

English

Vision and Intent



Co-op Academy
Grange

Our Vision for English at Co-op Academy Grange

The English Department's vision is for every student to become a creative and critical thinker, to form their own ideas and construct arguments by working with others and challenging themselves. We will enable students to develop strong analytical skills and teach them how to present their ideas effectively, thus preparing them to be successful communicators in the wider world.

Our Intent for English at Co-op Academy Grange

Our Curriculum – What do we want our English curriculum to be?

The English department is committed to the idea that the subject is accessible to all. Teachers will use their own professional judgement and expertise to ensure that students of all abilities can both enjoy and engage with a diverse range of texts.

The English curriculum has been designed to be engaging and stimulating to students of all abilities. The English curriculum has been designed to stimulate critical thought, thoughtful discussion and an awareness of both self and the wider world.

Y7

"Trash" by Andy Mulligan is set in a fictional Third World country, following the lives of three dumpsite boys—Raphael, Gardo, and Rat—who stumble upon a mysterious bag containing a key and a fortune in the garbage. Their discovery sets them on a dangerous journey, uncovering corruption, injustice, and a desperate quest for truth and justice. This book has been chosen in order to offer students an awareness of the world outside of their experiences in Britain in 2023. By exploring poverty and corruption overseas, students will be able to engage with these social issues across the globe throughout their lives. Combining this unit with leaflet writing will ensure students understand and can accurately use paragraphs, a baseline requirement for the rest of their English study at Grange. This writing will further be developed in the format of a persuasive speech in order to teach students how to adapt their writing for different purposes, audiences and formats (a key skill throughout their English study) as well as to encourage students to use their voices for social good.

Students in Y7 will learn the terminology to identify the language of poetic devices as well as exploring the different impact they can have. This will be embedded through opportunities for students to use these methods in their own descriptive writing. i.e. students see colour imagery in Island man and explain the effect of it. They then create their own colour imagery in a piece of writing. They continue this approach for the use of metaphor, simile, onomatopoeia and personification. There is a deliberate decision to not cover the structural methods of poetry until Y8 in order to ensure teachers and students have the time to embed true mastery in this area before extending it with ideas about structure in Year 8 (where language devices will be reiterated). Students will also come away from this unit with an awareness of what culture and class mean as concepts in society. This will underpin all future English study as these themes are prevalent in every text.

"The Tempest" is a play by William Shakespeare that follows the exiled Prospero, a powerful sorcerer and rightful Duke of Milan, who orchestrates a storm to shipwreck his usurping brother and the King of Naples on an enchanted island. Through magic and manipulation, Prospero seeks revenge, redemption, and ultimately forgiveness, while exploring themes of power, colonialism, and the transformative nature of love. Given the scope and complexity of the play, students will focus primarily on the relationships Prospero has with the characters of Ariel, Caliban, Miranda and Ferdinand. They will be taught how to analyse an extract and make links between the extract and the rest of the play. This will be the beginning of their Shakespeare study and each year will increase the expectation of the number of links students will be expected to make to the rest of the play outside of the extract they are given. As students are exploring the relationships between characters, their writing will focus on how to open a narrative in a way that reveals the relationship between two characters. This has been devised in response to KS4 students' GCSE narratives lacking in clarity around this. Narratives in subsequent years will build upon this opening in order to create moments of tension and conflict (in Y8) and a cohesive piece (in Y9).

"The Green Bicycle" by Haifa al Mansour is a compelling novel set in Saudi Arabia, centred around a young girl named Wadjda who dreams of owning a bicycle. Against the backdrop of a conservative society, Wadjda's determination and rebellious spirit drive her to challenge societal norms, defying expectations and pursuing her dreams with unwavering resilience. This story has been chosen to explore life from the point of view of a muslim girl in a way that does not paint her as a victim or portray Islam in a negative light. This story shed light on how human interpretation of religion and tradition can be corrupt and have damaging results. With Saudi Arabia's increasing presence on the world stage, this text feels important to contextualise the human rights controversies that students will encounter in the news. This unit explores how writers present a character as well as how that character changes. This revisits the skills and knowledge from the first unit and teachers should see tangible improvement from the work being produced at the beginning of the year.

