

# English Policy

## Whitefriars School



**Approved by:** SLT  
**Effective from:** September 2022  
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## Intent



**Article 29:** *Your right to become the best that you can be.*

The overarching aim for English 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 pupils will over time read increasingly challenging texts to enable them to broaden their vocabulary, improve their spelling, punctuation and grammar, and reinforce their English syntax and to make inference and retrieve information from a text. The pupils will also explore spoken presentations and develop an understanding of how to express opinions and listen to and accept other points of view.

The pupils explore how writers use language and structure to present ideas or describe events, characters or emotions. They will look at associating context with texts and begin to explore older texts to broaden vocabulary and immerse themselves in the English literary culture. They will begin to summarise and compare extracts of non-fiction – both the topics in the extracts and how the writers convey those ideas.

The pupils will develop their skills to be able to critically evaluate texts, and be able to explain, comment on and analyse how writers achieve effects and influence readers, using a well-structured writing style, subject terminology and making frequent, judicious references to the texts. Frequent discussion in class and broader reading will enable students to become eloquent speakers and writers of English and speaking and listening skills.

## Implementation



**Article 28:** *Your right to learn and go to school.*

### Skills and Content



**Article 3:** *Everyone who works with children should always do what is best for each child.*

The pupils learn a variety of Reading and Writing skills and a comprehensive range of grammar devices. These skills systematically and sequentially develop through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each phase is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section. The secondary section curriculum sequentially and systematically continues the development of Reading, Writing and Speaking skills learned in KS2.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

## **Timetable**

There are daily Phonics lessons in EYFS and KS1. There are daily Guided Reading sessions and English lessons in KS1 and KS2.

In Key Stage 3 pupils have bespoke English lessons. Pupils have four timetabled lessons per week in Years 7, 8 and 9, one of which is a reading lesson.

All pupils study English Language and English Literature at KS4 level and take both GCSEs in Year 11. In Year 10, pupils have five lessons a week. In Year 11 they have six lessons a week.

Pupils have the option of studying English Literature for one of their A-Levels. In Years 12 and 13 they have five lessons a week. Pupils in the Sixth Form retake GCSE English Language if they did not achieve a GCSE pass grade in Year 11. Timetabled support lessons are provided for this.

## **Reading**

Phonetic knowledge is developed through daily structured lessons in EYFS and KS1 which allow children to apply their phonic knowledge and skills to help them segment and decode words based on the Teach Hub Letters and Sounds scheme.

From entering school children will develop a love of reading. In EYFS all pupils are exposed to a wide variety of stories which deepen their understanding of the written and spoken word. Every child is heard reading twice a week by the class teacher or the teaching assistant. This allows the teacher to track the progress and needs of each child in the class.

As they develop as confident readers in KS1 and KS2, the pupils have daily Guided Reading sessions to ensure pupils learn the key reading skills needed to read a range of texts fluently with understanding, for enjoyment and information. The pupils will read a wide range of literature and the range of texts includes fiction, non-fiction, poetry and plays.

In Years 1, 3, 4 and 5 Guided Reading is taught a carefully planned timetable which offers a variety of activities ranging from phonics, independent reading and focused comprehension skills based on our RIC model (Retrieve, Interpret and Choice). Teachers will focus on a pre-reading group, guided reading group and the follow-up activity group, during guided reading sessions. During these sessions, teachers will hear children read and focus on text discussion. In Years 2 and 6, a whole class guided reading session is carefully planned focusing on RIC model, allowing children to draw on inferences from reading; predicting what may happen in the text, and retrieve key information from a range of text types and summarise the key events or details from what they have read. Teachers continue to hear children read and provide comprehension-based questions to deepen their understanding of the text.

In Year 7 pupils are encouraged to read widely, both for pleasure and by studying our curriculum books in class. There is a focus on all types of literary texts, from novels and poems to non-fiction and plays to develop the love of reading. Analysis of text consolidates and extends vocabulary and grammar. The pupils are taught the elements of poetic language so that they can engage more maturely with poetry.

