

# English: Learning Journey



In English, we seek to empower the young people in our care to realise the power of their voice and to harness their enthusiasm in fighting for justice. We endeavour to give students the tools to command language so that they can eloquently and confidently go out into the world and pursue their goals. We aim to nurture students into becoming critical thinkers who can investigate and examine both spoken and written language.

## Reading

5. Synthesise and compare unseen poetry
4. Confidently compare poets' ideas and methods
3. Effectively plan a response independently
2. Create and maintain a critical argument
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. Identify and compare writers' perspectives and attitudes
5. Compare poets' ideas
4. Create a sustained argument
3. Make a personal, critical response
2. Embed quotations
1. Plan and write a full essay

7. Use A, B, C to compose an argument or essay
6. **ANALYSE** how alternative interpretations of texts can be made (alternatively/ additionally)
5. **ANALYSE** how poets use structure as well as language for effect
4. Develop **PEACE** paragraphs, integrating relevant factual context
3. Explain what the writer wants to teach, celebrate or **CRITICISE**
2. Use analytical verbs to **ANALYSE** how a writer uses methods (suggests/ implies/ conveys/ portrays)
1. Be able to write a thesis statement

8. Begin to write **PEACE** paragraphs
7. Explain what the writer wants to teach or celebrate
6. Explain and analyse metaphor (**ANALYSIS**)
5. **Make inferences** using (suggests/ implies/ conveys/ portrays) (**ANALYSIS**)
4. Locate and use relevant quotations (**EVIDENCE**)
3. Write strong topic sentences (**POINT**)
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?

## Y10

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

**Transactional Writing: Society and Rhetoric**  
How can language be used to influence others?

**Non-Fiction Comparison: Writers' Viewpoints**  
How do writers use language to show their viewpoint?

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

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

## Y9

**Creative Writing: Monsters in Literature**  
How do I craft complex characters?

**Novel: Great Expectations**  
How do writers craft just and unjust outcomes for their characters?

*Justice in Society*

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

**Creative Writing: 'I Come From' Poetry**  
How do I use my voice to celebrate my identity through poetic language and structure?

**Novel: Pet**  
How do I craft my narrative writing for effect?

## Y8

**Transactional Writing: Noughts and Crosses**  
How do I build a convincing argument?

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

**Novel: Dystopian**  
How do I craft detailed description to create an unjust setting?

*Justice for People*

## Y7

*Justice in Different Places*

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

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

**Transactional Writing: Role Models**  
How do I make my viewpoint clear in non-fiction writing?

**Shakespearean Drama: The Tempest**  
How do writers create unjust characters?

## Writing

5. Create and deploy counter-arguments effectively
4. Utilise **ETHOS, LOGOS** and **PATHOS** 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 structure judiciously to reflect audience, purpose and form

9. Select and sustain a narrative persona
8. Introduce and sustain causality into a narrative piece
7. Craft and structure the climax of a narrative piece
6. Plan, draft, edit a formal speech
5. Adapt formality, tone and style to the audience and topic
4. Utilise **ETHOS, LOGOS** and **PATHOS** in speech writing
3. Use figurative language: simile/ metaphor/ personification effectively
2. Structure description for effect
1. Use grammatical variation for effect

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

14. Understand how to draft, proof read, edit and re-draft
13. Use pathetic fallacy for effect
12. Adopt a narrative perspective
11. Make a narrative **SHIFT**
10. Select verbs for deliberate effect
9. Use figurative language: simile/metaphor/ personification
8. **ZOOM** 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 (**DROP**)
1. Begin to understand how to plan effectively

## Oracy

5. Use para-linguistic features to suit audience and purpose
4. Actively listen to questions/feedback and elaborate to further ideas
3. Organise and structure presentations using an effective range of strategies
2. Use a sophisticated repertoire of vocabulary
1. Communicate clearly when to **AGREE, BUILD, CHALLENGE** and **QUESTION** literary ideas

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

5. Use standard English when talking to the class
4. Present ideas confidently to the class
3. Adapt my 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'