



Dorset
Studio School

LAND & ENVIRONMENT

The Intent, Implementation and Impact of the DSS English Learning Journey

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INTENT: The Dorset Studio School's English Department Intent is that students acquire and retain **essential knowledge and a wide vocabulary base** to allow them to succeed in life. While the aim for many of our students is to become professionals in land and animal-based industries, it is also imperative that they understand the need to be **confident readers, critical thinkers and independent learners** - who know the importance of English in their past, present and future.

We aim to take students on a five-year learning journey that is sequenced to build upon their prior learning but also **develops a breadth of English knowledge** and, more importantly, an ability to **clearly express their own complex ideas; both verbally and in writing**. In order to do this, we aim to add breadth and depth to their understanding of both the complexities of English as a subject (with its **various genres/forms/grammatical structures**) and, where the ideas discussed within fit, into their **knowledge of the wider world**. Our English curriculum has been developed with **'windows and mirrors'** in mind. We firmly believe that it is our role to use- and expand upon- students' knowledge of their own context and culture but to also appreciate others. This will aid in their development as human beings- not only **enabling success at GCSE but creating empathetic, tolerant students who are able to confidently express themselves** and engage in the global community. All lessons in English will match the school ethos of **'support and challenge'**.

INTENT – Knowledge that we intend for students to acquire whilst at DSS			
Y7 students will be able to:	Y8 students will be able to:	Y9 students will be able to:	KS4 students will be able to:
<p><u>Year 7 - Confident Readers:</u></p> <ul style="list-style-type: none"> • Understand texts' explicit and implicit meanings • Select appropriate evidence from texts, accurately copying them with quotation marks • Identify most word classes and most common writers' methods independently • Make comments on the meaning of quotations with some independence • Explicitly mention the writer's purpose or contexts • Begin to use subject terminology with support 	<p><u>Year 8 - Effective Readers</u></p> <ul style="list-style-type: none"> • Understand more challenging texts' explicit and implicit meanings, mostly independently • Carefully select relevant evidence from texts, accurately copying them with quotation marks • Identify word classes and common writers' methods independently • Make detailed comments on quotations with some reference to the effect of language • Make relevant links between the writer's purpose or contexts 	<p><u>Year 9—Thoughtful Readers</u></p> <ul style="list-style-type: none"> •Independently comprehend a range of texts' explicit and implicit meanings •Select concise evidence to support a range of points, copied accurately with quotation marks •Have a secure ability to identify most common and some more complex language and structural methods •Give a more detailed explanation of effects and begin to identify layers of meaning that are securely linked to evidence 	<p><u>English Language</u></p> <p>In the English Language GCSE exams, students are required to demonstrate the below knowledge upon reading new, unseen texts, i.e. texts which have not been explicitly studied in advance. They must also produce a piece of extended writing in response to a given task or stimulus.</p> <p>During their study in Years 10 and 11, students will be exposed to a range of non-fiction and fiction texts and given multiple opportunities to practise this knowledge in examination style questions.</p> <p><u>Reading – Section A</u></p> <p><u>AO1 – Identify, interpret, select and synthesise</u></p> <ul style="list-style-type: none"> •Identify explicit and implicit information in a

