

# English Knowledge Sequencing KS3

By the end of key stage three we want all students of English to **know** and be able to **do** the following things;

Have a knowledge of analysis, know how to evaluate, have an understanding of literary context, and be able to write and speak using a range of purpose, audiences and forms.

Prior Knowledge	In KS3, students of English will build on the following <b>prior learning</b> ; Confidence and aptitude in reading developed in KS2; the enjoyment of reading for pleasure; knowledge of grammatical terms, sentence types, punctuation and text forms. Communicating ideas confidently, creatively and clearly both verbally and in writing
Future Knowledge	The KS3 curriculum will prepare students for the following <b>future learning</b> ; Analysing Fiction and Non-Fiction texts closely and academically; applying a comprehensive range of strategies for analysing language and structure; evaluating texts critically, writing and expressing their ideas creatively and clearly using a range of techniques and strategies; to develop and express their ideas verbally and collegiately with clarity, creativity and with academic rigour

		Term	Key Knowledge –	Assessment Focus	
Year 7	1		<b>Autobiography</b> - Analysing writer’s methods from sophisticated texts. Sophisticated vocabulary and sophisticated figurative devices. Consolidating functional writing skills using self-regulating strategies. How writers use characterisation. To know how to use PETER paragraphs to analyse writer’s methods	Writing autobiographical anecdotes using figurative devices. Analysing writer use of figurative devices	
	2		<b>Non-Fiction Persuasive texts</b> – Knowledge of purpose audience and form. Knowledge of how to structure formal writing. Sophisticated vocabulary and sophisticated non-fiction devices. Logos, Ethos and Pathos	Writing formal non-fiction using a range of techniques	
	3		<b>Poetry</b> - Knowledge of the origin and history of the ballad form; the context and plot of Tennyson’s ‘The Lady of Shalott’ a range of poetic devices; d definitions, for example Referencing text using appropriate quotations and punctuation	Analysing a poem and evaluating a statement	
	4		<b>Roots of English</b> - The origins of the English Language and know that it is a product of centuries of invasions and cultural shifts; the differences between Old, Middle, Early Modern and Late Modern English; the key figures and texts of the history of the English Language ; how to identify morphemes suffixes and prefixes; how other languages over the world connect to the English language we speak	Creating encyclopaedia entries	
	5+6		<b>Challenge Novel</b> – Animal Farm - the conventions of a fable and how George Orwell uses the genre ; How texts can be satirical or allegorical; how the key characters of the text connect to historical figures from the Russian Revolution.	Writing creatively. Responding to a statement and analysing writer’s methods	
Year 8	1+2		<b>The 19<sup>th</sup> Century Novel</b> - How writers create sophisticated effects; key biographical information about Charles Dickens and his works; How the key characters and settings are used by Dickens to present his perspective on Victorian society; how Dickens uses his narrator to convey meaning; how to develop a personal response to themes and perspectives in a novel; the components of an effective thesis statement; how to use discourse markers to sequence ideas in an essay response	Writing sophisticated description using classical literature techniques. Responding to a statement and analysing writer’s methods	
	3		<b>Media and Non-Fiction</b> - rhetorical techniques used within the media; how to present views in a powerful and compelling manner; how to use sentence types and moods to foreground views and influence in persuasive writing;	Writing creative non-fiction using a range of techniques.	
	4		<b>Poetry</b> - How to define and identify figurative and poetic devices; key poetic forms; poetic metre; rhyme scheme; To know key information about the Romantic period and the pastoral poetry it produced; biographical information about W.B. Yeats, John Keats and John Clare; to understand the term atmosphere and how to infer atmosphere from a poem	Analysing a poem and evaluating a statement.	
	5+6		<b>Shakespeare’s Macbeth</b> - Key biographical information about Shakespeare; how a range of contextual factors have influenced Shakespeare’s choices particularly with regards to gender; dramatic and poetic techniques used by Shakespeare; how to decode and closely read a Shakespearean text to infer meaning; how to use Shakespearean language and perspectives in creative writing	Writing creative monologues. Analysing drama texts and evaluating a statement.	
