

## Key Stage Four Curriculum Overview for English Language and English Literature

### Curriculum Intent and Rationale for Exam Boards (for examined subjects)

- 1) Have a secure understanding of the English Literary Canon.
- 2) To confidently communicate in different forms, for different audiences and to achieve different effects.
- 3) To synthesise knowledge and skills in order to respond critically and purposefully to a wide range of texts.
- 4) To foster a passion for reading that extends beyond their school years.

#### Why OCR Literature?

- The course is designed to encourage students to engage critically with and explore a variety of texts across the major genres.
- Unique to OCR, students have the opportunity to explore unseen modern prose or drama as well as unseen poetry.
- The straightforward questions and assessment structure means that students will understand what they need to do and be rewarded for their achievement with clear hurdle-free mark schemes.

#### Why AQA Language?

- Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.
- Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
- This specification ensures that students can read fluently and write effectively.
- Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

## How does the KS4 curriculum build on that from KS3?

- Mastery of skills introduced at KS3: making inferences; making predictions; summarising; identifying how language, structure and form contribute to meaning; comparing characters, setting and themes; and making reasoned justification for views and opinions of texts.
- Increase knowledge of a wide range of texts, building on familiarity of writers studied at KS3.
- Providing students with more challenging opportunities of transcription and composition.
- Building a more comprehensive and accurate knowledge of vocabulary, grammar and punctuation to increase range and accuracy.

## What do students do with their acquired knowledge and skills?

### English Language:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.

### Writing:

- 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.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Spoken Language:

- Demonstrate presentation skills in a formal setting.
- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
- Use spoken Standard English effectively in speeches and presentations.

### English Literature

- Read, understand and respond to texts.
- Maintain a critical style and develop an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### How does the KS4 curriculum align to and go beyond the National Curriculum?

In Year 10 and 11 students deepen their understanding of the English Literary heritage through reading a Shakespeare play, an anthology of poetry which includes Romantic poetry, and a variety of texts from the 20th and 21st century. Students will also understand and critically evaluate these texts, making informed personal responses, and at times drawing comparisons with other texts from similar or different periods. Pupils will write accurately and effectively, with a fluency and a crafting for effect, using the grammatical knowledge and evaluating the effectiveness in the texts they have studied. Terminology and extended vocabulary are used accurately and confidently throughout our curriculum.

### What new knowledge are students taught?

Term	Year 10	Year 11
Autumn	<p><b>Jekyll and Hyde</b></p> <p>This unit consolidates students' study of Horror Writing from the end of year 9. The text is chosen for its engaging plot and characters; the twinned Gothic and mystery genres hook students in and create an exciting start to their GCSE course.</p> <p>We begin the course with this unit as students are able to use the familiar grounding of established plot/characters while approaching GCSE analytical skills for the first time. This enables students to focus on honing these core skills without the added onus of interpreting unseen texts. Novel studies from KS3, especially Victorian novel ACC in year 8, can be revisited so that students draw on key terminology and concepts (narrative perspective, context).</p>	<p><b>An Inspector Calls</b></p> <p>The final unit of the GCSE course, 'An Inspector Calls', is saved for the start of year 11 as it is arguably the most demanding Literature paper in terms of format and revision. Anticipating that students may lose a degree of confidence/familiarity with their studies over the summer break, this unit recaps and develops almost all core skills studied from the previous year: language and structure analysis, responding to unseen texts, giving consideration to contextual influences, comparing two extracts, and responding to 20<sup>th</sup> century writing and contexts. Students are already familiar with the question format from Poetry and are able to supplement their knowledge of the play with their study of non-fiction texts from English Language paper 2.</p>