<p><u>Confident Writers:</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use basic punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use some analytical phrases, e.g. "This shows" or "This implies...". • Make a clear attempt to adapt the style of my writing to suit the task • Have a good understanding of paragraphs and use them with some confidence. • Show signs of planning and thought in writing • Begin to use a wider range of vocabulary for effect • Use short, simple, compound and complex sentences accurately • Use commas accurately • Use capital letters and full stops accurately • Use speech marks accurately • Spell most common words accurately 	<ul style="list-style-type: none"> • Use subject terminology independently and often with accuracy <p><u>Effective Writers:</u></p> <p><u>Fluency and Accuracy:</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use most punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use analytical phrases, e.g. "This suggests" or "This implies....". <p><u>Content and Organisation</u></p> <ul style="list-style-type: none"> • Adapt the style of my writing to suit the task • Come up with a range of different points or ideas that are both linked and consistently developed • Have a secure understanding of paragraphs and I can use them with confidence in my writing • Plan and think about the structure of my writing from beginning to end • Use some interesting and varied vocabulary for effect 	<ul style="list-style-type: none"> • Achieve a more detailed evaluation and comparison independently • Begin to incorporate thoughtful references to writers' purposes and contexts • Use subject terminology with usual accuracy <p><u>Ambitious Writers:</u></p> <p><u>Fluency and Accuracy</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use most punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use more varied analytical phrases, e.g. "This reinforces or "This highlights..." <p><u>Content and Organisation</u></p> <ul style="list-style-type: none"> • Securely adapt my writing to suit the style of task and have an emerging sense of "voice" • Make a range of interesting and varied points or ideas and develop them with examples and details • Have a confident understanding of how to paragraph and sequence 	<p>text</p> <ul style="list-style-type: none"> • Make relevant and accurate inferences about a text • Compare these inferences where required • Justify interpretations and comments with relevant quotations <p><u>AO2 – Analysis</u></p> <ul style="list-style-type: none"> • Comment on writers' methods • Comment on the effects of writers' use of language and/or structure • Make use of subject terminology in an appropriate way <p><u>AO3 – Comparison</u></p> <ul style="list-style-type: none"> • Identify the writers' ideas and perspectives in two texts • Clearly compare the writers' perspectives • Clearly compare the writers' methods and the intended effects • Clearly compare using relevant quotations <p><u>AO4 – Evaluation</u></p> <ul style="list-style-type: none"> • Offer an evaluation of writers' craft in light of a given view • Offer relevant examples for your evaluation <p>Justify your ideas in clear explanations</p> <p><u>AO6 – SPaG</u></p> <ul style="list-style-type: none"> • Ensure sentences are marked out accurately with full stops, commas and capital letters • Include a range of punctuation with some accuracy • Attempt to include a variety of sentence forms <p>Use standard English</p> <ul style="list-style-type: none"> • Spell with accuracy, including some more
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<ul style="list-style-type: none"> • Begin to be able to proof-read and edit my own work <p><u>Clear Speakers:</u></p> <ul style="list-style-type: none"> • Offer some answers in class • Try to give reasons for my answers if I'm asked to elaborate • Try to be clear in what I'm trying to say and try again if it comes out wrong the first time • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Consider the listener and how to keep them interested in what I'm saying • Organise what I'm saying into clear sections to help my listener understand <p><u>Active listeners:</u></p> <ul style="list-style-type: none"> • Listen to my teacher and think about what he or she is saying • Listen to the other students' comments and ideas with respect 	<ul style="list-style-type: none"> • Be able to proof-read and edit my own work <p><u>Technical Accuracy</u></p> <ul style="list-style-type: none"> • Use short, simple, compound and complex sentences accurately • Use commas accurately with little comma splicing • Use capital letters and full stops accurately • Use speech marks accurately • Spell most