	Term		<b>Key Knowledge</b>	<b>Assessment Focus</b>	
Year 9	1+2		<b>The Modern Play</b> - The conventions of modern play scripts; approaching and interpreting an unseen poem using a self-regulating strategy; how an author’s biographical details affect their work; how social context affects understanding of play’s message; how cultural capital and canonical literature affect society; How to write essays with a focus on assessment objectives; the PEEZAE method for referencing AO2	Persuasive writing on a key contextual theme. Analysing drama texts using formal GCSE style question.	
	3+4		<b>Reading and Writing Non Fiction</b> - Genre and purpose within non-fiction; the difference between explicit and implicit information in a range of texts; how to identify ideas and perspectives that contribute towards a point of view; how to comment on a writer’s point of view; the requirements for Language Paper 2 Section A and Section B; how to effectively summarise and compare; How to match writing to genre, audience and purpose ; structural techniques – parallelism – repetition – tripartite patterning for effect	Analysing writer’s points of view in non-fiction texts. Writing creative non-fiction using a range of techniques.	
	5+6		<b>Shakespeare’s Romeo and Juliet</b> - Romeo and Juliet – plot events covered with pivotal scenes studied in detail; How to organise theme, act and character notes efficiently; How to identify iambic pentameter, sonnets and other poetic conventions and forms used by Shakespeare; How context influenced Shakespeare’s choices of character, setting and plot; How to approach an extract to wider text question; How to use a self-regulating strategy to respond to an essay question	Analysing texts using formal GCSE style extract question.	
	Term		<b>Key Knowledge</b>	<b>Assessment Focus</b>	
<b>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</b>			<b>Links to British Values</b>	<b>Links to Careers</b>	<b>Links to Other Personal Development</b>

<p>Throughout Key stage three readers are expected to read widely outside of the classroom and have opportunities for focussed reading every week within the English classroom that is monitored by teachers. Learners in Year 7 have dedicated LRC lessons and strong links are maintained to the LRC throughout the key stage. Reading passports are used to monitor breadth and depth of reading. The Lexia programme is used as both a developmental tool and support mechanism.</p>	<p><b>Mutual Respect in English:</b> We respect others' views in class discussion and debate ;We consider how the characters authors construct in texts may have different experiences to our own and show appreciation for these differences</p> <p><b>The Rule of Law in English:</b> We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand the need for standard English as a method of universally understood communication; We understand the conventions of different text types (such as creative writing, letters, articles and speeches) and use these conventions in our own writing</p> <p><b>Tolerance of Different Faiths and Beliefs in English:</b> We read texts (novels, play, poetry, fiction and non fiction) created by and concerning the experience of people from different cultures. We write about the experience of the people or characters in these texts with empathy and sympathy; We consider the context of the author of a text and how their different beliefs or faith might influence the text</p> <p><b>Democracy in English:</b> We consider how democracy is presented in the texts that we read and look for how different political systems are presented; We involve everyone in class discussion and ensure that everyone has the right to a view;</p> <p><b>Individual Liberty in English:</b> We understand the importance of the creative process in English composition; We appreciate that Literary critics might interpret texts in different ways to our own; We study non –fiction texts in which authors are expressing their personal views about issues</p>	<p>The English curriculum is relevant to all careers as it prepares students to communicate clearly in speech and writing; to understand and interpret a wide range of written texts and to use language to persuade, argue, inform, advice, describe, discuss and comfort.</p> <p>It also links to careers more specifically rooted to English; journalism, media, creative writing TV, film, advertising, education, librarian and information management, law, speech and language therapy</p>	<p>The English curriculum aims, through its lessons, to aid the pupil's spiritual, moral, social and cultural development.</p> <p>Students will regularly engage in activities that allow them to; be reflective about their own beliefs; recognise the difference between right and wrong; understanding of the consequences of their behaviour and actions; understand and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p>
