



English Language and Literature

Programme of Study: Key Stage 3 to Key Stage 5

What is English at Prospect? Our Mission Statement.

Our fundamental aim is to equip our students with the skills and abilities to be able to be functioning members of society: to be able to understand what they're reading in an active and critical manner; to be able to articulate their thoughts and feelings using grammatically accurate structures; to be able to adapt their use of language according to context; and to be able to appreciate the English language has more to offer than functionality – it is an art form.

English Language

English Language is the study of communication taking three principle strands: reading, writing and speaking and listening. We teach our students to understand what they're reading and to explore and examine how and why writers produce texts, analysing the methods used to create meaning. We teach students that the relationship between a writer and his audience must always be considered, because without an audience, a text would have no meaning or purpose in the world. We teach students to be critical of what they read, and show them how to spot bias, inconsistencies and shortcomings: just because something is written down, it is does not make it trustworthy or reliable.

We use the above principles to teach students how to write their own texts in creative and artistic ways, encouraging students to sculpt and craft their writing, caring about subtleties and nuances of language choices and the effects which can be created for their target audience. We teach students to carefully think about their writing, creating plans to ensure it is suitable for their intended purpose, audience and text-type. We insist students produce second drafts which demonstrate attention to detail.

Speaking and listening, and classroom discussion, is at the heart of our daily routines. We use it to promote deeper thinking, to explore the nuances of language and to debate writers' intentions and the reliability of texts. We use it to enhance a spirit and culture of teamwork and collaborative learning.

English Literature

English Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas. It aims to develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. High-quality English literature is writing which displays recognisable literary qualities and, although shaped by particular contexts, transcends them and speaks about the universality of the human condition.

Key Concepts:

Reading for Meaning	Themes	Author's Intent	Writing Creatively	Writing Non-fiction	Writing Accurately	Structure, Creative Grammar and Sentence Constructions
<p>Students need to be able to understand what they read across genres, text-types and time periods. This is important across all key stages. Prospect English students are exposed to a wide variety of texts across the curriculum and tasks and learning activities are set to help students improve their ability to read for meaning. We teach a range of reading strategies including inference, skimming and scanning, predicting, connotation and denotation etc. In terms of intervention, we have Accelerated Reader and LEXIA to support students.</p> <p>At Key Stage 5, students are exposed to challenging and engaging texts and the NEA opens up opportunities for students to studying independently, developing key skills for further study and employment. The addition of wider reading enriches students' experiences of literature.</p>	<p>A good piece of fiction always explores a range of themes which contribute towards the artistic merit and appeal of a text. Students will be taught to analyse and evaluate how writers are able to explore the themes which bring their texts alive.</p> <p>At Key Stage 5, students study texts that are produced across a very broad period of time and texts produced within a clearly defined period that all explore the same theme of love.</p>	<p>Students are taught to read critically and appreciate that texts are products of their contextual environments. Authors have opinions and intentions which shape the outcome of production, and students need to be able to critically spot bias and intentions to better understand the texts they're reading.</p> <p>At Key Stage 5, students explore wider reading to gain a better understanding of their texts and their contexts. Students need to be able to consider carefully about how readers might interpret texts differently overtime.</p>	<p>Across all key stages, students need to be able to write creatively. Indeed, writing creative fiction counts for 25% of the English Language GCSE. Prospect students are provided with models of world class creative writing and are encouraged to experiment and be artistic with their writing across key stages. It is the artistic nature of the writing which underpins this concept and students are encouraged to 'write less, [and] craft more' as a result.</p> <p>At Key Stage 5, students will demonstrate creativity by learning how to write responses which encourage critical debate.</p>	<p>Across key stages, students are required to learn to write a range of non-fiction text types, carefully adapting their writing to suit different purposes, audiences and text types. This type of writing will be assessed at GCSE, with the related questions constituting 25% of the qualification's total.</p>	<p>We believe the ability to write accurately is of fundamental importance. Through lesson content, learning activities and marking and feedback, we teach students across all key stages to write accurately.</p> <p>At Key Stage 5, students are taught planning strategies and re-drafting to help students produce articulate arguments</p>	<p>We want our students to see writing as an art form, and in order for them to appreciate this, we encourage students to be creative through more than just the words and rhetorical devices they use. We also teach students to be creative with their use of structure, paragraphing, sentence types, sentence constructions and grammar in order to achieve very specific effects.</p> <p>At Key Stage 5, students need to meticulously proof-read work to make sure that spelling, punctuation, and grammar is accurate.</p>

Key Themes:

