



# HUTTON GRAMMAR CHURCH OF ENGLAND SCHOOL

English language  
and Literature  
Curriculum  
Information,  
Intent and Map





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“In your relationship with one another have the same mindset as Christ Jesus “  
Philippians 2



# Staff

Mrs J Hill (Subject Lead)

Mrs E Silcock (Assistant Subject Lead and Whole School Literacy Co-ordinator)

Mrs C Mates

Miss L Wright

Mr B Hunter

Mrs K Feeney

Mrs C Montgomery

Miss P Baybutt

Miss B Aitchison (Teaching Assistant)

Mrs H Bates (Teaching Assistant)

Mrs N Byard (Reading Lead)

## **Intent:**

The view we have of our world is framed by our personal and shared experiences; great literature enables our pupils to take in a panorama beyond their place and time, beyond their youth, to shape an understanding beyond their years. At Hutton, allowing the messages of literature to live in the hearts and minds of our pupils is at the very core of our teaching. In English, we provide pupils with challenging content which allows them to grow culturally, emotionally, intellectually, socially and spiritually. They are able to confidently and fully

participate as members of our society and in the world beyond. It is for this reason that our English curriculum provides every opportunity for all pupils, of every ability, to flourish.

Our writing “floats on a sea of talk” and through talk, pupils share their opinions, reflect, criticise, and evaluate, as views are shaped and values embedded. Through talk, pupils’ abilities to write meaningfully develop. The promotion of oracy is central to our teaching in English, with ‘The Hutton Talks’ providing the opportunity for pupils to listen to one another, to respectfully challenge ideas and to share their genuine passions. This annual tradition remains and is reflective of the value given to the spoken word at Hutton. Interpretation through poetry and drama give scope for high quality texts to be read aloud in our English classrooms; pupils encounter language and terminology not likely to be met in everyday life, broadening their understanding of the world and developing their own capacity as wordsmiths.

The repertoire of literature selected by the English department engages pupils by exposing them to challenging texts that make them think, developing both their language and their ideas. Texts in our English department are rich in cultural capital and we strive to empower all pupils, irrespective of ability, to engage critically with the texts they read. We select current, stimulating nonfiction as well as from the literary canon, providing opportunities for all pupils to be challenged. Personal reading is a non-negotiable; silent reading at the start of English lessons and timetabled use of the school library for English lessons (which is stocked with a vast array of challenging texts) and the school wide promotion and engagement with the skills of literacy creates a climate in which, for all pupils, reading is a culture. Pupils question, reflect and grow as individuals as a result of the texts they engage with in the English classroom and beyond.

Through their written work, pupils are taught how their writing can make a difference to our world, either through functional, 'real world' writing, or in expressive, creative pieces. The written word allows us to see our roots; to learn from our cultural past and to grow. Pupils use the texts they read in English to provide springboards into their own narratives, and with the support of their teachers, students at Hutton take risks in their crafting. Pupils use their writing to share their ideas about the stimulating texts they read, but also to create their own stories and to discover the joy and satisfaction of writing their own poetry and prose.

Our departmental value of “Rejoicing in hope” is reflected in our all hope for all of our students; that they leave us with a greater sense of self, an increased understanding of their world and the knowledge that through their spoken or written word, they have the power to shape all of our futures.

## **English Programmes of Study: Key Stage 3 & 4 National Curriculum in England**

### **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.





## Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

## Reading and Writing

Reading at key stage 3 should be wide, varied and challenging.

Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.

Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

## Attainment Targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject Content in Key Stage 3

## Reading

Pupils should be taught to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
  1. Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
    - Seminal world literature
  2. Choosing and reading books independently for challenge, interest and enjoyment.
  3. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
  
- Understand increasingly challenging texts through:
  1. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  2. Making inferences and referring to evidence in the text
  3. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  4. Checking their understanding to make sure that what they have read makes sense.
  
- Read critically through:
  1. Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  2. Recognising a range of poetic conventions and understanding how these have been used
  3. Studying setting, plot, and characterisation, and the effects of these
  4. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
  5. Making critical comparisons across texts
  6. Studying a range of authors, including at least two authors in depth each year.

## Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  1. writing for a wide range of purposes and audiences, including:
    - Well-structured formal expository and narrative essays
    - Stories, scripts, poetry and other imaginative writing
    - Notes and polished scripts for talks and presentations
    - A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  2. Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  3. Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

4. Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- Plan, draft, edit and proof-read through:
    1. Considering how their writing reflects the audiences and purposes for which it was intended
    2. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
    3. Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

### Grammar and Vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- Studying the effectiveness and impact of the grammatical features of the texts they read
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- Using Standard English confidently in their own writing and speech
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

### Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.





## English Programmes of Study: Key Stage 4 National Curriculum in England

### Reading and Writing

Reading at key stage 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 3. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

### Reading

Pupils should be taught to:

- Read and appreciate the depth and power of the English literary heritage through:
  1. Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
    - At least one play by Shakespeare
    - Works from the 19th, 20th and 21st centuries
    - Poetry since 1789, including representative Romantic poetry
  2. Re-reading literature and other writing as a basis for making comparisons
  3. Choosing and reading books independently for challenge, interest and enjoyment.
- Understand and critically evaluate texts through:
  1. Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
  2. Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
  3. Identifying and interpreting themes, ideas and information

4. Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
  5. Seeking evidence in the text to support a point of view, including justifying inferences with evidence
  6. Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
  7. Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
  8. Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- Make an informed personal response, recognising that other responses to a text are possible and evaluating these

## Writing

Pupils should be taught to:

- Write accurately, fluently, effectively and at length for pleasure and information through:
  1. Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
  2. Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
  3. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
- Revise, edit and proof-read through:
  1. Reflecting on whether their draft achieves the intended impact
  2. Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
  3. Paying attention to the accuracy and effectiveness of grammar, punctuation and spelling

## Grammar and vocabulary

Pupils should be taught to:

- Consolidate and build on their knowledge of grammar and vocabulary through:
  1. Studying their effectiveness and impact in the texts they read
  2. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  3. Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English

4. Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

Spoken English

Pupils should be taught to speak confidently, audibly and effectively, including through:

- Using Standard English when the context and audience require it
- Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.





### Curriculum Map Key Stage 3

<b>Year</b>	<b>Half Term 1</b>	<b>Half Term 3</b>	<b>Half Term 5</b>
<b>7</b>	Coming of Age What defines us and what do we value? Literature: Study of class novel Language: Fiction writing	Courage and Heroism What makes a true hero or heroine? Literature: Shakespeare - study of full text from a specified text selection Language: Film review writing	Nature vs Industry How does Industry impact on Nature? Literature: Study of Romantic poetry collection - skills of analysis with a focus on personal responses Language: Letter writing - The Hutton Plot Hutton Talks
<b>8</b>	Gothic Are Gothic texts written in a way that still scare us? Literature: Study of Gothic literature Language: Magazine article writing	Other Worlds What is it like to live in a different place, be part of another culture or country? Literature: Study of class novel Language: Writing guides and travel articles	Powerful Voices How do the writers of a range of texts speak truth to power? Literature: Poetry from a collection of diverse writers - Unseen analysis Language: Study of diverse speech writing - extracts and full speeches.
<b>9</b>	Power and Corruption Is war heroic or horrific? Literature: Study of war poetry Language: Reading non-fiction texts - contextual study of conflict	Good vs Evil Does good always overcome evil? Literature: Seminal text class study from a set selection Language: Report writing	Survival How do we overcome adversity? Literature: Shakespeare - study of full text from a specified text selection Language: GCSE Spoken English Presentation

## Curriculum Map Key Stage 4

We follow the EDUQAS GCSE specification. Blue text denotes English Language study and red text denotes English Literature study

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>10</b>	Non-fiction reading and writing War - Anthology poetry	Non-fiction reading and writing 20th Century text	Prose reading and writing Love - Anthology poetry	Prose reading and story writing 19th Century text	Reading prose 19th Century text	Reviews and speech writing Places - Anthology poetry
<b>11</b>	Non-fiction reading and writing Shakespeare play	Reading non-fiction Man and Nature - Anthology Poetry	Revision Unseen Poetry and revision	Consolidation of both Language and Literature content	Consolidation of both Language and Literature content	GCSE Examinations

