to extracts of literary fiction, non-fiction and creative writing about science and wonder and beyond our world “Animal Farm” “The Curious Incident of the Dog in the Night-Time” “The Boy Who Steals Houses” “A Christmas Carol” AQA short stories “Our Day Out” and “The Boy with the Transistor Radio”		Term 2 Shakespeare study focusing on Shakespeare’s villains, linked to extracts of literary fiction, non-fiction and creative writing about how we treat others Shakespeare’s Villains “Macbeth”		Term 3 Non-fiction text linked to extracts of literary fiction and poetry about growing up “I Am Malala” AQA Moon on the Tides Relationships Cluster	
Building Skills	KS3 Comprehension		KS3 Comprehension and Mastering SPAG		Mastering Spelling, Punctuation and Grammar	
Key Learning	Reading – extract based to explore plot, character, theme, comparisons, impact of language choice and layers of meaning Writing – production of texts in response to reading, covering a range of forms and time periods, including writing to promote a point of view Oracy – articulating personal response to texts, exploring writers’ ideas and perspectives through discussion and debate, including a presentation of a text of choice; learnt, delivered and explored		Reading - extract based to explore genre, plot, structure, form, character, theme, comparisons and crafting of language Writing - production of texts in response to reading, covering a range of forms and time periods, including writing to analyse Oracy - articulating personal response to texts, exploring writers’ ideas and perspectives through discussion and debate, including a presentation based on a person/interest/issue of choice		Reading – extract based to explore genre, structure, theme, narrative perspective, viewpoint and inference Writing – production of non-fiction texts in response to reading, covering a range of forms, including writing to analyse and summarise Oracy - articulating personal response to texts, exploring writers’ ideas and perspectives through discussion and debate, including a spoken language presentation on poetry analysis	
Formal (Summative) Assessment	How does the writer present the theme / character of...?		Creative writing based upon a visual stimulus, eg the witches, Macbeth’s castle		Summary of a non-fiction extract: Write a summary of... Language analysis of a short non-fiction extract: How does the writer use language to...?	
End Points (Non-negotiable Skills)	Character development Theme Inference Close analysis Connotations Writer’s intention Personal response	Argue Persuade Emotive language Personal anecdote Discourse markers Counter-argument Varied sentence structure	Structure Circular narrative Flashback / flash-forward Narrative perspective Pathetic fallacy Alliteration Tenses	PEA Alternative interpretations Layers of meaning Subject terminology Effect Historical context Writer’s craft	Analysis Summary Explicit information Implicit information Close analysis Connotations Effect / impact	The 5 Ss Tier 3 vocabulary Structure Discourse markers Coherence Cohesion Linking phrases
Cross-curricular Links	History – revolution + poverty PSHE – mental health	Science – nature v nurture	Drama – how writers stage key scenes and engage their audience	History – The Tudors	Geography – global development, population, conflict, the environment	Art – collage and layers of meaning

Year 9 Curriculum Assessment Map



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Year 9 Units	Term 1 Novel linked to extracts of literary fiction, non-fiction and creative writing about exploration, adventure and the unexplained "Lord of the Flies" "To Kill a Mockingbird" "The Book Thief" "An Inspector Calls" "Of Mice and Men"		Term 2 Shakespeare study focusing on Shakespeare's Tragedies, linked to extracts of literary fiction, non-fiction and crime and punishment "King Lear" "Othello" "Hamlet" "Romeo and Juliet"		Term 3 Poetry about power and conflict, followed by unseen poetry analysis AQA Anthology Power and Conflict poetry Unseen poetry Spoken Language Assessment	
Building Skills	Functional Skills Level 1		Functional Skills Level 1		Functional Skills Level 1	
Key Learning	Reading – extract based to explore plot, character, theme, comparisons, impact of language choice, layers of meaning, the writer's craft and context Writing – production of texts in response to reading, covering a range of forms and time periods, including writing creatively Oracy – articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a presentation of a text of choice, learnt, delivered and explored		Reading - extract based to explore genre, plot, structure, character, theme, comparisons, crafting of language and context Writing - production of texts in response to reading, covering a range of forms and time periods, including writing to evaluate Oracy - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a presentation based on a person/interest/issue of choice		Reading – poetry based to explore form, structure, theme, narrative perspective, writers' viewpoints, writers' craft, language, poetic techniques, inference and develop cultural capital Writing – production of texts in response to reading, covering a range of forms, including writing to analyse and writing creatively Oracy - articulating personal response to texts, exploring writers' ideas and perspectives through discussion and debate, including a spoken language presentation on a topic of choice	
Formal (Summative) Assessment	Comparison of how a character changes throughout the text or comparison of two different characters within the text		Non-fiction writing in response to a statement: "We should live in an equal society today, however inequalities are prevalent." Write a speech to discuss this statement and promote equality.		Comparison of two poems from the AQA Power and Conflict Anthology	
End Points (Non-negotiable Skills)	Comparative connectives Character constructs Writer's craft Context – making links Structural shifts PEA > What? How? Why? Multiple connotations	Structural patterning Widening focus Narrowing focus Setting the scene Rising action Climax Falling action Resolution	Viewpoint Opposing viewpoint Persuasive devices Rhetoric Pathos Egos Logos Structural signposts Powerful conclusion Punctuation for effect	Evaluation Judicious quotations Symbolism Motifs Critical response Impact on audience Writer's methods	Poetic techniques Metaphor and simile Alliteration and assonance Sibilance Enjambment Onomatopoeia Personification Rhetorical question	Repetition and refrain Tone Stanza Form Rhyme Sonnet Monologue The 5 Ss
Cross-curricular Links	History – WW2 PSHE - discrimination	Geography – tourism	Drama – staging a play and the writer's craft History – Elizabethan England and crime and punishment	RE – human rights and social justice	PSHE – relationships and life experience	Enterprise – oracy skills



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