

# English: Learning Journey



In English we seek to nurture, develop and enable students' inquiring minds and inspire them as active, critical readers who know how language can be used. We will enable students to use that knowledge to express themselves clearly and accurately in a range of different forms and for different purposes.

## Reading

- 9. Identify and compare writers' perspectives and attitudes
- 8. Synthesise and compare texts
- 7. Identify and analyse how a writer creates bias
- 6. Confidently compare poets' ideas and methods
- 5. Create a personal response to an unseen text
- 4. Effectively plan a response independently
- 3. Create and maintain a critical argument
- 2. Identify and interpret themes, ideas and information
- 1. Use context and wider knowledge to develop a range of critical and evaluative perspectives

- 8. Closely analyse an extract (structure and language) within timed conditions
- 7. Make a personal response to an unseen text
- 6. Compare the methods used by poets
- 5. Compare poets' ideas
- 4. Create a sustained argument
- 3. Make a personal, critical response
- 2. Embed quotations
- 1. Plan, draft and re-draft a full essay

- 9. Structure an essay
- 8. Use A,B, C to compose an argument
- 7. Explore **HOW** alternative interpretations of texts can be made (alternatively/ additionally)
- 6. Analyse **HOW** poets use structure as well as language for effect
- 5. Develop what/how /**WHY** paragraphs, integrating relevant context
- 4. Use evaluative verbs (highlights/ critiques/ warns/ exposes) when exploring **WHY**
- 3. Use tentative language to discuss the author's purpose (**WHY**) *perhaps/could/may*
- 2. Use analytical verbs to analyse **HOW** a writer uses methods (suggests/implies/ conveys/portrays)
- 1. Be able to write a thesis statement

- 9. Begin to write full **WHAT/ HOW/ WHY** paragraphs
- 8. Explore **WHY** the writer wants to achieve a particular effect
- 7. Explain **HOW** the writer uses metaphor
- 6. **Identify** metaphor (**HOW**)
- 5. **Make inferences** using (suggests/ implies/ conveys/ portrays) (**HOW**)
- 4. Locate and use relevant quotations (**HOW**)
- 3. Write strong topic sentences (**WHAT** is the writer's idea?)
- 2. Explain the effect of dramatic conventions
- 1. Identify and explain the conventions of drama

**GCSE Exams**

**Revision and Consolidation:**  
How do successful learners use revision strategies effectively?

**Unseen Poetry:**  
How do poets convey ideas and attitudes using poetic devices?

**Language Paper 1 Section B (Writing)**  
How do writers use imagery and structure to create effective creative and narrative writing?

**Poetry: Power and Conflict Part 2**  
How do poets use language, form and structure to convey ideas about power and conflict?

**Language Paper 1 Section A (Reading)**  
How does a writer use language and structure for effect?

**Shakespeare: Macbeth**  
How does Shakespeare use language, form and structure to teach about ambition?

**Y11**

**Poetry: Power and Conflict Part 1**  
How do poets use language, form and structure to convey ideas about power and conflict?

**Modern Drama: An Inspector Calls**  
How does Priestley use dramatic and literary devices to teach about social and personal responsibility?

**Language Paper 2 Section B (Writing)**  
How do writers use language and structure to compose speeches, letters and articles?

**Spoken Language: Endorsement**  
How do writers use language, structure and delivery to convincingly convey ideas and perspectives?

**Language Paper 2 Section A (Reading)**  
How do writers use language and structure to convey and deliver different ideas and perspectives?