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<p>Young Journalists club</p> <p>Scribes writing club</p> <p>National Theatre Live and Digital theatre used to enhance students knowledge of play interpretations</p> <p>School trips to productions of An Inspector calls</p> <p>Workshops and performances from Box Clever for Shakespeare</p>	<p>The English department regularly makes cross-curricular links with: History and the humanities; Ethics and Philosophy; Art Music and Photography; Mathematics and the Sciences. These re outlined in the Schemes of Learning</p>		

English Knowledge Sequencing KS4			
By the end of key stage four, we want all students of English Language and Literature to <b>know</b> and be able to <b>do</b> the following things;			
Analyse Fiction and Non-Fiction texts closely and academically; apply a comprehensive range of strategies for analysing language and structure; evaluate texts critically, write and express their ideas creatively and clearly using a range of techniques and strategies; develop and express their ideas verbally and collegiately with clarity, creativity and with academic rigour			
Prior Knowledge	In KS4, students of English will build on their <b>prior</b> knowledge of analysis, evaluation, their understanding of literary context and writing and speaking for a range of purpose, audiences and forms.		
Future Knowledge	The KS4 curriculum will prepare them for; analysis, evaluation and clear essay writing for all subjects; knowledge of subject terminology for A Level Literature and Language; how to incorporate literary criticism for English Literature and creative writing and thinking for English Language and other creative subjects		
Year 10	Term	<b>Key Knowledge</b>	<b>Assessment Focus</b>
	1	<b>Language Paper 1 – Fiction.</b> The requirements and timings of the English Language Paper 1 Section A examination paper and how to meet; AO1 To identify and interpret <b>explicit</b> and <b>implicit</b> information and ideas. To select evidence from different texts; AO2 Explain, comment on and analyse how writers use language and <b>structure</b> to achieve effects and influence readers, using relevant subject terminology to support their views; AO4 <b>Evaluate</b> texts critically and support this with appropriate textual references; how to effectively plan an imaginative and organised response to section B using the box strategy and embedding previous creative writing skills	Language Paper 1 section A and B
	2	<b>Literature Paper 1 – Romeo and Juliet.</b> Knowing how to relate an extract to the whole text and creating whole text essays based on a theme or character. Knowing how the features of higher-level responses; the features of a critical style and formal essay writing; Students will be aware of the importance of dramatic irony and the importance of stagecraft in the text	Literature Paper 1 extract based question relating to whole text
	3+4	<b>Literature Paper 2 – The Modern Play</b> - The plot of ‘An Inspector Calls’; the characters are and their dramatic function; knowledge of and ability to utilise relevant social context within their essays and the key concepts capitalism, socialism and post war Britain, the requirements of English Literature Paper 2; students will know how to use multiple textual references, including quotations, to support and illustrate interpretations;	Literature Paper 2 style questions
	5	<b>Language Paper 2 and Speaking and Listening NEA</b> - The requirements of the Speaking and Listening assessment; How to structure and punctuate a persuasive speech to create authorial voice; how to moderate body language and tone of voice when delivering a speech; sophisticated debating and questioning strategies	Speaking and Listening NEA
	6	<b>Literature paper 2</b> Poetry Anthology and preparation for Prose reading - How to summarise a poem and its intended effects in a ‘Big Picture Statement’; The content – literal and metaphorical – of the poems from the anthology; The skills of annotation and developing clear notes for later study; the skill of effectively revising short, specific quotations; further sophisticated poetic effects such as lineation and prosodics	Language paper 2 Anthology question
Year 11	Term	<b>Key Knowledge</b>	<b>Assessment Focus</b>
	1+2	<b>Literature paper 1</b> Prose Know the plot, characters, key contextual concerns and key themes of the 19th century novel; how to construct an effective essay with clear and thoughtful thesis statements, explore symbolism within the text; know the features of a critical style; how to paraphrase sections of the text and synthesise them within their essays; revision skills for mock examinations; structuring comparative poetry essays	Formal mock examinations for Language paper 1 and prose and poetry.
