

English Language and Literature: Intent

It is our intent for the English curriculum to engage, inspire and encourage students to understand how the world around them is presented in Literature – equipping them with the knowledge and skills to answer challenging questions about the intentions and purpose that a writer has.

The English curriculum develops a student's understanding of concepts, ideologies and social and historical contexts within a wide range of literary genres to enable students to have more of an awareness of how life, emotions and people are presented in Literature.

The overarching concepts for English at Midhurst Rother College are tied in with the school ethos:

- **Respect:** Students are freely able to express their own opinions, ideas and interpretations, knowing that their ideas will be listened to.
- **Happiness:** Students understand how morality and moral choices, portrayed in Literature, can affect and mirror their own and others' wellbeing.
- **Achievement:** Students feel confident in developing strong evaluative and analytical skills in writing and debating.

English Language and Literature Curriculum

- Read, understand and respond to texts.
- Explain, comment on and analyse how writers use language, form and structure to achieve effects and influence readers.
- use relevant subject terminology.
- Compare writers' ideas and perspectives, as well as how these are conveyed.
- Evaluate texts critically.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Show understanding of the relationships between texts and the contexts in which they were written.

CONSOLIDATION OF KNOWLEDGE AND UNDERSTANDING

<p>Reading & Writing skills. Social & historical context and theories, Literary terms & language devices. Narrative and poetic structure. Genre. Themes, characters.</p>	<p>Dramatic devices, dramatic conventions. Comedy/tragedy/dystopian/utopian/gothic/heroes & heroines. Intro to Non-fiction texts. Use of humour/irony/rhetoric. Evaluate metaphorical ideas.</p>	<p>Victorian genre & Social & historical context & tragic conventions. Dramatic devices & conventions. Archetypal characters. Written Analysis. Marxist /communist/ feminist ideologies. Evaluate/analyse conceptual ideas in poetry.</p>	<p>Writing genres & Social & historical context. Tragic/romantic/ Literary/dramatic conventions. Conceptualised written responses. Critical theories in literature. Moral & social ethics. Comparison and creation of crafted narrative techniques. Non-fiction texts. Use of humour/ irony/ rhetoric.</p>	<p>Evaluate narrative viewpoints and perspectives. Analytical comparison of conceptual ideas embedded in context of writer's purpose. Comparison of themes, more complex language and structural features. Crafted, engaging transactional and creative writing.</p>	<p>Sophisticated, conceptualised subject terminology. Critical thinking theories. Complex literary, dramatic and figurative devices. Modernism in literary texts.</p>	<p>WWI/II social & historical context, the use of rhetoric in propaganda. Aristotle/Greek tragedy. Different aspects of love and tragedy. Critical theories. Independence and application of knowledge and understanding in NEA.</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13

English Language and Literature Curriculum: Implementation

Learning is embedded through the development of knowledge and skills over time.

In KS3 the curriculum breadth supports students' knowledge and understanding of a range of fiction texts. The acquisition of analytical skills is assessed at the end of each term. Emphasis is placed on understanding how a writer's use of language and text structure are crafted to create meaning and understanding of characters, themes and the conceptual thinking behind a text. Students are taught a range of critical theories as a starting point to understand conceptual thinking.

Each lesson includes silent reading, discussion and an extended piece of writing, which fosters development in student language and vocabulary.

In KS4, the learning is built on from KS3 to deepen understanding of how a writer's use of language and text structure are crafted to create meaning and understanding of characters, themes and the conceptual thinking behind a text. The study of critical theories becomes more complex to help secure a firm understanding of the psychology behind both texts and characters. The skill of analysing language, structure and form is an Assessment Object that crosses over between both GCSE English Language and English Literature and so a lot of emphasis is placed on this in the studying of texts in KS3 and through to KS5.

In KS5, knowledge and understanding of a wide range of texts and critical theories are developed further and become more complex. Wider, independent reading is encouraged for the A level English Literature coursework with every student being encouraged to choose their own texts, title and thesis for their independent study.

There is a stronger emphasis on academic rigor in extended writing. There is scope to develop their ability to construct well argued, well informed, balanced and structured written debates in their essays and their coursework – demonstrating their depth and breadth of understanding of the subject. Students are given regular opportunities to actively reflect, investigate and make meaning of the texts that are studied for A level English Literature.

English Language and Literature: Impact

By the end of KS3 students will have studied a range of plays, poems and novels and be familiar with the literary terms and language devices that are used in analytical writing for both fiction and non-fiction texts. Students will be able to read and respond to texts and develop the skills to craft and structure their own writing to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. They will be aware of how social and historical context can affect the reception of a text and how this can affect conceptual understanding and interpretations.

By the end of KS4, students will demonstrate a deeper understanding of how narrative and poetic structure can be analysed to create an understanding of how meaning is created through themes, characters, dramatic devices and conventions. Students will have a deeper understanding of more complex critical theories and be able to develop more complex ideas and interpretations from their more developed conceptual understanding. They will be more confident in articulating their ideas and opinions in creative, transactional and analytical writing.

By the end of KS5, students will be able to demonstrate rigorous literary interpretations of a wide range of A level texts from the canon. Students will be able to write extensively; clearly articulating their interpretations and understanding of a wide range of texts, including unseen texts in the exam. The coursework is an extended analytical essay that is rigorous in its evaluation and argument for the critical theory behind two novels and is valuable preparation for University study. Students demonstrate their own independent thought and research, reading around the given texts to show an inquisitive yet considered evaluation of a topic.