In Year 8 pupils analyse how writers present ideas and pupils evaluate the techniques used. In 'Just Reading' lessons, teachers model great reading techniques to the whole class by reading aloud to the class while the pupils follow in their own copies of the text. Pupils read two texts back to back over the course of a term. This technique means pupils gain a broader picture of how a writer structures a text, while also developing ideas about language use and features like character development. The texts studied in Year 8 are more challenging, but always accessible and inclusive. They are chosen to broaden vocabulary and encourage pupils to make inferences and develop their interpretative skills.

In Year 9 pupils study even more challenging texts, including Macbeth and A Christmas Carol. They also start to analyse the type and style of poems that they will encounter at GCSE level.

In KS3, the pupils study a variety of fiction and non-fiction genres and become familiar with the styles of writing from the 19th, 20th and 21st centuries. The literature texts they will study will reflect important movements through history and present the opportunity to develop their interpretative skills.

All secondary section pupils are required to bring a novel or non-fiction book with them to school every day. This ensures that every available and spare minute can be utilised to create a love of reading.

### **Writing, Speaking and Listening**

To develop writing, EYFS pupils make use of a writing area which provides children with a range of materials to experiment with and to practice mark making and letter formation. This then develops into taught skills. Teachers plan focus learning sessions in small groups throughout the week to ensure pupils use their phonic knowledge to write words in ways which match their spoken sounds. Irregular common words are also included. Pupils then write simple sentences which can be read by themselves and others.

In KS1 and KS2, high quality texts are used to support all aspects of English writing and speaking and listening. Lessons are conducted in a next step approach to ensure a breadth of key skills and knowledge is taught for all pupils. We ensure that pupils understand that effective composition involves articulating and communicating ideas and organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary and grammar. Lessons are well planned to support children to build up to writing an independent piece based on a specific genre or text. Children are also given opportunities to apply and extend their writing skills during topic lessons across the curriculum.

In KS3 the pupils use their reading to develop their creative and descriptive writing skills further. Teaching also focusses on writing explanatory and analytical paragraphs to demonstrate a growing awareness of the power of language and the use of literary devices. Lessons are dialogic, in which topics relating to literature or major ideas and themes pertinent to the age group of the students are openly discussed. Pupils are also taught to distinguish between formal standard English and informal language to help with spoken word tasks.

Throughout Key Stage 3, pupils focus on improving their spoken abilities and their confidence to speak in front of an audience. The presentation of ideas, or a speech about a certain topic, helps pupils prepare for such activities in later life.



**Article 12:** *Your right to say what you think should happen and be listened to.*

## **GCSE and A-Level English**

The curriculum has been designed so that the skills and content taught in GCSE English Language and GCSE English Literature (Years 10 and 11) fully build upon and develop from that taught in the earlier phases. Thus, GCSE teaching is part of a systematic and sequential through-school approach. English Literature at A-level fully develops from the Literacy taught in the earlier key stages. As such, pupils are fully prepared for this higher level of study.

GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered. The modules chosen by Whitefriars School reflect the needs and interests of our pupils as well as being fully integrated in our whole school curriculum. The modules taught include 21<sup>st</sup> Century novels, poetry and plays, as well as staples of the English Literary Canon. At KS5, students will read widely and independently both set texts and others that they have selected for themselves, engage critically and creatively with a substantial body of texts and ways of responding to them, develop and effectively apply their knowledge of literary analysis and evaluation and explore the contexts of the texts they are reading and others' interpretations of them.

## **Extra-Curricular**

To further develop English, pupils will explore the subject through projects such as celebrating World Book Week, theatre shows, educational visits, performances, and a variety of texts during the academic year.

All pupils take part in a variety of theatre workshops, including the annual primary section winter workshop and the Key Stage 1 Roald Dahl workshop.

Pupils take part in a variety of local library visits and visiting author workshops.