	3	<b>Literature Paper 2</b> – unseen poetry and unseen poetry compare - The requirements of the English Literature Paper2 examination paper; Students will know the key terms and phrases in the questions; the features of a critical style in formal essay writing; poetic terminology required for answering unseen poetry questions; the strategies for answering unseen poetry and how to compare an unseen poem.	Unseen and unseen compare responses
	4	<b>Literature</b> - Revision of both papers, using past assessments and DIRT time to aid recall, revision and practice. <b>Language</b> - Revision of both papers, using past assessments and DIRT time to aid recall, revision and practice.	Assessments targeted to individual and group needs
	5	Revision and consolidation. Additional support sessions for individuals	Final Examinations
<b>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</b>		<b>Links to British Values</b>	<b>Links to Careers</b>
Text choices, both Fiction and Non-Fiction encourage students to develop their wider engagement with the literary canon and the wider contextual concerns of a maturing student cohort. Reading for pleasure is promoted through regular LRC promotions and cross curricular links.		<b>Mutual Respect in English:</b> We respect others’ views in class discussion and debate ;We consider how the characters authors construct in texts may have different experiences to our own and show appreciation for these differences  <b>The Rule of Law in English:</b> We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand the need for standard English as a method of universally understood communication; We understand the conventions of different text types (such as creative	The English curriculum is relevant to all careers as it prepares students to communicate clearly in speech and writing; to understand and interpret a wide range of written texts and to use language to persuade, argue, inform, advice, describe, discuss and comfort.  It also links to careers more specifically rooted to English; journalism, media, creative writing TV, film, advertising, education, librarian and
			<b>Links to Other Personal Development</b>
			The English curriculum aims, through its lessons, to aid the pupil’s spiritual, moral, social and cultural development.  Students will regularly engage in activities that allow them to; be reflective about their own beliefs; recognise the difference between right and wrong; understanding of the consequences of their behaviour and actions; understand and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

	<p>writing, letters, articles and speeches) and use these conventions in our own writing</p> <p><b>Tolerance of Different Faiths and Beliefs in English:</b> We read texts (novels, play, poetry, fiction and non fiction) created by and concerning the experience of people from different cultures. We write about the experience of the people or characters in these texts with empathy and sympathy; We consider the context of the author of a text and how their different beliefs or faith might influence the text</p> <p><b>Democracy in English:</b> We consider how democracy is presented in the texts that we read and look for how different political systems are presented; We involve everyone in class discussion and ensure that everyone has the right to a view;</p> <p><b>Individual Liberty in English:</b> We understand the importance of the creative process in English composition; We appreciate that Literary critics might interpret texts in different ways to our own; We study non –fiction texts in which authors are expressing their personal views about issues</p>	<p>information management, law, speech and language therapy</p>	
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<p>National Theatre Live and Digital theatre used to enhance students knowledge of play interpretations and prepare for A level style lectures</p> <p>School trips to productions of ‘An Inspector Call’s</p> <p>Workshops and performances from Box Clever for Shakespeare</p> <p>Young Journalists club</p> <p>Scribes writing club</p> <p>New views playwrighting scheme</p>	<p>The English department regularly makes cross-curricular links with: History and the humanities; Ethics and Philosophy; Art Music and Photography; Mathematics and the Sciences. These are outlined in the Schemes of Learning</p>		

English Literature Knowledge Sequencing				
By the end of key stage five, we want all students of English Literature to <b>know</b> and be able to <b>do</b> the following things; Analyse literary texts closely; recall, evaluate and apply critical theory; research and read widely around the subject; develop cogent arguments; work independently on extended essays; use referencing and footnotes accurately; compare and synthesise sources ad texts; incorporate contextual knowledge into an appreciation of a literary text				
Prior Knowledge	In KS5, students will build on the following Prior Learning; analysis, evaluation and clear essay writing for all subjects; knowledge of subject terminology; how to incorporate literary criticism for English Literature			
Future Knowledge	The KS5 curriculum in Literature will prepare students for the following future learning; How to interpret, evaluate and critique literature. Undergraduate-level readings and arguments. Managing a research project. Verbally presenting and discussing ideas and views with clarity and respect			
Year 12	Term	<b>Key Knowledge</b>	<b>Assessment Focus</b>	
	1	<b>Other Drama and Prose</b> - How to create notes and annotations to guide further study in KS5; How to organise folders of resources and marked work – study strategies; How to maximise the ‘out of lesson learning’ that is required for sixth form study; How 19 <sup>th</sup> and 20 <sup>th</sup> century contextual information has influenced the context of production; Biographical details of the text’s author; How to construct essays in response to an A Level question	Close language analysis of prose and play texts.	