Y8

The novels selected in this year are intended to be thought-provoking and stimulating. They encourage students to consider relationships between characters and how these relationships are influenced by the social and political contexts in which they are set. Students are taught to consider the influences on their own lives and use these to analyse narrative arcs and characterisations critically and empathetically. Students develop the skills they have learned in Y7 and are explicitly taught how to select key quotations to support and enhance their own ideas about the texts that they are studying.

Poetry is often used to convey strong and complicated emotions. Allowing students an opportunity to explore these ideas will allow for greater emotional maturity as they go through puberty. Students were explicitly taught language methods used by poets in Year 7 and here they are explicitly taught structural poetic methods. Students are also further challenged to bring forth their own interpretations of poems *before* being taught by the teacher, thus empowering them to feel confident tackling "unseen" poems. Students will be taught the "process" for tackling unseen poems which will be reiterated in Year 9 and used in their GCSEs.

The skills developed in HT1 and HT2 are developed through the story of a thirteen year old girl, who describes her experiences during the months that lead up to the Romanian Revolution in 1989. The story follows the personal impact of growing up in Ceaușescu's Romania- constant fear, want and silence- as well as what it is like to be part of a public ground swell of revolution. This story has been chosen to represent the growing number of students from Eastern Bloc heritage as well as to enrich every child's cultural capital knowledge of world events and how they impact the modern day.

"Romeo and Juliet" is a tragic play by William Shakespeare that tells the story of two young lovers from feuding families, Romeo and Juliet, who fall deeply in love at first sight. Despite their families' enmity, they secretly marry, but their star-crossed love leads to a series of unfortunate events that ultimately ends in their untimely deaths, uniting the rival families in grief and reconciliation. The key themes of love and conflict allow students to repeatedly practise their skills of analysis and explanation as they repeat the same question throughout the unit. The theme of the year has been to study how writers capture conflict and tension so this play allows a perfect opportunity for students to practise these methods with familiar characters.

Y9

In "Frankenstein", students will explore in more detail the context of the production of a work of literature and analyse in detail how this has impacted on the ideas and attitudes presented within the play. Students will consider ideas about science, nature and religion and make direct contrasts with these and the ideas of the present day. Students are explicitly taught concepts such as morality and responsibility. Students are explicitly taught the concept of stagecraft and will make direct comparisons between the original novel of "Frankenstein" and the stage adaptation and explore and understand the reasons for decisions made by the playwright in adapting a story for the stage. Students will also be taught how to make direct comparisons between specific extracts and this will prepare them for the skills they will develop at KS4.

In "Of Mice and Men", students will explore in more detail the craft of the author. More than in previous years, students will focus on language techniques and how these are used to create atmosphere and settings. Students will be taught specifically how to interpret language choices made by the author and will begin to explore both the ideas of the author and their own responses to a text in terms of theme. Students will be actively encouraged to build on their prior learning of themes such as intolerance, misogyny and racism to make informed opinions about a text and show that they understand that attitudes can change over time. Students also consider the intentions and motivations of an author and will gain a deeper knowledge of the context in which a text is produced.

The poetry unit in Y9 explores a range of issues surrounding war. The unit has been redesigned so that students can compare and contrast Poetry from the two World Wars with poems relating to modern conflicts. Students were explicitly taught language methods used by poets in Y7 and Y8 and here they are explicitly taught poetic devices and techniques. Students are also further challenged to bring forth their own interpretations of poems *before* being taught by the teacher, thus empowering them to feel confident in formulating a personal response to poetry. They will learn and understand that poetry is subjective and interpretations are dependent on the experiences and attitudes of the

reader. Students will enhance their working vocabulary from previous years so that they can explore poems with greater confidence and express their ideas clearly.