Genre	Relationships	Characterisation	Evidence	Point of View/ Opinions	Analysis of Writers' Methods	Rhetorical Devices	Context and Writers' Intentions	Speaking and Listening
<p>In English Literature, students will study genre and understand how writers use and manipulate generic conventions in order to communicate their ideas.</p> <p>Genre studies aid students' English Language work because they will be taught to make use of generic conventions in their own writing.</p>	<p>Relationships underpin all Literature texts and are often a key focus in English Literature exams. Students need to learn how to explore the ways in which authors present a range of relationships and evaluate how relationships drive the plots, characters and themes in most of the texts we study.</p>	<p>Characters are at the heart of every Literature text and our students will be taught to analyse and evaluate how authors present characters in their texts.</p> <p>Through the lens of narrative perspective, students will be taught how to include and present characters in their own writing.</p>	<p>A fundamental part of demonstrating understanding is to be able to select evidence/quotations from the texts being studied. We teach students to not only find supporting evidence to back up their comments about a text, but we also teach them how to embed them in a piece of writing.</p> <p>The embedding of evidence in essays of particular importance in key stages 4 and 5.</p>	<p>When reading, students need to be able to identify a writer's point of view and evaluate the methods used by the writer to communicate their views.</p> <p>When writing, students will learn to apply similar methods and techniques in order to communicate their own points of view.</p>	<p>The ability to examine, in close detail, the methods writers use to create meaning, is a skill which underpins both English Language and Literature and is the backbone to both disciplines.</p>	<p>Whether it be in prose or poetry, students will be taught how to identify writers' use of rhetorical devices/methods and analyse and evaluate its effects. Students will be taught to use imagery for effect in their own writing.</p>	<p>Literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. No text is ever written in a vacuum, and students need to learn to analyse and evaluate how writers communicate their ideas about the world, and how different readers might respond to these ideas.</p>	<p>Learn to verbally articulate and communicate your ideas, making use of discussions and debates to extend your thinking, always looking to improve the fluency of your verbal expression.</p>

Key Stage 3

YEAR: 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Big Question: Mythology. What are the generic conventions of mythological writing and can you use them in your own writing?							Big Question: Mythology. Can you understand what you read? Can you understand and track plot, character and theme development across a text?							Big Question: Different viewpoints: how do different people see the same events in different ways? How can you include different viewpoints in your own writing?							Big Question: Different viewpoints: how do different people see the same events in different ways? Which methods do writers use to express their points of view and why?							Big Question: How do relationships drive Literature texts? A Shakespeare study.						Big Question: How do relationships drive Literature texts. A Shakespeare study.					
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts						Key Concepts					
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes						Key Themes					
Assessment Method: Narrative writing in a mythological style.							Assessment Method: English Language reading for meaning assessment.							Assessment Method: English Language Paper 2 style questions.							Assessment Method: Newspaper article writing. Editorial pieces.							Assessment Method: Informative writing about Shakespearean times.						Assessment Method: A literature styled assessment: how does Shakespeare use poetic methods to present relationships in Romeo and Juliet?					

YEAR: 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Big Question: Power, propoganda and lies: how can you use language of persuasion to present your point of view?							Big Question: Power, propoganda and lies: how can leaders use language to convince people to follow their orders?							Big Question: Gothic and horror genre study: what are the generic conventions of gothic and horror writing?							Big Question: Victorian Britain: Non-fiction. How did the Victorians write and how is it different to modern writing?							Big Question: How do writers explore the theme of identity in their writing?						Big Question: Are you able to write poetry and prose exploring the theme of identity?					
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts						Key Concepts					
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes						Key Themes					
Assessment Method: Point of view/ persuasion (Letter writing)							Assessment Method: A Literature styled essay on the rise of the power of the pigs in 'Animal Farm'.							Assessment Method: Descriptive gothic writing with English Language Paper 1 Question 5 in mind.							Assessment Method: English Language Paper 2 reading styled assessment.							Assessment Method: A literature styled poetry essay.						Assessment Method: Autobiographical writing (blog)					

