

English Phase One Curriculum

Curriculum Intent:

English at Trinity Academy St Edward's will provide the foundations for all students' personal growth, relationships and cultural understanding. The subject will allow students to appreciate all aspects of the subject: language, literature and oracy. Within our curriculum, students will acknowledge, critique, and show an **appreciation** of the language they are studying. Written and verbal **communication** is prevalent across all learning topics in our subject, and will provide the fundamental skills in becoming a successful and self-assured member of society. Students will develop a **curiosity** and thirst for learning about writers and texts from around the world. Our culture ensures that students will explore their own **creativity** and individuality in order to showcase their thoughts and perspectives in an efficacious and suitable manner.

Overview:

Our students are provided with a wealth of cultural capital through a range of well-considered texts; our curriculum includes a range of diverse voices, perspectives and viewpoints. Students will focus on their critical reading skills through analysing both fiction and non-fiction texts. In addition, students are always given a purpose when crafting a piece of writing and where possible, has real links to the real world around them. Alongside our Literature and writing curriculum is a bespoke reading program where students are exposed to weekly reading material. This material includes a range of forms, genres, topics and viewpoints to embed TASE's reading culture and develop every student's ability to read fluently. The opportunities provided to students stretch from writing a Gothic narrative to form part of a whole year group anthology to letter writing for a wide known global movement to evaluating their own spoken language. It is important to the English department at TASE to instil the concept that students can change the world through their application of writing.

Year 7

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gothic Fiction Vehicle: 'Cirque du Freak' by Darren Shan	Gothic Writing	Non-Fiction to change the world Vehicle: 'I am Malala' by Malala Yousafzai	Writing Non-Fiction to change the world	Shakespearean Drama Vehicle: 'Romeo and Juliet' by William Shakespeare	Writing Drama

Students will explore Gothic conventions within the text to develop their knowledge of the genre. In addition, students will analyse the way that the writer pieces together a narrative; they will be able to analyse the writer's methods and craft their own thesis statements and analytical responses.	Students will apply their understanding of the Gothic genre, conventions and writer's methods to create their own narrative writing. They will develop their understanding of how to structure a narrative, develop characterisation and use literary techniques to enhance their own writing. Students will write with a focus of crafting, editing, and redrafting to produce a piece of writing which will be published as a year-group anthology.	Students will explore the conventions of a non-fiction writing and the autobiographical genre. Students will analyse the writer's methods, themes, text structure and how the writer's choice of language can influence and impact people's feelings and thoughts.	Students will explore real life links across the world and use this as a stimulus to express their own opinions on a global issue. Students will explore writer's methods in the format of letters and then use this understanding to craft their own. Furthermore, students will continue to develop their understanding of the editing process when crafting a piece of writing which will be sent to Amnesty International, or a similar humanitarian authority.	Students will begin this half term by exploring the context of the Elizabethan era. They will explore the archaic language of Shakespeare, conventions of a play, themes, characterisation, plot and allegorical ideas. Students will develop their use of thesis statements and analytical responses through the vehicle of 'Romeo and Juliet'.	This half term, students will demonstrate their speaking and listening abilities through exploring characterisation, dramatic conventions and monologue form. This will build explicitly on descriptive work completed in Term 2 (Gothic Writing). Students will continue to focus on the purpose of crafting, editing, redrafting to produce a piece of writing which will be published as a year-group anthology.
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Year 8

Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Art of Rhetoric Speeches	Classic Novel: fable, allegory and propaganda. Vehicle: Animal Farm	Linguistic Study	Poetic Form and Structure Vehicle: Long Way Down by Jason Reynolds	Short Stories Vehicle: The Signalman, The Yellow Wallpaper and others	Journalistic Writing
This unit of study builds on transactional writing knowledge and skill from Y7 T4. Students study classical rhetoric, whole text structure, writer's methods to craft a speech of their own. Students will prepare	This term deepens and refines understanding of rhetoric by exploring the power of rhetorical language in the novel. Students will evaluate how propaganda is used in the text and the allegorical ideas	Students explore ways in which language changes over time, and how the dialect and grammar systems of different groups are distinct from one another. This culminates in a linguistic study based on students'	Student will be taught poetic form and structure and will continue to develop academic writing skills with a particular focus on character journeys. Students will also explore the idea of literature as an agent for	This unit explores ways writers create tension using structure. Students explore two Victorian short stories, and two modern examples for a variety of story structures. Students will evaluate structural and	Students build on prior work on rhetoric and transactional writing, and broader work on grammar for writing. Students are exposed to the journalistic process, learning how to: pitch to an editor, research a

<p>their speech for performance, and take part in the annual Y8 public speaking competition.</p>	<p>suggested by the writer. Students will continue to develop academic writing skills from Y7, working explicitly on structures for exploring links and development of ideas across texts.</p>	<p>own use of spoken language. Students will explore transcripts and conduct a personal language study by recording themselves in a conversation and exploring what is suggested using key linguistic terms.</p>	<p>social change, building on their reading of I am Malala in Y7, Animal Farm in Y8 T3, and preparing knowledge and skill for this critical concept in Y9 and KS4 texts.</p>	<p>language choices made in each of the short stories studied. They also develop language to support academic writing regarding structure.</p>	<p>topic, conduct interviews, handle data, plan, draft and edit their work. Finished student articles are published as a school newspaper in the Autumn term.</p>
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Who to contact about Phase One English:

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