The Human Condition is a new unit designed both to enable students to demonstrate their critical skills as a culmination of their KS3 studies and also to lay the foundations for their studies at GCSE level. This unit is based on a diverse range of powerful and thought-provoking extracts from literature and poetry and a wide selection of articles from both the nineteenth century and modern times. In this unit, students are explicitly taught to identify and understand the attitudes and views of an author and analyse critically how these are expressed. Students are also taught to make critical comments on texts and how to express these in a valid and meaningful way. This unit is designed to wrap around the Co-op Common Assessment and in the last half term, teachers select tasks and texts that will develop the skills of students based on the individual needs of classes to ensure that students are well prepared for study at KS4.

Y10

The focus of this year is the literature element of the GCSE course. Students learn the skills and techniques required by the exam board to fulfil their potential at GCSE. Here students will study a range of texts and develop the skills to engage with them critically. They will learn a wide range of new vocabulary to enable them to write about texts with accuracy and in a thoughtful way.

In "Macbeth" the students develop a thematic understanding of Shakespeare and build on their prior learning by looking in detail at character progression across a whole text. This is developed further through the study of "A Christmas Carol". In both texts students will explore symbolism and the significance of recurring motifs.

The modern texts have been selected to enable students to consider characterisation and plot development in greater depth than Y9. Students are explicitly taught to adopt a balanced approach to text analysis and they learn how to approach texts thematically as well as in terms of characterisation and relationships. Higher ability students explore the complex themes in "Lord of the Flies" and delve deeply into the idea of a novel as a whole concept. In "Blood Brothers", students explore in depth the ideas and intentions of the author and how these ideas are presented through character arcs and use of dialogue and stage direction. In both texts, students develop the skills they have learned in KS3 to consider why characters are present, what they represent, the reader's perception of them and how the author uses the written word to shape and influence the opinion of the reader.

In the "Power and Conflict" poetry anthology students approach poetry analysis in a thematic way, dealing with different types of conflict such as: the power of nature, the power of memories, personal conflict, guilt, identity and the battlefield experiences of individuals. Students are explicitly taught a wide range of new devices and techniques such as anaphora, asyndeton, epizeuxis and extended metaphors. Students are also taught advanced subject specific terminology which enables them to make meaningful and thoughtful comparisons between poems in terms of ideas, intentions and the techniques used. The comparative skills they learn also enable them to engage with unseen poetry.

Students will be explicitly taught sophisticated critical literary analysis skills. Through a combination of teacher modelling, regular formative assessments, the acquisition and application of new vocabulary and individual scaffolded learning: students will develop the confidence and the skills to become confident in writing about literature in a thoughtful, engaging and accurate way. They will be able to produce detailed responses to questions by focusing on the effects of language choices on the reader. They will be able to support their ideas with judicious quotations and show they understand the significance of key words and devices deliberately selected by the author within them.

Y11

In Y11 the main focus is on English language. Students are explicitly taught the rubric for each of the two examination papers and are specifically taught the language and skills required to respond to each question type. In Paper 1, students are taught how to select, analyse and compare information from various points within a short text. Students are taught how to identify character and plot progression and how to locate key information efficiently and accurately within a text. Students are also explicitly taught how to express their own ideas regarding a text precisely and with an economy of writing within the time constraints of the paper. Students are also taught how to plan an engaging piece of narrative writing. They are able to build on their interactions with the extract in the reading section to write a cogent, clear and structured narrative. Students are explicitly taught how to use Freytag's pyramid to plan their own narrative and to use a range of sophisticated sentence types, punctuation and devices to enhance their work and make their intentions clear. Students will reflect on the works of literature they have studied in Y10 to enable them to draw on concrete examples of how a writer uses language to express their ideas. In Paper 2, students are taught explicitly how to select, synthesise and compare information from two transactional sources: one from the nineteenth century and a modern text. Students will build on their study of *A Christmas Carol* to develop their understanding of nineteenth century writing. Students will be taught how to respond accurately and efficiently to each question type to maximise their potential grade. Students will be taught how to produce two transactional written texts and will be explicitly taught the purpose, and form of various types of transactional formats such as: letters, speeches, reviews, reports and articles. Students will be taught how to use emotive language to influence a reader and how to build and construct cogent arguments and express these effectively. Students also build on this knowledge to demonstrate their oracy skills in the speaking and listening component of the course. Students are taught rhetoric, intonation and inflection so that they may become clear and confident when expressing themselves. Throughout Year 11 there are opportunities for students to refresh and revisit the literature topics studied in Year 10. Students will use the knowledge and skills they have learned in the Language element of the course to enable them to express their ideas regarding literature with more accuracy and depth.