Key Stage 4

YEAR: 9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Big Question: How does Steinbeck explore inequality and marginalisation in society?							Big Question: How can you manipulate and craft your use of grammar and structure to achieve specific effects?							Big Question: How do poets use poetic methods to construct meaning?					Big Question: How and why does Shakespeare construct characters, relationships and themes in 'Macbeth'?					Big Question: How and why does Shakespeare construct characters, relationships and themes in 'Macbeth'?					Big Question: How can we use rhetorical devices to argue different points of view, convince and persuade?									
Key Concepts							Key Concepts							Key Concepts					Key Concepts					Key Concepts					Key Concepts									
Key Themes							Key Themes							Key Themes					Key Themes					Key Themes					Key Themes									
Assessment Method: Literature styled essay based on the way in which the theme of marginalisation is presented in the novel 'Of Mice and Men'.							Assessment Method: A GCSE English Language Paper 1, Question 5 creative writing task.							Assessment Method: Literature essay question similar to the one on GCSE English Language Paper 2, Section B: comparing a theme in two poems.					Assessment Method: N/A.					Assessment Method: Literature essay question from GCSE English Literature Paper 1, Section A, focussing on the relationship between Macbeth and Lady Macbeth.					Assessment Method: English Language Spoken Language assessment. Recorded and submitted to AQA.									

YEAR: 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Big Question: How do you write a letter to persuade? What is J.B. Priestley's key message in 'An Inspector Calls'?							Big Question: Term 1 continued. Plus: 1. English Language Paper 1: what does it look like? 2. English Literature Paper 2 Section B: what does the anthology look like and what are you expected to know?							Big Questions: What are Dickens' intentions and key messages in 'A Christmas Carol'? How does he make use of the generic conventions of a ghost/gothic story?							Big Question: English Literature Paper 1 Section B – do you understand how to revise and prepare for this part of the Literature paper?							Big Question: How do you revise for English?							Big Question: Literature: How do you approach an unseen poem? How do the poets in the anthology use language and structure to communicate their ideas about power and conflict? Language: How do you approach English Language Paper 2 Section A?						
Concepts and themes:							Concepts and themes:							Concepts and themes:							Concepts and themes:							Concepts and themes:							Concepts and themes:						
Assessment Method: A persuasive letter to your M.P. persuading them more needs to be done about social equality in the U.K.							Assessment Method: English Literature: 'An Inspector Calls' question from Paper 2 Section A. English Language: Paper 1 Section A.							Assessment Method: Descriptive writing: write a ghost story making use of the generic conventions of a ghost/gothic story.							Assessment Method: English Literature: 'A Christmas Carol' question from Paper 1 Section B.							Assessment Method: PPEs – 1 English Language and 1 English Literature (compromised of the texts studied so far).							Assessment Method: Unseen poetry question.						

YEAR: 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Big Question: How does Shakespeare explore themes of, amongst others, ambition and power through the play 'Macbeth'?							Big Question: How do you revise for 4 different English exams?							Big Question: Looking at your PPE performance, what are your areas of strength and what do you need to work on?							Big Question: How are you going to manage your time to revise effectively?																	
Concepts and themes:							All Concepts and themes to be revised.							All Concepts and themes to be revised.							All Concepts and themes to be revised.																	
Assessment Method: English Literature Paper 1 Section A question.							Assessment Method: PLCs.							Assessment Method: PPEs.							Assessment Method: In class assessments based on areas of weakness revealed in the PPEs. An additional PPE for those who need it.																	

Key Stage 5

YEAR: 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									
	<p>Big Question</p> <p>How do writers use narrative structure, time, place, characterisation and point of view to shape their prose narratives and ideas?</p>								<p>Big Question</p> <p>How do writers use narrative structure, time, place, characterisation and point of view to shape their prose narratives and ideas?</p>								<p>Big Question</p> <p>How does the writer present common themes in poetry and use techniques to shape meaning?</p> <p>What is the significance of the contexts in which the poems are written and received?</p>								<p>Big Question</p> <p>How does the writer present common themes in poetry and use techniques to shape meaning?</p> <p>What is the significance of the contexts in which the poems are written and received?</p> <p>How do I make connections between texts and write about them effectively?</p>								<p>Big Question</p> <p>How do I respond to questions under exam conditions?</p> <p>How do I select texts for NEA?</p> <p>How do the poets present ideas about love in their work?</p>								<p>Big Question</p> <p>How do the poets present ideas about love in their work?</p> <p>How does the writer use techniques to explore key themes?</p>							
TCH 1	<p>Assessment Method</p> <p>Explore the ways in which Margaret Atwood begins the novel 'The Handmaid's Tale'</p> <p>Analysis extract</p> <p>Section B: Unseen Poetry</p>								<p>Assessment Method</p> <p>Paper 2: Option3</p> <p>Examine the view that, in The Handmaid's Tale, Atwood's primary concern is sexual violence against women.</p> <p>Section B: Unseen Poetry</p>								<p>Assessment Method</p> <p>Paper 2</p> <p>'The title of the collection suggests Duffy's agenda is to challenge traditional male ideas about the "gospel truth".'</p>								<p>Assessment Method</p> <p>Feminine Gospels</p> <p>Examine the view that this collection 'excludes men as subjects and makes no attempt to engage them as readers'. 'Modern literature shows isolated characters as being profoundly damaged.' Compare the significance of isolation in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing. You must use one drama text and one prose text in your response.</p>								<p>Assessment Method</p> <p>Mock PPE: Paper 2 - 2018 paper</p>								<p>Assessment method</p> <p>Paper 1</p> <p>Section B: Unseen Poetry</p> <p>Presentation of first read text</p>							