## Implementation - Skills

|                        | Reading  | Writing   | Grammar and Vocabulary   | Spoken English  |
|------------------------|--|---|--|---|
| <b>EYFS</b>            | Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate an understanding when talking with others about what they have read.  | Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.  | Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future.  | Express themselves effectively, showing awareness of listeners' needs.  |
| <b>Year 1</b>          | Apply phonic knowledge and skills as the route to decode words.  | Compose a sentence orally and make changes/ improvements before writing it down. Understand how words can combine to make sentences and that a sentence is a complete thought. Write an increasing series of simple sentences to form short narratives.                                   | Form most regular plurals using the suffix –s or –es. Add suffixes to most verbs where no change is needed in the spelling of root words e.g. help, helping, helped. Use the prefix –un to change the meaning of most applicable verbs and adjectives.   | Actively and confidently participate in discussion about what is read to them. Explain clearly and concisely what they understand from what has been read to them. Tell stories and describe incidents from their own experience in an audible voice. Retell stories, ordering events using story language. Interpret a text by reading aloud with some variety in pace and emphasis. |
| <b>Year 2</b>          | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.   | Write with most features of the given form and at length. Correct and consistent use of tense including progressive forms e.g. I was walking/I am thinking...   | Form most nouns using suffixes such as –er and –ness and by compounding. Form most adjectives using suffixes such as –er, –est, –ful and –less.  | Articulate and justify answers and opinions. Give well-structured explanations and narratives e.g. in show and tell activities.   |
| <b>Year 3</b>          | Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.   | Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures.  | Introduce inverted commas for direct speech. Use sub-headings to introduce paragraphs. Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Word families based on common words (solve, solution).   | Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience.  |
| <b>Year 4</b>          | Monitor understanding of a text and take steps to retrieve the meaning if comprehension has been lost.   | Discuss and record ideas. Compose and rehearse sentences orally (including dialogue). Progressively build a varied and rich vocabulary and an increasing range of sentence structures.  | Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling.  | Regularly use interesting adjectives, adverbial phrases, and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, build these words and phrases into their own talk in an appropriate way.                            |
| <b>Year 5</b>          | Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters, and imagining events that are described.  | Identify the audience for and purpose of the writing; select the appropriate form and use other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.      | Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Convert nouns or adjectives into verbs. Use devices to build cohesion, including adverbials of time & place.   | Regularly use interesting adjectives, adverbial phrases, and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence.  |
| <b>Year 6</b>          | Link parts of a text together to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning  | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. | Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Recognise differences in informal and formal language. Use synonyms and antonyms. Use further cohesive devices such as grammatical connections. | Use relevant strategies to build vocabulary. Use adventurous and ambitious vocabulary in speech, that is always appropriate to the topic, audience, and purpose. Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.                                |
| <b>Year 7</b>          | Develop an appreciation and a love of reading, through whole books, short stories, literary texts, Shakespeare, Poetry, Prose & Drama.   | Write stories, scripts, poetry & other imaginative writing, and well-structured, formal expository essays.  | Extend & apply grammatical knowledge learned in KS2.   | Speak confidently & effectively, using standard English, in classroom discussions.  |
| <b>Year 8</b>          | Read increasingly challenging texts, learn new vocabulary, make inference, and refer to evidence in a text.  | Apply a growing knowledge of vocabulary, grammar & syntax to writing.   | Draw on new vocabulary & grammatical constructions from reading and use them in writing and speech.  | Give short speeches & presentations, expressing their own ideas.  |
| <b>Year 9</b>          | Through reading, know how language and language features present meaning; make critical comparisons across texts; know purpose, audience & context of a text through reading.  | Draw on knowledge of literary and rhetorical devices from reading and listening, to enhance impact of their own writing.  | Use Standard English confidently; to know the difference between spoken & written language, including formal & informal registers.   | Participate in formal debates, using linguistic & literary terminology where appropriate; to improvise and perform playscripts.   |
| <b>Year 10</b>         | Read high-quality, challenging classic literature & literary non-fiction; to appreciate the depth and power of English literary heritage.  | Write accurately, fluently, effectively, and at length, for pleasure & information.   | Draw on new, more sophisticated, and challenging vocabulary and grammatical constructions from reading and listening and using them in their own writing & speech.   | Work successfully in groups, leading and managing discussions, listening to, and building on, the contributions of others.  |
| <b>Year 11</b>         | Understand and critically evaluate texts; read in different ways for different purposes, including summarising, synthesizing, evaluating, analysing & interpreting themes & ideas.   | Understand and critically evaluate texts; read in different ways for different purposes, including summarising, synthesizing, evaluating, analysing & interpreting themes & ideas.  | Analyse some of the differences between spoken & written language, including formal & informal register; to use linguistic & literary terminology accurately.  | Plan and present speeches for different purposes & audiences, select and organise information and ideas effectively and persuasively; listen to comments and questions, and respond in a variety of different contexts.   |
| <b>Years 12 and 13</b> | Read texts in a variety of ways and respond critically and creatively, vary strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them. Explore connections across texts. Identify and consider how attitudes and values are expressed in texts. Draw on their understanding of different interpretations in responding to and evaluating texts. | Communicate fluently, accurately, and effectively their knowledge, understanding and judgement of texts. Use literary critical concepts and terminology with understanding and discrimination.  | Make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations. Develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them.  |   |