What does it look like in the classroom? (Implementation)

In English Language, students will examine a wide variety of language techniques and understand how writers use language to create specific effects on the reader. Communication is an essential life skill and the study of language ensures that they are well equipped to be effective, eloquent and engaging in expressing themselves. The study of language fosters creativity and imagination. From letters to leaflets; poetry to prose: they will learn how to write effectively in a range of formats, styles and genres: harnessing the power of language for life.

Students at Grange often come from backgrounds where English is at best a second language and literacy skills can be non-existent at home. In Language lessons students will be encouraged to express themselves both verbally and in writing. They will have the opportunity to observe good standards of literacy modelled by their teachers and will be guided to emulate these standards and develop their own language skills to offer them better life chances. In Language lessons they will read a wide variety of texts covering many topics that will largely be outside their normal experiences and the realms of their or their families experiences-many of which will become topics they need to be able to respond to in examinations at the end of their time with us-but most importantly to provide them with a wider view of the world and all the possibilities out there: cultures, countries, leisure activities and political systems. These are often from newspapers such as 'The Guardian' and also include 19th Century articles.

English Literature is an enriching and engaging study of a variety of important texts from a range of genres, cultures and eras. Students will experience the power of the written word and analyse some of the greatest works of Literature. They will explore the craft of the author and understand what motivates a writer to create a text. The study of Literature enables them to learn how to use empathy to understand the importance of texts from a range of cultures and beliefs. Engaging with English broadens the mind so they become sensitive and tolerant citizens of the world.

Students at Grange often have a limited view of cultures and beliefs which centres completely around those cultures, beliefs and views demonstrated by their families. Studying a wide range of Literature enables them to appreciate there are other cultures and beliefs equally valid and also available to them. Our Literature choices cover different role models, cultures and beliefs. These include: 'The Green Bicycle' set in Saudi Arabia with a female protagonist; 'Of Mice and Men' which explores both racist and sexist attitudes; 'Animal Farm' and 'The Giver' which explore dystopian worlds and the subject of communism and 'Trash' which is set in the Philippines and deals with corruption. The books we choose enable students to see the wider world and all its possibilities. They are given the opportunity to engage with the texts and express their points of view in a mature, sympathetic and tolerant way in order to help them become better citizens of this country and the world itself. The study of poetry enables them to explore personal identity and respecting the lifestyle choices of others. Plays offer an experience of the theatrical tradition while exploring characters and the richness of Shakespeare's language and craft in all year groups. Topics such as: freedom of choice, racism, misogyny, corruption and communism offer a wider knowledge and experience for them in addition to exploring the human condition and enabling them to be sympathetic of other's situations and how their own might compare. Students will be encouraged to challenge their own assumptions and viewpoints. We do not shrink from tackling extreme polarity in terms of viewpoints and it is our duty to ensure that students can understand, tolerate and appreciate the wealth of variety that humanity entails.

What will the impact be?

The study of English language and literature will have a very positive impact on the students in our care and promote the development of essential life skills and a sense of self awareness at this critical stage of their development. The study of English will equip students with the skills required for the next steps in their learning journey. The main impact of studying English will be to enable students to:

- Secure the best possible outcomes in English so that all future associated pathways are open to them and they are ready and confident for the next stage of their life.
- Students gain understanding of how and why they learn, acquire knowledge, deepen and apply their understanding to further their own progress.
- Develop their reading skills, gain familiarity with a wide range of texts and have a love of reading throughout their life.
- Develop knowledge and cultural capital to understand, engage with and influence the world around them and understand how the written ideas of authors have been shaped by their environments, cultures and experiences.
- Know how to learn successfully and feel empowered to challenge ideas surrounding gender, sexuality, morality, power and conflict.
- Understand, tolerate and appreciate the variety of beliefs and cultures which are equally valid to their own.