common words accurately <p><u>Effective Communicators-Speaking</u></p> <ul style="list-style-type: none"> • Offer some answers in class • Give reasons for my answers if I'm asked to elaborate • Try to be clear in what I'm trying to say and try again if it comes out a bit wrong the first time • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Think about my listener and how to keep them interested in what I'm saying 	<p>writing, and use paragraphs effectively</p> <ul style="list-style-type: none"> • Attempt to use language, including language techniques, consciously and with a specific purpose • Begin to use more challenging vocabulary for effect <ul style="list-style-type: none"> • Be able to proof-read and edit my own work and suggest improvements to others <p><u>Technical Accuracy</u></p> <ul style="list-style-type: none"> • Use short, simple, compound and complex sentences accurately and effectively • Use commas accurately and rarely comma splice • Use capital letters and full stops accurately • Use speech marks accurately • Spell most words accurately • Use semi-colons and colons accurately <p><u>Articulate Communicators-Speaking</u></p> <ul style="list-style-type: none"> • Give in depth answers in class • Start to explain my answers without being asked • Be clear in what I'm trying to 	<p>complex words</p> <ul style="list-style-type: none"> • Use vocabulary in a varied and appropriate way <p><u>Writing – Section B</u></p> <p><u>AO5 – Content and Organisation</u></p> <ul style="list-style-type: none"> • Attempt to match your writing to the question in terms of audience, purpose, text type and topic • Write in a sustained way, without repeating ideas • Make a conscious effort to use vocabulary and other language devices to impact the reader • Use some structural features, like discourse markers and paragraphs • Incorporate a range of linked and relevant ideas for the task given <p><u>AO6 – Technical Accuracy</u></p> <ul style="list-style-type: none"> • Ensure sentences are marked out accurately with full stops, commas and capital letters • Include a range of punctuation with some accuracy • Attempt to include a variety of sentence forms • Use standard English • Spell with accuracy, including some more complex words • Use vocabulary in a varied and appropriate way
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<ul style="list-style-type: none"> • Ask questions to show I'm listening and that I am interested 	<ul style="list-style-type: none"> • Organise what I'm saying into clear sections to help my listener understand <p><u>Confident Listeners</u></p> <ul style="list-style-type: none"> • Actively listen to my teacher and think about what he or she is saying • Actively listen to the other students' comments and ideas • Ask questions to show I'm listening and that I am interested 	<p>say and try again if it comes out wrong the first time</p> <ul style="list-style-type: none"> • Give answers without over repetition of words and filler sounds. • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Think about my listener and how to keep them interested in what I'm saying • Organise what I'm saying into clear sections to help my listener understand • Use some persuasive techniques • Start to adapt my tone of voice to suit what I'm trying to say <p><u>Thoughtful Listeners</u></p> <ul style="list-style-type: none"> • Actively listen to my teacher and think about what they are saying • Actively listen to the other students' comments and ideas • Ask questions to show I'm listening and engaged. 	<p><u>English Literature</u></p> <p>In the English Literature GCSE exams, students are required to demonstrate the below knowledge after reading the following texts:</p> <ul style="list-style-type: none"> • An Inspector Calls • Macbeth • A Christmas Carol • Poetry • Unseen Poetry <p>During their study in Years 10 and 11, students will be exposed to all of these texts and given multiple opportunities to practise key knowledge in answering examination style questions.</p> <p>AO1- Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support and illustrate interpretations. <p>AO2- Analyse the language, form and structure</p> <ul style="list-style-type: none"> • Show understanding how a writer creates meanings and effects, using relevant subject terminology where appropriate. <p>AO3- Understand context</p> <ul style="list-style-type: none"> • Show understanding of the relationships between texts and the contexts in which they were written. <p>AO4- SPaG</p> <ul style="list-style-type: none"> • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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DORSET STUDIO SCHOOL ENGLISH LEARNING JOURNEY