## Implementation – Content



### Article 13: Your right to have information.

| YFS            | A range of fiction, non-fiction texts and poetry on the theme:<br><b>All about me</b> | A range of fiction, non-fiction texts and poetry on the theme:<br><b>People who help me</b>                                | A range of fiction, non-fiction texts and poetry on the theme:<br><b>Space</b>                                | A range of fiction, non-fiction texts and poetry on the theme:<br><b>Under the sea</b>    | A range of fiction, non-fiction texts and poetry on the theme:<br><b>Life cycles</b>      | A range of fiction, non-fiction texts and poetry on the theme:<br><b>Traditional Tales</b> |
|----------------|---|--|---|---|---|--|
| <b>Year 1</b>  | Stories by the same author – sentence formation<br><br>Label, lists and captions      | Dialogues and plays<br><br>Stories with a historical setting<br><br>Stories from other cultures<br><br>Recount (Fictional) | Stories by the same author<br><br>Stories which raises dilemma<br><br>Persuasive writing                      | Poetry<br><br>Information Text  | Recount   | Stories by the same author – narrative writing<br><br>Explanation Text                     |
| <b>Year 2</b>  | Stories with a familiar setting<br><br>Newspaper report<br><br>Recount                | Non-fiction report<br><br>Information text<br><br>Poetry – using senses; shape poems/calligrams<br><br>Explanation text    | Letter/Stories with a historical setting<br><br>Persuasive/Letter<br><br>Great Fire of London – Dialogue/Play | Instructions<br><br>Alternative traditional tales<br><br>Discussion text                  | Stories by the same author (Roald Dahl)<br><br>Poetry - Kenning poems & Pattern and Rhyme | Fantasy, adventure and mystery<br><br>Stories from different culture, compare two stories  |
| <b>Year 3</b>  | Fantasy / Adventure story<br><br>Story with historical setting                        | Non-chronological report<br><br>Recount – biography<br><br>Fantasy<br><br>Adventure Story                                  | Letter<br><br>Roman Myths<br><br>Stories which raise issues / dilemmas  | Roman Myths<br><br>Calligrams & Shape Poems<br><br>Nonsense Poem / Choral and performance | Stories by the same author<br><br>Dialogue & Plays  | Persuasive writing<br><br>Haiku<br><br>Stories from other cultures                         |
| <b>Year 4</b>  | Story with historical setting<br><br>Myths & Legends                                  | Fantasy / Adventure Story<br><br>Recount – Newspaper Report  | Non-chronological report<br><br>Stories by the same author<br><br>Limericks                                   | Choral and performance poems<br><br>Tanka / Cinquain poems                                | Stories from other cultures<br><br>Dialogue & Plays<br><br>Non-fiction - Instructions     | Persuasive writing<br><br>Letter writing   |
| <b>Year 5</b>  | Character description   | Formal letter and playscript   | Information texts,<br><br>Explanation texts, Informal letter  | Midsummers night dream - Play   | Jabberwocky and Highwayman - Poetry   | Narrative writing  |
| <b>Year 6</b>  | Narrative with flashbacks   | Journalistic writing and recounts  | Mystery and adventure   | WW2 poetry  | Rivers - Information texts<br><br>Explanation texts                                       | Non-Chronological Reports  |
| <b>Year 7</b>  | Becoming Muhammad Ali   | Room 13  | Discovering Poetry  | English Language  | Discovering Shakespeare   | Science Fiction  |
| <b>Year 8</b>  | Stone Cold  | Discovering Dickens  | Agard & Zephaniah Poetry  | English Language  | The Tempest   | Our Day Out  |
| <b>Year 9</b>  | Animal Farm   | English Language   | Conflict Poetry Anthology   | Gothic Literature   | Macbeth   | Noughts and Crosses  |
| <b>Year 10</b> | Macbeth   | A Christmas Carol  | Conflict Poetry Anthology   | English Language  | Boys Don't Cry  | Unseen Poetry  |
| <b>Year 11</b> | Macbeth   | A Christmas Carol  | Boys Don't Cry  | English Language  | Unseen Poetry   | GCSEs  |
| <b>Year 12</b> | A Streetcar Named Desire  | Handmaid's Tale  | Frankenstein  | Hamlet  | Poetry  | Literary Theory  |
| <b>Year 13</b> | Assignment  | Prose: Science & Society recap   | Drama: Post 1900 Play recap   | Shakespeare recap   | Poetry recap  |  |