	<p><b>English Language Paper 1:</b></p> <p>In this unit, students use fiction texts to further develop and refine the skills of language and structure analysis which they have developed across KS3.</p> <p>This unit is sequenced with 'Jekyll and Hyde' to allow links to be made between the language and structural choices students identified in their novel study and apply these to an unseen text. The added challenge of responding to an unseen text in this unit builds resilience and foregrounds the unseen component of next half term's Literature unit. The creative writing component of this unit develops students' literacy skills, encouraging them to consider their impact both in terms of accuracy and how they might affect a reader. The reciprocal relationship between the students' twinned role as reader and writer in this paper allows them to enhance both their analytical and writing skills by planning and examining the choices made in their own writing.</p>	<p>This also builds well on their study of 'Romeo and Juliet', as the moral element of the play encourages debate and discussion about the play's 'message'. Despite being a 20<sup>th</sup> century text, it examines contemporary issues surrounding class, responsibility, wealth, equality, and gender.</p> <p><b>Spoken Language Endorsement</b></p> <p>After completing their first set of year 11 mock exams, students will plan, write, and deliver a speech on a topic of their choice. Students are able to enhance their creative and persuasive writing skills from English Language Papers 1 and 2 by considering how language and structural choices are likely to impact their audience; this in turn can strengthen their ability to analyse these skills in a text. By responding to questioning during the delivery of their speech, students are able to reflect on their articulation and how to best convey their views, another skill aptly transferred to their own analytical/creative writing.</p>
<p>Spring</p>	<p><b>Exploring Poetry: Conflict Poetry Cluster</b></p> <p>The poetry unit allows students to revisit and build upon the key terminology for the language/structural features which have been studied over the previous two units, as well as the necessary skills for reading/responding to unseen elements which they explored in Autumn 2.</p> <p>Students will also examine comparative writing skills, refreshing existing skills from KS3 and preparing them</p>	<p><b>Revision Programme</b></p> <p>From Spring onwards, year 11 students will complete a personalised revision programme. These programmes are designed to respond to trends identified in the data from the Autumn 2 mocks.</p>

effectively for upcoming comparison in the Spring 2 unit. Previous poetry study across KS3 has established a baseline of concepts, skills and terminology which students are able to apply in the more challenging context of a GCSE cluster.

This particular poetry cluster was selected for its binding theme of conflict; this creates powerful links to the internal and philosophical conflicts explored in 'Jekyll and Hyde', the physical and familial conflicts which they will encounter in 'Romeo and Juliet', and the moral, often internalised conflict they will study in 'An Inspector Calls'. This unit acts as a key bridge between previously studied units and those still to come, justifying its position midway through the year 10 curriculum.

### Language Paper 2

The second English Language unit revisits comparative and unseen analysis skills seen in the English Literature Poetry component, contextual and inference skills from 'Jekyll and Hyde', as well as their ongoing consideration of how to effectively analyse a writer's language and structure choices.

The added demand of balancing two unseen extracts is tempered by previous exposure to 19<sup>th</sup> century texts (J&H from Autumn 1) and increased practice with unseen analysis (Language 1 and poetry). The persuasive writing element of the paper furthers students' confidence in exploring and justifying their own opinions in an effective and engaging manner, a skill which they will need to revisit for their subsequent Literature studies as well as their Spoken Language Endorsement.

<p style="text-align: center;"><b>Summer</b></p>	<p><b>Romeo and Juliet</b></p> <p>Students conclude their year 10 curriculum by studying Shakespeare’s ‘Romeo and Juliet’. This allows students to draw together their analytical skills from all previous units with, arguably, the most demanding text of the GCSE course.</p> <p>Exposure to Shakespearean texts across KS3 has provided students with a baseline of core concepts, context, dramatic features and terminology which they are now able to apply in a more rigorous analytical format. This particular Shakespeare text is chosen for its challenging yet universal themes; the timeless relevance of young love, family feuding, honour and reputation for teenage audiences makes it engaging for our GCSE cohorts. It also provides opportunities to engage with our school’s PSHE provision. Contextual analysis is strengthened by giving students the opportunity to make their own judgements on the characters’ choices and consider how the shifting moral, social, and political landscape impacts our response to this text.</p>	

**How and where do students build knowledge through KS4?**

- Throughout KS4, students develop knowledge of key terminology for language and structural features.
- Through regular exposure to a range of unfamiliar extracts and texts, students’ confidence in approaching unseen texts increases.
- Students’ contextual analysis is strengthened throughout the course.
- Students are able to enhance their creative and persuasive writing skills throughout KS4.
- Students are exposed to critical reading to push students to engage with theorists and academics across multiple disciplines.