Revision

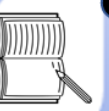
Language
Papers
revision



Machbeth

Machbeth

Poetry/
Unseen
Poetry



11



Speaking
and Listening
assessments

Lang P1

Poetry



An inspector
calls

A Christmas
Carol

Lang P2



10



Protest/We
should all be
feminists

Pygmalion

Shakespeare
– Tragedy



Greek
Mythology

Dr Jekyll and
Mr Hyde

Poetry – Love
and Family



9



Global goals

Welcome to
Nowhere

Shakespeare
Romeo and
Juliet



Animal Farm

The Art of
rhetoric

Poetry - Place



8



Shakespeare
Project
/MSND

Frankenstein

Voice and
Viewpoint



7



Private
Peaceful

Private
Peaceful/
Grammar

Poetry –
Childhood
and Culture



Concepts
Power of relationships/people
Power of Words
Power of Nature/place
Power of conflict
Genre Conventions
Tudor/Jacobean Context
Victorian Context
Socialism/Capitalism/Communism

IMPLEMENTATION: English at Dorset Studio School is guided by the National Curriculum for KS3 and the EDUQAS Exam board at KS4

Implementation: Dorset Studio School is guided by the National Curriculum for Key Stage 3						
YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><u>Private Peaceful – Fiction Focus</u></p> <p>This unit builds on the KS2 skills that students will have learned in Year 6 but starts to push these skills further in order to prepare them in becoming confident writers, readers and communicators.</p> <p>This text allows for a foundation of understanding of the concepts of the power of War and people. These concepts will be repeated throughout KS3 as their knowledge is necessary for later GCSE literature examinations.</p> <p>This unit introduces the Dorset School writing format of</p>	<p><u>Private Peaceful – Persuasive Writing/SPaG</u></p> <p>Students continue to study Private Peaceful but with a non-fiction writing focus.</p> <p>In this unit, students study how the Sergeant uses effective persuasive techniques to encourage young men to sign up for War.</p> <p>Students will have a go at creating their own persuasive and informative writing, from Newspaper reports to speech writing.</p> <p>This will lay the foundation of later study of the ‘Art of Rhetoric’ in Y9 and</p>	<p><u>Poetry: Childhood and Culture - Analysing poetic forms, shapes and methods to engage readers.</u></p> <p>This unit will allow students to explore a range of different poems from differing times and cultures.</p> <p>They will have looked at some poetic forms in KS2 and in this unit they will revisit some of these and explore some new ways that a poet can approach different topic matters using different poetic forms.</p> <p>In this unit, students will start to consider how the context of the writers can shape the themes and ideas they choose to write</p>	<p><u>Voice and Viewpoint: Non-Fiction focus</u></p> <p>In this unit, students are introduced to autobiographies and memoirs and begin to discuss the purpose of the text. Being extract based, the unit will allow students insight into the life of Roald Dahl, read and discuss an extract from Cider with Rosie and build upon their previous study of gruesome writing through Study of Joe Simpson’s ‘Touching the Void’. This unit will aid in their later understanding of English Language paper 2. They will build upon their skills of inference before having a go at being creative themselves and writing their own</p>	<p><u>Frankenstein: Descriptive Writing Based on the Gothic Genre – genre styles.</u></p> <p>This unit further builds on the KS2 skills that students will have learned in years 6 but also on the skills that were beginning to be formed the prior units.</p> <p>Students will be introduced to their first pre-20th Century text. Through this, they are introduced to the conventions of the gothic genre and will learn local contextual knowledge about Mary Shelley.</p> <p>Here, students will further embed the base expectations for</p>	<p><u>Introducing Shakespeare – A Midsummer Night’s Dream</u></p> <p>In the final, shorter, Summer term for DSS, students will complete a project based on Shakespeare’s ‘A Midsummer Night’s Dream. Here, they will read an abridged version of the play, discovering Shakespeares language and the tropes of comedy. Meanwhile, they will also learn and research who Shakespeare was, some of his most famous work, some of the themes in his texts and the context in which he wrote.</p>

