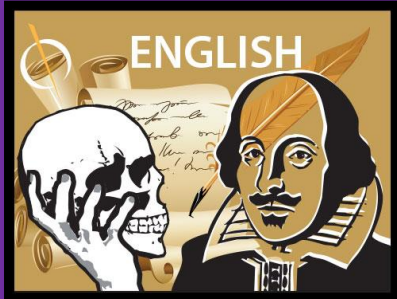




ENGLISH



at Bronte Girls' Academy



OUR VISION

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

Dr Seuss

Our curriculum will take our pupils on a journey around the world and travel through time. It is delivered through literature with carefully chosen texts to make the journey adventurous and exciting. Taught in terms of genre, pupils develop an understanding of the literary canon, so they become literate in important cultural genres. As a result, pupils will learn to recognise features of them in writing and find themselves un intimidated by a diverse range of styles, references and texts. We aim for our pupils to be highly literate and therefore highly employable adults. Our curriculum will give them the grounding needed in order to analyse their texts with confidence and to write in a conceptualised and evaluative manner at Key Stage 4 and 5 and beyond.

TOPICS COVERED

	Term 1	Term 2	Term 3
Year 7	<p>The Ruby in the Smoke by Phillip Pullman</p> <ul style="list-style-type: none"> - Reading a prose text in order to understand the role of main characters, various themes and settings. - Developing specialist terminology and language analysis. - Improve speaking and listening skills through creating and forming opinions and view-points about characters. 	<p>Collection of epic poetry and classic narratives.</p> <ul style="list-style-type: none"> -Reading of a selection of poems and non-fiction writing from Greek and Norse myths. - Develop analysis of poetry and understanding of different poetic methods to use as a spring board for writing descriptively 	<p>Shakespeare: A Midsummer Night's Dream</p> <ul style="list-style-type: none"> -Reading a Shakespeare Text as part of the English Literary Canon. - Develop an understanding of the role of main characters, themes, settings and familiarisation with Shakespearean language.
Year 8	<p>The Curious Incident of the Dog at Night-Time- play by Simon Stephens</p> <ul style="list-style-type: none"> -Reading a Post-dramatic play. -Develop an understanding of the role of main characters, themes, language, settings and creating and 	<p>19th Century Short Stories and the Hound of the Baskervilles</p> <ul style="list-style-type: none"> -Reading and understanding a range of short stories from the 19th Century. 	<p>Social and Political Protest Poetry</p> <ul style="list-style-type: none"> -Reading of a selection of poems and non-fiction writing - Further develop analysis of poetry and

	forming opinions and view-points about characters and dramatic methods.	- Explore the significance of characters, themes, settings, language and structure of the writing.	understanding of different poetic methods to use as a spring board for writing descriptively
Year 9	Of Mice and Men -Reading a prose text from World Literary Heritage. -Understanding the role of main characters, themes, language, settings, creating and forming opinions and view-points about characters.	Macbeth or Romeo and Juliet- dependent on GCSE choice. -Reading a Shakespeare Text - Further developing understanding of the role of main characters, themes, settings and enhancing knowledge of Shakespearean language.	War Poetry Collection -Reading of a selection of war poems and non-fiction writing and appreciate their context. -Further develop analysis of poetry to use as a spring board for writing descriptively

Our feeder primary schools teach a range of texts and we build on this by establishing a grounding of English Literature at KS3. The first part of Year 7 seeks to build an in depth knowledge of texts including novels, poetry and Shakespeare whilst developing the skills of pupils as writers and confident speakers with a good knowledge of grammar, vocabulary and spelling.

We also want our pupils to engage with their love and appreciation of English in a variety of ways outside of the classroom by providing opportunities for theatre visits, writing workshops, author visits and regional poetry competitions. We also focus on encouraging our pupils to recognise the brilliance of their home city by celebrating the work of writers such as JB Priestley. We aim to help our pupils to develop their skills in reading, writing and of course by actively speaking and listening, so they feel confident to speak in the classroom, in wider debates, on work experience and publically within their own and wider communities. Our message is simple: enjoy English!

ASSESSMENT

- Weekly formative assessments-low stake quizzes, spelling tests, knowledge organiser test, retrieval tasks.
- Half-termly assessment, Termly summative assessments, End of year assessment.

USEFUL RESOURCES