	2	<b>Other Drama and Prose</b> - How Naturalism and expressionism are synthesised in “Streetcar” to form Plastic Theatre; historical staging decisions; he dramatic techniques used by the writer - symbolism, metaphor, props, motif, dramatic structure, the genre of tragedy, diegetic sound, non-diegetic sound	Comparative prose essay. Whole play essays.	
	3+4	<b>Poetry of the Decade and prose continued</b> - The main poetic movements of the past 400 years; the content of the Poems of the Decade anthology; the Poetic techniques used by the writer - symbolism, metaphor, structure, lineation, enjambment, character voice; how to incorporate critical readings alongside their own personal responses to the contents of the poem	Close language analysis of poetry	
	4	<b>Poetry of the Decade and NEA preparation</b> - how to incorporate critical readings alongside their own personal responses to selected texts; how to examine narrative devices with view to extended comparative essay writing; how to select texts for comparison; comparing context	Analysis of narrative devices and authorial voice	
	5	<b>Unseen Poetry</b> – knowledge of how to read and analyse unseen poems at key stage 5; how to structure a comparative essay linking unseen poems to named poems	Comparative unseen poetry essay.	
	6	<b>Othello and Romantic Anthology</b> - The contextual factors surrounding the production of Shakespeare’s Othello; The ongoing context of reception of Shakespeare’s Othello, Know the plot, characters, key contextual concerns and key themes of Shakespeare’s play; applying critical ideas to prose texts and drama texts; key figures and historical context of the Romantic Movement;	Analysis of Shakespeare’s narrative devices and authorial voice	
Year 13	Term	<b>Key Knowledge</b>		
	1	<b>Othello, Romantic Anthology and NEA</b> – Know how to apply the knowledge of who the characters and what the key themes are in the Shakespearean text Othello and Romantic Poetry to formal critical essays	Close language analysis and examination of critical perspectives	
	2	<b>Othello and the Critical Anthology</b> – Romantic Anthology continued. Knowledge of contextual factors and how they affect the Romantic Movement	Examination of Romantic poems and contextual factors	
	3	<b>Exam preparation and revision -</b>	Formal assessments comprising full Literature Papers	
	4	<b>Other Drama revision and Prose revision</b>	Ongoing revision and practice papers	
	5	<b>Poems of the decade revision and Prose revision</b>	Final Examinations	
<b>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</b>		<b>Links to British Values</b>	<b>Links to Careers</b>	<b>Links to Other Personal Development</b>
In Key stage 5, literature students are encouraged and supported to be active readers and to read widely in the subject. Texts from the authors that they study and further critical reading are referenced in the course materials. Students will select their own choices for their NEA with teacher support and are encouraged to focus their individual study on texts and areas that interest them.		<p><b>Mutual Respect in English:</b> We respect others’ views in class discussion and debate ;We consider how the characters authors construct in texts may have different experiences to our own and show appreciation for these differences</p> <p><b>The Rule of Law in English:</b> We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand the need for standard English as a method of universally understood communication; We understand the conventions of different text types (such as creative writing, letters, articles and speeches) and use these conventions in our own writing</p>	<p>The English curriculum is relevant to all careers as it prepares students to communicate clearly in speech and writing; to understand and interpret a wide range of written texts and to use language to persuade, argue, inform, advice, describe, discuss and comfort.</p> <p>It also links to careers more specifically rooted to English; journalism, media, creative writing TV, film, advertising,</p>	<p>The English curriculum aims, through its lessons, to aid the pupil’s spiritual, moral, social and cultural development.</p> <p>Students will regularly engage in activities that allow them to; be reflective about their own beliefs; recognise the difference between right and wrong; understanding of the consequences of their behaviour and actions; understand and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p>