	<p>PEEL and Students begin to learn to consider how the writer has created character and tension (knowledge that is again needed in both KS4 Language and Literature).</p>	<p>links to skills needed for English Language Paper 2 at KS4.</p> <p>In the latter half of Autumn 2, students will focus on the essentials of English grammar, ensuring that they are able to confidently and clearly communicate through the written word.</p>	<p>about. This will lay the foundations for their understanding of the power of place, culture and identity. Students study a range of poems from different contexts of culture and time- some from writers they will see again later in KS3 and KS4.</p> <p>Students will be first introduced to the FLIRT scaffold to help them begin to 'discover' the big idea and how it is portrayed in poetry.</p> <p>Seamus Heaney's 'Blackberry Picking', Robert Louis Stephenson's 'Hayloft' link into the DSS mantra of using the land and environment to engage students whilst Amineh Abou Kerech's poem 'Lament to Syria' provides insight into the lives of others</p>	<p>biographical accounts.</p>	<p>writing accurately (began during T2), using a range of punctuation, sentence variety, paragraphing and adventurous vocabulary.</p> <p>Further, this unit establishes the foundation knowledge needed for later study of Dr Jekyll and Mr Hyde in Year 9 as well as the Gothic elements used in A Christmas Carol (studied in KS4).</p>	<p>As a speaking and listening focussed unit, students will present their findings to each other and/or their teacher in order to practise the skills necessary later in KS3 and the speaking and listening element of their GCSE's in KS4.</p> <p>In addition, they will be encouraged to take roles whilst reading the play, using stage directions to assist them in how to read their line. Building their knowledge base of Shakespeare and his works lays the foundations of understanding needed for fuller text studies in other KS3 years and KS4 study of 'Macbeth'.</p>
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			<p>from around the globe.</p> <p>Students will study a range of poetic methods covering both visual and auditory techniques used by writers which are necessary to provide them the framework for poetic analysis in later years in their Literature GCSEs. This is also another opportunity for students to use PEEL in order to create an extended answer to a question.</p>			
8	<p><u>Dystopia – Animal Farm</u></p> <p>The unit focuses upon creative writing and the genre conventions of dystopia. The unit centres on Animal farm and uses a text that is easily relatable to our school’s specialism of Land, Environment and Animal Welfare.</p>	<p><u>Art of Rhetoric – Persuasive writing</u></p> <p>The aim of this unit is to ask students to create a persuasive and engaging final speech. Throughout the unit, they will study and analyse key speeches from history including Alexander the Great, Malala and Martin Luther King.</p>	<p><u>Poetry: Childhood and Culture - Analysing poetic forms, shapes and methods to engage readers.</u></p> <p>This unit will revisit build upon previous knowledge students gained in Year 7. They will again get to explore a range of different poems from differing times and cultures.</p>	<p><u>Shakespeare Study: Romeo and Juliet</u></p> <p>In this unit, students will have the opportunity to study the whole of Shakespeare’s famous text, Romeo and Juliet. They will build upon their understanding of the language and imagery used by Shakespeare, as well as begin to understand how</p>	<p><u>Novel Study - Welcome to Nowhere</u></p> <p>Students will read, discuss and share their thoughts about this modern novel that centres around the Syrian War. Alongside this, students will gain an understanding of writing in differing forms by create their own newspaper</p>	<p><u>Global Goals : Speaking and Listening</u></p> <p>In the final, shorter, Summer term for DSS, students will complete a project based on Global goals. In keeping with the school ethos of Land and environment, students will learn and research a global issue such as climate,</p>

