



Christ's College Guildford

Principal: Sarah Hatch. BA (Hons), QTS, PGC, NPQH
www.christscollege.surrey.sch.uk



Subject: English

Year Group: 7

Curriculum Intent:

The English Department at Christ's College is a successful and forward thinking department which is characterised by a strong sense of collaboration and enthusiasm for our subject and our students; always striving to foster within our pupils a love of language and literature.

We aim to develop pupils' ability to communicate effectively in a wide range of contexts; to enable pupils to use accurate Standard English and develop an interest in the richness of the English language in its various forms. We encourage pupils to develop an interest in extending the range of their own language in terms of style, vocabulary, structure and form, providing them with the tools to become engaging and imaginative readers and writers.

We endeavour to develop cultural capital; giving pupils the opportunity to read texts and see plays by contemporary authors and play-writes and also those celebrated within our literary heritage. We strive to offer a wide range of enrichment opportunities and above all else we provide a curriculum which offers a rich and diverse range of learning experiences enabling all pupils to enjoy, embrace and learn the skills needed for their future pathways.

College Values:

The Christ's College English department's focus is to ensure that all pupils in our school have the opportunity to make greater than expected progress across all Key Stages in the subject of English. When visiting our department, you will see that we uphold and display the vision and ethos of our school and encourage the pupils to embrace our core values: Love, stewardship, cooperation, respect and service.

Following our school behaviour policy, students are encouraged to take responsibility for their own learning by respecting and working with their peers; sharing the skills and knowledge they are gifted with and embracing the new skills and knowledge they learn, to gain their full potential.

Knowledge and Skills:

Autumn 1: Our students will complete a transition unit called *The Story Project*; it's purpose is to recall narrative and descriptive writing skills already covered in the primary curriculum and to embed and develop their creative writing knowledge and skills using, 'The Fantastics' methodology and a range of engaging literary extracts.

Autumn 2: Students will read an abridged version of the 19th Century novel, *Oliver Twist* by Charles Dickens. In this module students will learn how to read for meaning; they will be developing their understanding of how a writer creates mood and atmosphere through a range of language and structural



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devices and will begin to understand the relationships between text and the context in which it was written.

Spring 1: Students will read a range of famous speeches and Aristotle's Rhetoric, *The Art of Persuasion*; learning the six elements of a speech to develop their knowledge and skills of persuasive writing. Embedded into this module is a range of teaching literacy skills, which will help to develop our pupils technical accuracy: Vocabulary, sentence structures for clarity, purpose and effect with a focus on accurate spelling and punctuation.

Spring 2: In this module students will be introduced to a selection of Shakespeare's extracts, plays and sonnets, to understand how Shakespeare uses language, form and structure to create meaning and they will begin to show understanding of the relationships between texts and the context in which they were written.

Summer 1: Students will study a selection of poems to learn how to analyse poetry. In this module students will develop their knowledge of poetic devices, learn how to read for meaning and develop the skill of comparison by expressing their personal interpretations in response to the poems they have read.

Summer 2: In the final module of the year, students will read the novel, *Refugee BOY* by Benjamin Zephaniah. During this term students will be exposed to a range of activities that will enhance their cultural knowledge and consolidate their reading and writing skills within the context of the novel.

Assessment:

Students will be assessed on the content and spelling, punctuation and grammar during lessons both verbally and summatively with the work they complete. More formal assessments will take place in the form of an end of topic/term assessment and this will be assessed on the learning objective of the module.

Creative and discursive writing will be assessed on Assessment Objectives:

AO5 (Content)

AO6 (Technical Accuracy)

Reading for meaning/understanding will be assessed on Assessment Objectives:

AO1 (Use of textual references, quotations to illustrate interpretations)

AO2 (Analysing language form and structure used by a writer to create meaning and using terminology)

AO3 (Showing an understanding of relationships between texts and the context they were written in)

AO4 (Using a range of vocabulary, sentence structures for clarity, purpose and effect with accurate spelling and punctuation).

Homework:

Each module will be accompanied with a *Spelling Project*; each student will have a spelling book and every two weeks students will be given a list of spellings to learn along with contextual tasks.. The spellings are based on a range of vocabulary from the modules being taught to enable all students to develop their knowledge and understanding and therefore, help them make their expected progress.



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Cultural Capital:

Students are encouraged to join and be involved in our extra-curricular activities such as:

1. Exploring other texts, in our Book Club and sharing reviews with the school.
2. Playing with language and entering competitions in our Creative Writing Club.
3. Exploring the world of journalism and media in our Media and Young Journalist workshops.

The department work closely with The Guildford Shakespeare Company, who have brought Shakespeare to our classrooms, presenting performances such as Macbeth with opportunities for students to take part in workshops and question and answer sessions with the actors. This has been invaluable to our students, as it has brought the play to life and given them a broader understanding of the themes, characterisation and context of the play.