	<p><b>Tolerance of Different Faiths and Beliefs in English:</b> We read texts (novels, play, poetry, fiction and non fiction) created by and concerning the experience of people from different cultures. We write about the experience of the people or characters in these texts with empathy and sympathy; We consider the context of the author of a text and how their different beliefs or faith might influence the text</p> <p><b>Democracy in English:</b> We consider how democracy is presented in the texts that we read and look for how different political systems are presented; We involve everyone in class discussion and ensure that everyone has the right to a view;</p> <p><b>Individual Liberty in English:</b> We understand the importance of the creative process in English composition; We appreciate that Literary critics might interpret texts in different ways to our own; We study non –fiction texts in which authors are expressing their personal views about issues</p>	<p>education, librarian and information management, law, speech and language therapy</p>	
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<p>The Newviews Script writing course</p> <p>The study of critical ideas and lectures on Digital Theatre plus, the National Theatre and Massolit</p> <p>The study of criticism on Jstor and through the British Library</p> <p>Productions of Othello and ‘A Streetcar Named Desire’</p>	<p>Within Literature, the English department regularly makes cross-curricular links with: A level History and the contextual concerns of Windrush England, America and Elizabethan Era; A Level Geography and the Geo-political world; A Level Ethics and Philosophy and the history of religions; Art, Music and Photography and the major creative movements of the past millennia; Psychology and theories of the mind.</p>		

English Language Knowledge Sequencing			
By the end of key stage five, we want all students of English Language to <b>know</b> and be able to <b>do</b> the following things; Analyse linguistic texts closely; recall, evaluate and apply critical theory; research and read widely around the subject; develop cogent arguments; work independently on independent language research;; use referencing and footnotes accurately; compare and synthesise sources ad texts; incorporate contextual knowledge into an appreciation of a literary text			
Prior Knowledge	In KS5, students will build on the following Prior Learning; analysis, evaluation and clear essay writing for all subjects; knowledge of subject terminology; Literature and creative writing and thinking for English Language		
Future Knowledge	The KS5 curriculum in Language will prepare students for the following future learning;  How to analyse, interpret, evaluate and critique a wide range of language. Undergraduate-level readings and arguments. Managing a research project. Verbally presenting and discussing ideas and views with clarity and respect		
Year 12	Term	<b>Key Knowledge</b>	<b>Assessment Focus</b>
	1	<b>Introduction to key linguistic concepts.</b> To know the ‘Language Levels’ and how to apply them to a wide range of discourse types including Lexis and semantics, grammar, phonology and pragmatics	Knowledge of language levels
	2	<b>Key Features of Spoken Language.</b> The knowledge of how language is used within spoken discourse and key theorists behind the issues raised. Key spoken language features <b>Knowledge of the language of genres.</b> Including journalism, advertising, fiction, non-fiction (e.g. travel writing, essays, autobiography, biography, memoir)	Language transcript analysis
	3 +4	<b>Genres of spoken language.</b> How language differs in different spoken genres  <b>Creative Use of Language</b> Knowledge of how to write creatively for reviews, opinions, explanations, travel writing, obituaries,	Creative writing  Analysis of Spoken language issues
	5	<b>NEA preparation Language and culture and Language and Gender</b> key concepts and issues to explore and interpret gender issues. Representation, attitudes, gendered language and linguistic conventions. NEA skills and data collection	Language project  Assessment on Language Paper 3
	6	<b>Language change over time. Knowledge of</b> Early Modern English (1500-1700):Modern English (1700-1900):Present-Day English (post-1900)	Formal Assessments
Year 13	Term	<b>Key Knowledge</b>	