	<p>Throughout the unit, the students will gain an insight into Russian history and also the concepts of Fascism, dictatorship, socialism and communism. This knowledge will later be applied when studying An Inspector calls. The students will create their own dystopian story opening and demonstrate their understanding of the genre.</p>	<p>The unit allows students to be exposed to (and debate the ideas of) some of the most important thinkers of human history.</p> <p>Students will build their skills in persuasive writing, and use analysis of excellent examples to inform their own writing.</p> <p>This will prepare students for English Language Paper 2 where they are expected to create their own piece of persuasive writing.</p>	<p>In this unit, students will start to consider how the context of the writers can shape the themes and ideas they choose to write about. This builds upon their knowledge and understanding of the power of place, culture and identity.</p> <p>Students will again use the FLIRT scaffold to help them begin to 'discover' the big idea and how it is portrayed in poetry.</p> <p>In this unit, students will also get the chance to create their own poetry, using the techniques that they have discovered and putting it into practise themselves in their own work. Students will study a range of poetic methods covering both visual and auditory techniques and, by putting this into practise instead of just analysing, will</p>	<p>effective the structure of a play can be.</p> <p>Students will further study the context of Tudor/Jacobean England and begin to discuss the conventions of a tragedy which will build their cultural capital but also aid in their later studies in Y9 and KS4.</p>	<p>reports and writing their own letters. Some students could choose to send these letters to Syrian refugees at The Hope School in Jordan.</p>	<p>Human rights or poverty.</p> <p>As a speaking and listening focussed unit, students will present their findings to each other and/or their teacher in order to practise the skills necessary later in KS3 and the speaking and listening element of their GCSE's in KS4.</p>
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			have a greater understanding of WHY some techniques are used.			
9	<p><u>Greek Mythology/Tragedy</u></p> <p>Within this unit, the students will begin to explore the literary links between Greek mythology and other forms of literature as it transcends through the ages. The students will have an opportunity to study key myths, highlighting the main contextual themes and their importance to our own civilisation. In addition, they will learn about morphology and root words, linking their knowledge and allowing them to decode key and new terminology in other lessons.</p> <p>They will look particularly at how Greek tragedies</p>	<p><u>Jekyll and Hyde</u></p> <p>Through study of this 19th Century classic, students will access and build upon their prior knowledge of the gothic genre.</p> <p>It will introduce the psychological element of the text and Freud's ideas of split personalities.</p> <p>Students will analyse the language used to create a horror before writing their own text in the same style.</p>	<p><u>Poetry – Love and relationships - Analysis</u></p> <p>Building on prior learning of poetry in Y7 and Y8, the focus for this unit is the students' ability to analyse a poem and apply context. The students will be re-introduced to the Scaffolds of 'PEEL' and 'FLIRT'. These techniques will be used when analysing poems at GCSE. The students will also encounter poets that will play a central role in their study of poetry moving forward, for example Seamus Heaney, Carol Ann Duffy and Simon Armitage. The poems studied in this unit are of GCSE standard and will expose students to</p>	<p><u>Shakespeare – Tragedy</u></p> <p>The unit will allow students to revisit the conventions of a Shakespearean tragedy. Understanding the term 'hamartia' and being able to explain the influence that Shakespearean plays had on society but also how they reflected the society of the time. The unit will look at Othello, Romeo and Juliet, Hamlet and Macbeth and explore how these characters reflect a hamartia. They will also discuss contextual themes such as the role of women and the patriarchal society in Tudor and Jacobean England. These discussions link well with later study of 'We should all be</p>	<p><u>Pygmalion</u></p> <p>Students will be introduced to their first 20th Century play. This text allows students to discuss the concepts of hierarchy, social class, language and dialect as well as marxism and dramatic irony. It builds upon prior knowledge of Greek mythology and prepares students for later study of An Inspector Calls.</p> <p>By the end of this unit, Students will be expected to learn some key quotes and use these to write an essay on Social class, hierarchy and language.</p>	<p><u>We Should all be feminists/ Protest</u></p> <p>Students will begin by discussing a TED talk named 'We Should all be Feminists' by Chimamanda Ngozi Adichie. This will lead to discussion of gender roles and expectations in today's society and what that looks like both in literature, language and the real world.</p> <p>Students will also discover protest writing from 19th Century former slaves as well as protest through song.</p> <p>As a speaking and listening focussed unit, students will research and present their own TED talk to each other and/or their teacher in order to practise the skills</p>