## Implementation – GCSE English Literature (Pearson)

| Component title  | Content Overview  |
|--|---|
| <p><b>Component 1: Shakespeare and Post-1914 Literature</b></p> <p>50% of GCSE</p> <p>1 hour and 45 minutes written paper</p>      | <p><b>Section A</b></p> <p>Shakespeare Macbeth: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.</p> <p><b>Section B</b></p> <p>Post-1914 British play or novel: Boys Don't Cry (Malorie Blackman) ONE essay question.</p> <p>Closed book (texts are not allowed in the examination).</p>  |
| <p><b>Component 2: 19th-century Novel and Poetry since 1789</b></p> <p>50% of GCSE</p> <p>2 hours and 15 minutes written paper</p> | <p><b>Section A</b></p> <p>19th-century novel: <u>A Christmas Carol</u> (Charles Dickens): a two-part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p><b>Section B</b></p> <p>Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection (Conflict) to another poem from that collection. The named poem will be shown in the question paper.</p> <p>Part 2: ONE question comparing two unseen contemporary poems.</p> <p>Closed book (texts are not allowed in the examination).</p> |



## Implementation – GCSE English Language (AQA)

| Component title  | Content Overview   |
|--|--|
| <p><b>Explorations in Creative Reading and Writing</b></p> <p>50%</p> <p>1 hour and 45 minutes written paper</p> | <p><b>Section A – Reading</b> (total 40 marks)<br/>The extract for the Reading section of the exam is taken from a 20<sup>th</sup> or 21<sup>st</sup> Century prose fiction text. There will be four questions on the extract: 1 x short form, 2 x long form, 1 x extended form.</p> <p><b>Section B – Descriptive or Narrative Writing</b> (total 40 marks)<br/>There will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. Pupils will be assessed on content (24 marks) and technical accuracy (16 marks).</p>  |
| <p><b>Writers Viewpoints and Perspectives</b></p> <p>50%</p> <p>1 hour and 45 minutes written paper</p>          | <p><b>Section A— Reading:</b> (total 40 marks)<br/>One non-fiction and one literary non-fiction extract, from 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> Century. There will be a mixture of short and extended response questions on the extracts. Pupils will need to retrieve information, summarise and synthesise content from both texts, analyse language from one text and compare methods writers use to convey their viewpoints and perspectives in both extracts.</p> <p><b>Section B – Writing to Present a Viewpoint:</b> (total 40 marks)<br/>Writing tasks are linked by a theme to the reading extracts. It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience. Pupils will be assessed on content (24 marks) and technical accuracy (16 marks).</p> |
| <p><b>Spoken Language Endorsement</b></p>  | <p>You will also complete a non-examination Spoken Language assessment. You will be expected to present, to respond to questions and feedback and use Standard English appropriately.</p> <p>This assessment is set by the teacher throughout the course. It is marked by the teacher but does not form part of the qualification.</p>   |