**Novel: A Christmas Carol**  
How does Dickens use literary devices to convey his social message?

**Y10**

**Speech Writing: Gender and Rhetoric**  
How can language be used to shape perspective?

**Writers' Viewpoints:**  
How do writers make their biased viewpoints clear?

**Poetry Comparison:**  
How do different poets use their powerful voices?

**Shakespearean Drama: Romeo and Juliet**  
How does Shakespeare present violence as unjust?

**Novel:**  
How do writers use craft their climax and resolution in their narratives?

**Y9**  
*Justice In Society*

**Novel:**  
How do writers craft a narrative and create tension?

**Letters Of Note:**  
What is ethos, logos and pathos?

**Poetry:**  
How do writers use their voice to celebrate their identity, heritage and culture?

**Modern Drama: Noughts and Crosses**  
How do writers draw on context to create meaning?

**Y8**  
*Justice For People*

**Novel:**  
How do writers craft their setting?

**Shakespearean Drama: A Midsummer Night's Dream**  
What is drama? How do writers craft their characters?

**Y7**  
*Justice In Different Places*

**Story Openings:**  
How do writers craft story openings?

**Poetry: New Beginnings**  
What is metaphorical language?

## Writing

- 7. Consciously adapt formality, tone and style to the audience and topic
- 6. Create and deploy counter-arguments effectively
- 5. Plan, draft, edit a formal speech
- 4. Utilise ethos, pathos and logos in speech, letter and article writing
- 3. Create and deploy motif/symbolism through creative writing
- 2. Consciously structure creative writing for impact
- 1. Use vocabulary, grammar and form judiciously to reflect audience, purpose and context

- 11. Select and sustain a narrative persona
- 10. Use symbolism in fiction writing
- 9. Introduce and sustain causality into a short story
- 8. Craft and structure the climax and resolution of a narrative piece
- 7. Plan, draft, edit a formal speech
- 6. Adapt formality, tone and style to the audience and topic
- 5. Introduce counter-arguments
- 4. Utilise ethos, pathos and logos in speech writing
- 3. Use figurative language: simile/ metaphor/ personification effectively
- 2. Structure description for effect
- 1. Use grammatical variation for effect

- 11. Create a character including dialogue which is punctuated accurately
- 10. Use flashback in narrative writing
- 9. Use symbols in narrative writing
- 8. Use complex punctuation: semi colons, colons, brackets and dashes accurately and effectively
- 7. Use multiple subordinate clauses
- 6. Use rhetorical devices including tricolon (power of three), imperatives and repetition
- 5. Pathos – use emotive language for effect
- 4. Logos – use a range of facts/ statistics/ expert opinions to drive an argument
- 3. Structure a convincing argument (with some help)
- 2. Use of pronouns for effect
- 1. Ethos – establish credibility in non fiction

- 14. Understand how to draft, proof read, edit and re-draft
- 13. Use pathetic fallacy for effect
- 12. Adopt a narrative perspective
- 11. Use prepositions to make a narrative shift
- 10. Select verbs for deliberate effect
- 9. Use figurative language: simile/ metaphor/ personification
- 8. "Zoom in" in description
- 7. Use commas in complex sentences
- 6. Use multi clause sentences
- 5. Start sentences in a variety of ways for effect
- 4. Be able to use simple sentences for effect
- 3. Use full stops and capital letters accurately
- 2. Craft a narrative hook for effect
- 1. Begin to understand how to plan effectively

## Oracy

- 5. Use paralinguistic features to engage an audience when presenting
- 4. Actively listen to questions/ feedback and elaborate to further ideas
- 3. Organise and structure presentations using an effective range of strategies
- 2. Express sophisticated ideas using a sophisticated repertoire of vocabulary
- 1. Communicate clearly when to agree, build, challenge and question literary ideas.

- 5. Use paralinguistic features to engage an audience when presenting
- 4. Use standard English and some complex vocabulary when presenting ideas to the class
- 3. Deliver a speech to the class, showing passion and conviction in delivery
- 2. Plan and deliver mini group presentations
- 1. Rehearse and perform short scenes from Romeo and Juliet

- 6. Use standard English when presenting ideas to the class
- 5. Present ideas confidently to the class
- 4. Take on roles within a group discussion (chairperson, questioner / challenger...)
- 3. Develop ideas and understanding through paired and group discussion
- 2. Read scripts and novels with clarity and expression to demonstrate characterisation and tone
- 1. Use ABC (agree/ build/ challenge) to structure group and class discussion of a text.

- 5. Use mostly standard English when presenting ideas to the class
- 4. Present ideas confidently to the class
- 3. Contribute ideas to a group discussion
- 2. Develop ideas and understanding through paired and group discussion
- 1. Perform short scenes of 'A Midsummer Night's Dream'