	1 +2	21 <sup>st</sup> Century English and Language change over time <b>Knowledge of how texts alter over time such as</b> autobiographies, diaries, letters, narratives <b>Knowledge of the</b> linguistic features of a range of 21st-century texts such as tweets, text messages and email	Assessment of Language Paper 2
	3+4	<b>Revision of Language concepts and issues including:</b> Standard and Non-Standard English, Language and Power, Language and Situation, Language Acquisition,  <b>Revision of spoken transcription analysis and application of language concepts and issues</b>	Mock examinations Including Language Paper 1+3
	5	Synoptic revision	Formal Assessments of Past Papers
<b>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</b>		<b>Links to British Values</b>	<b>Links to Careers</b>
In Key stage 5, Language students are encouraged and supported to be active readers and to read widely in the subject. Further critical reading are referenced in the course materials and students are guided towards academic articles. Students will select their own choices for their NEA with teacher support and are encouraged to focus their individual study on texts and areas of language study that interest them.		<p><b>Mutual Respect in English:</b> We respect others’ views in class discussion and debate ;We consider how the characters authors construct in texts may have different experiences to our own and show appreciation for these differences</p> <p><b>The Rule of Law in English:</b> We understand the importance of following rules in spelling, punctuation and grammar so that communication is clear; We understand the need for standard English as a method of universally understood communication; We understand the conventions of different text types (such as creative writing, letters, articles and speeches) and use these conventions in our own writing</p> <p><b>Tolerance of Different Faiths and Beliefs in English:</b> We read texts (novels, play, poetry, fiction and non fiction) created by and concerning the experience of people from different cultures. We write about the experience of the people or characters in these texts with empathy and sympathy; We consider the context of the author of a text and how their different beliefs or faith might influence the text</p>	<p>The English curriculum is relevant to all careers as it prepares students to communicate clearly in speech and writing; to understand and interpret a wide range of written texts and to use language to persuade, argue, inform, advice, describe, discuss and comfort.</p> <p>It also links to careers more specifically rooted to English; journalism, media, creative writing TV, film, advertising, education, librarian and information management, law, speech and language therapy</p>
		<b>Links to Other Personal Development</b>	
			The English curriculum aims, through its lessons, to aid the pupil’s spiritual, moral, social and cultural development.  Students will regularly engage in activities that allow them to; be reflective about their own beliefs; recognise the difference between right and wrong; understanding of the consequences of their behaviour and actions; understand and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

	<p><b>Democracy in English:</b> We consider how democracy is presented in the texts that we read and look for how different political systems are presented; We involve everyone in class discussion and ensure that everyone has the right to a view;</p> <p><b>Individual Liberty in English:</b> We understand the importance of the creative process in English composition; We appreciate that Literary critics might interpret texts in different ways to our own; We study non –fiction texts in which authors are expressing their personal views about issues</p>		
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<p>The Newviews Script writing course</p> <p>The study of critical ideas and lectures Massolit</p> <p>The study of criticism on Jstor and through the British Library</p>	<p>Within Language, the English department regularly makes cross-curricular links with: A level History and the history of England; A Level Geography and the Geo-political world; A Level Ethics and Philosophy and the history of power and religions; Art, Music and Photography its use in advertising; Psychology and theories of the mind; and Maths and Statistics with its use of data.</p>		