## Implementation – A-Level English Literature (Pearson)

| Component Title   | Content Overview   |
|---|--|
| <p><b>Drama</b></p> <p>30 %</p> <p>Pupils study one Shakespeare play and one other drama from either tragedy or comedy</p> <p>2 Hours 15 written paper</p> <p>Two essays focusing on the plays selected and the extensive critical reading undertaken by the pupil.</p>           | <p><b>William Shakespeare:</b> Antony and Cleopatra, Hamlet, King Lear, Othello, A Midsummer Night's Dream, Measure for Measure, The Taming of the Shrew, Twelfth Night</p> <p><b>Other drama:</b></p> <p>Pre-1900: Doctor Faustus, Christopher Marlowe; The Duchess of Malfi, John Webster, The Importance of Being Earnest, Oscar Wilde; The Rover, Aphra Behn</p> <p>Post-1900: The Home Place, Brian Friel; A Streetcar Named Desire, Tennessee Williams, The Pitmen Painters, Lee Hall; Waiting for Godot, Samuel Beckett</p> |
| <p><b>Prose</b></p> <p>20 %</p> <p>Pupils study two prose texts (including at least one pre-1900) from a chosen theme. At least one of the prose texts must be pre-1900.</p> <p>1 Hour 15 minutes written Paper</p> <p>One comparative essay question on their studied theme.</p> | <p><b>Themes:</b></p> <p>Childhood</p> <p>Colonisation and its Aftermath</p> <p>Crime and Detection</p> <p>Science and Society</p> <p>The Supernatural</p> <p>Women and Society</p>  |
| <p><b>Poetry</b></p> <p>30 %</p> <p>2 Hours 15 written paper</p> <p>One question comparing an unseen poem with a named poem from their studied contemporary text and one question on their studied movement/poet.</p>   | <p><b>Poets/Anthologies</b></p> <p>Chaucer, Donne, Keats, Rossetti, Eliot, Larkin</p> <p>Post-2000 Anthology</p> <p>Pre-1900 Anthology</p> <p>Post-1900 Anthology</p>  |
| <p><b>Non-Examination Assessment</b></p> <p>20 %</p> <p>60 Marks</p> <p>2500-3000 word assignment - comparative essay referring to two texts</p>  | <p><b>Subject of Assignment</b></p> <p>Chosen texts must be different from those studied in Drama, Poetry, and Prose Components.</p> <p>Chosen texts must be complete texts and may be linked by theme, movement, author, or period.</p> <p>Chosen texts may be selected from Poetry, Drama, Prose, or Literary Non-Fiction.</p>   |

## Impact

Teacher questioning about, and after, all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teacher monitor and track pupil understanding of content and skills and plan future learning accordingly.

Children in EYFS are given daily feedback on their reading through verbal feedback and written next steps in their individual reading log.

In EYFS, KS1 and KS2 all pupils are provided with verbal and written feedback on all aspects of the speaking, reading, and writing skills. Teachers also provide live feedback to pupils during the lesson (purple pen). Pupils receive two stars and a wish following extended writing. This explains specifically what the pupil has done well and what will help to further the learning, this might include questions, examples, and scaffolded tasks. Pupils are given regular opportunities to respond to feedback using a blue response pen.

Secondary section teachers provide distance feedback to identify misconceptions and use this to help plan the next lesson's explanations, questioning, next steps, and guided group. Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and distance feedback all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Throughout KS3 pupils complete weekly writing tasks in lessons. This is consolidated with weekly home learning tasks. Teachers respond to these with individual next steps. This helps ensure that teachers are fully aware of individual learning needs and means they plan appropriately.

Year 10, Year 11 and Year 12 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement, is used to generate half-termly predicted grades. Predicted grades are the English department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.