	<p>Big Question</p> <p>How do writers use narrative structure, time, place, characterisation and point of view to shape their prose narratives?</p>	<p>Big Question</p> <p>How do writers use narrative structure, time, place, characterisation and point of view to shape their prose narratives</p>	<p>Big Question</p> <p>How does Tennessee Williams use techniques in the play 'A Streetcar Named Desire' to convey his ideas? How does the play 'A Streetcar Named Desire' relate to its contexts and key times it was written?</p>	<p>Big Question</p> <p>How far do you sympathise with the character of Blanche? How does TW present Blanche as a tragic character? How do I make connections between texts and write about them effectively?</p>	<p>Big Question</p> <p>How do I respond to questions under exam conditions?</p> <p>How do I select texts for NEA?</p> <p>How does Shakespeare explore ideas about love in the play Othello?</p>	<p>Big Question</p> <p>How does Shakespeare explore ideas about love in the play Othello</p> <p>How does the writer use techniques to explore key themes</p>
TCH 2	<p>Assessment Method</p> <p>Unseen prose</p> <p>Explore the ways in which Kathryn Stockett begins the novel 'The Help'</p> <p>Analysis of key extract</p>	<p>Assessment Method</p> <p>Unseen prose</p> <p>Examine the view that in 'The Help' Kathryn Stockett's</p>	<p>Assessment method</p> <p>'Primarily, this play presents a clash between two cultures, not two individuals.'</p> <p>Examine this view of <i>A Streetcar Named Desire</i></p>	<p>Assessment method</p> <p>Examine the view that A Streetcar Named Desire fails because the relationship between Stella and Stanley is 'inconceivable'.</p> <p>'Modern literature shows isolated characters as being profoundly damaged.'</p> <p>Compare the significance of isolation in two other texts you have studied.</p> <p>Remember to include in your answer reference to how meanings are shaped in the texts you are comparing.</p> <p>You must use one drama text and one prose text in your response</p>	<p>Assessment Method</p> <p>Mock PPE: Paper 2 - 2018 paper</p>	<p>Assessment Methods</p> <p>-Shakespeare essay</p> <p>'Typically, texts about husbands and wives present marriage from a male point of view.'</p> <p>In the light of this view, discuss how Shakespeare presents the relationship between Othello and Desdemona in this extract and elsewhere in the play.</p> <p>-NEA presentations</p> <p>Presentations of first text</p>

Assessment Method

Or

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									
Assessment Method:								Assessment Method:								Assessment Method:								Assessment Method:								Assessment Method:								Assessment Method:							

YEAR: 13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					23	24	25	26	27		28	29	30	31	32	33	34	35	36			
TCH 1	Big Question How do poets present the common theme of love in poetry and use techniques to shape meaning? How do I plan and respond to questions effectively? How does one construct an NEA title which addresses all 5 A0S?								Big Question How do I plan and write an accomplished academic essay? How do I ensure I make further progress in preparation for Mock exams?								How do I writer and structure my NEA effectively? How do I ensure I make further progress in preparation for Mock exams?								Big Question How do I writer and structure my NEA effectively? How do I redraft my NEA effectively? How do I ensure I make further progress in preparation for exams?								Big Question How do I respond to questions effectively under timed exam conditions?							
	Assessment Method PPE: -Feminine Gospels -Handmaid's Tale -Paper 2: comparative essay -NEA title								Assessment Method NEA continue writing 1 st Draft (1500words) Paper 1: - planning and essay writing skills Paper1 Section B: -Unseen poetry Paper 2: -Comparative essay								Assessment Method Mock PPES: Paper 1 and Paper 2 NEA: First Draft								Assessment Method PPE feedback and personalised feedback and target setting Re drafting of NEA Revision/Exam skills: Paper 1 and Paper 2 Writing exam papers under timed exam conditions Writing exam papers under timed exam positions								Assessment methods Paper 1 and Paper 2 completed under timed-exam conditions							

