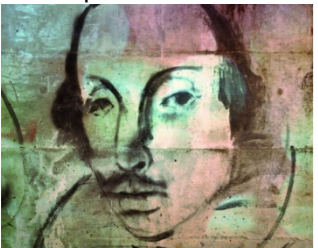














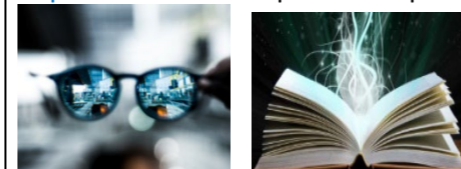



Programme of study ENGLISH

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Shakespeare Intro 	Gothic Short Stories 	Poetry of Protest 	Powerful Writing Creative Writing 	Writing for different purposes +Entry Level Silver Papers 	Analysing Texts 
Romeo and Juliet 	A Christmas Carol 	Poetry of power and conflict 	Paper 1 Explorations in Creative Reading and Writing Paper 2 Writers' viewpoints and perspectives 	Mock GCSE Exams <b>AQA</b> + Entry Level Gold Papers 	Entry Level Gold Papers + Lord of the flies (Lit Students Only) 
Paper 1 Q1, Q2, Q4, Q5 Paper 2 Q2, Q3, Q5	Paper 1 Q1, Q2, Q2 Q4 Q5 Paper 2 Q1, Q3, Q5	Paper 1 Q2, Q5, Paper 2 Q1, Q2, Q3, Q4, Q5	Papers 1+2 all Qs Focus on Paper 1 Q3 +Paper 2 Qs 2, Q4		Paper 1 Q1, Q2, Q3, Q4, Q5, Paper 2 Q1, Q3, Q4, Q5
Romeo and Juliet  Entry Level Gold	A Christmas Carol 	Poetry of Power and conflict 	Paper 1 Explorations in Creative Reading and Writing Paper 2 Writers' viewpoints and perspectives 	GCSE Exams <b>AQA</b> 	
Paper 1 Q1, Q2, Q4, Q5 Paper 2 Q2, Q3, Q5	Paper 1 Q1, Q2, Q2 Q4 Q5 Paper 2 Q1 Q3 Q5	Paper 1 Q2, Q5, Paper 2 Q1, Q2 Q3 Q4 Q5	Papers 1+2 all Qs Focus on Paper 1 Q3 + Paper 2 Qs 2, Q4		

Intent	Implementation	Impact
Enable students to read easily, fluently and with good understanding	Give students continuous opportunity to read from a wide variety of texts both out loud and silently. Chunk text to help students with low literacy to gain understanding of what they read. Give a purpose to reading, for meaning, information or gist. Read to students regularly with enthusiasm.	Increase ability to access further education Allows students to access higher quality reading material, newspapers, academic articles etc. Observable increase in comprehension, knowledge of phonics in literacy assessments Improvements in fluency observed during reading in class
Help students acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Pre-teach vocabulary to ensure understanding before reading Teach etymology of words, prefixes and suffixes where appropriate Select challenging texts with high-level vocabulary Teach language analysis using tier three language	Improve outcomes through increased ability to communicate formally in writing.  Allow students to express their ideas and feelings in more complex and accurate ways, increasing their emotional literacy and improving outcomes in their work and in personal and professional relationships
Gain the cultural capital of the rich cultural heritage.	Teach texts that have high cultural value from a range of cultures, eras and genres	Students are able to take part in conversations about literature and wider topics.
Teach students to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences	Give timely, actionable feedback on writing as well as monitoring writing on the spot. Give students examples of high-quality writing and teach explicitly how the process is completed. Use scaffolding when necessary and ensure that scaffolding is removed in order that students gain independence.	Give students the ability to express their ideas and feelings in writing in more complex and accurate ways Enabling students to write in order to persuade, entertain, explain, and inform, improving professional and personal outcomes.
Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas	Use questioning to develop and strengthen learners' knowledge, encourage reflection and increase recall strength. Use scaffolding in speaking activities where necessary and ensure that scaffolding is removed in order that students gain independence. Model and encourage use of formal spoken language.	Students can express their ideas and feelings confidently and convincingly. Enable them to perform well in their professional and personal lives, where expressing ideas and feeling clearly and rationally is advantageous.
Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate	Give listening tasks focusing on various listening skills, listening for meaning, gist and information. Give opportunities to formally prepare and present ideas on a topic. Give opportunities to debate key ideas giving students time and resources to prepare their arguments.	Students are able to listen and argue respectfully leading to a more tolerant and open society. Students are able to present ideas formally increasing likelihood of success in professional and educational settings