	influence theatre and entertainment today and look at the traits of a typical tragic hero. They will read a small section of <i>Of Mice and Men</i> and understand how Lennie could be argued to be a Tragic Hero. This builds on knowledge first introduced in the <i>Romeo and Juliet</i> module of Y8 and allows access for later study in the year ' <i>Harmatia</i> '/ ' <i>hubris</i> ') and in KS4. Students will also formulate their own Tragic hero.		the difficulty level they will need in Y10. Poems will be first encountered as 'unseen' and allow students to discuss their own thoughts of them before analysis.	<i>Feminists'</i> at the end of the term.		necessary later in life and in KS4.
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Dorset Studio School is guided by the EDUQAS English Language and Literature Specifications at KS4

10	<u>An Inspector Calls</u> We have chosen to study 'An Inspector Calls' as it is a text that students have enjoyed over the	<u>A Christmas Carol</u> We have chosen to study 'A Christmas Carol' as it is a text that students have consistently engaged	<u>Language Paper 2: Reading and Writing: An Introduction to the demands of the English Language Examination.</u>	<u>Poetry Anthology –(9 x poems)</u> Having been consistently exposed to poetry from Year 7, including studying	<u>English Language Paper 1</u> After practice in the previous key stages, students have engaged with a range	<u>Language: GCSE Speaking and Listening Assessments</u> As part of their English Language
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	<p>years and one that remains deeply relevant to our students.</p> <p>The core theme of whether we have responsibility to one another never fails to engage students and recent news stories are used as a way to make these debates contemporary and relevant.</p> <p>Following an introduction to the text and genre in the through the Murder Mystery unit, students will use prior thematic engagement with the power or people and class divide in order to approach Priestley's text. 'AIC' also has links to 'A Christmas Carol' (studied in Y10/ Autumn 2) where we also discuss class divisions thus students are able to</p>	<p>with and, like AIC, is relevant to society today.</p> <p>With core themes that link to prior study of 'AIC', this helps students not only understand the message of this text but also allows us to revisit AIC when relevant.</p> <p>Building on the students' introduction of Victorian, gothic Literature in Years 7 and 9, pupils will study the plot, key themes, characters, and contextual links of 'ACC' in order to widen their understanding of this 19th Century text. In particular, students will explore The ideas of Thomas Malthus and how these Malthusian attitudes shaped Victorian attitudes to the poor and, in turn, Dickens' text.</p>	<p>Having seen a range of 21st century non-fiction extracts in KS3, students will build upon comparative skills from Y9 to approach unseen non-fiction extracts from the 19th, 20th, and 21st century.</p> <p>Following exposure to a range of contextual information at KS3, students will use this knowledge to access unseen extracts from pre-21st century extracts.</p> <p>Having studied a range of nonfiction forms and writing for different purposes in previous years, including the 'Art of Rhetoric' unit in Y9, students will develop their writing skills to be able to write to match an appropriate register. Students will call upon their prior-learning of</p>	<p>a selection of poems from the 'Love and Family' GCSE cluster in Year 9, students will develop their analytical skills to annotate and consider poets' intentions.</p> <p>Students will revisit their contextual understanding from Private Peaceful and from being introduced to some of the poets in KS3, in order to consider how historical and auto-biographical experiences shape meanings within the selected poems.</p> <p>Each poem is studied across two lessons. The first lesson helps students understand what the poem is about and the relevant contextual points which builds on their understanding that context impacts text choices from earlier</p>	<p>of fiction texts and extracts from the 19th century and beyond.</p> <p>Now in Y10, students need to understand how to approach the writing question for their formal examination at the end of the year. Students need to understand the extent and importance of this question in their overall grade.</p> <p>The work from previous years will help students think carefully about how to craft their own writing for the longer writing question in this paper. Students will get to experience the demands of completing exam papers in timed conditions and receiving feedback about their strengths and weaknesses in their approach.</p>	<p>GCSE, all students must complete a speaking and listening task to a small audience. They must not only present themselves but also respond to questions from the audience.</p> <p>Students will draw upon the confidence and knowledge built in the speaking and listening projects and other units of KS3.</p> <p>Students will be given instruction and time to prepare both in class and at home before completing these assessments before they leave for their Work Experience weeks.</p>
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	<p>make contextual links between the two.</p> <p>Students will be introduced to relevant 20th century contextual knowledge. They will draw upon their prior-learning of Socialism, Capitalism and Communism from Animal Farm and their study of hierarchy, social class and marxism in Pygmalion in order to make evaluative comments on society and understand Priestley's message.</p> <p>Students will also revisit key subject terminology like anagnorisis, dramatic irony and catharsis in order to be able to accurately communicate their ideas in an academic style.</p>	<p>Having dipped into this text through their extract focus in Y9, students will consolidate and expand on the key knowledge needed and strengthen their abilities to respond to how characters and themes are depicted.</p> <p>In addition, students will revisit the genre of gothic literature first introduced in Y7 and discover how and why Dickens uses this in his classic tale.</p> <p>Students will build on their abilities to write sophisticated responses including clear big ideas, supported by relevant references, apt contextual links and extensive comment on authorial methods, using the PETZAL framework to support.</p>	<p>conventions of a range of forms in order to compose articles, speeches, letters and leaflets.</p> <p>Using their knowledge of structure and language, students will be asked to competently deploy the use of a range of linguistic devices and order their ideas to be convincing, clear and coherent in appropriate register.</p> <p>Students also need to understand how the exam paper for Paper 2 works and strategies to access each question. Students will therefore be taught about the best way to approach the reading paper and will have assessments to measure their success in this area.</p>	<p>years. The second lesson focuses on how the big ideas are explored in the poem using the FLIRT scaffold practised in KS3.</p> <p>Students will revisit knowledge learned in KS3 to practise literary analysis essays needed for the GCSE literature exam, using both PEEL seen in KS3.</p>	<p>In addition, students will be introduced the reading section of the paper. Having analysed language and structure in a range of texts throughout KS3, students will again draw upon this knowledge.</p> <p>Once again, students will use their PEE(L) scaffold when discussing how and why a text is organised in such a way.</p>	
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11

English Language Paper 1

This term, students will revisit Language Paper 1 but with a particular focus on Section A (reading) in order to fully prepare for their upcoming Mock exams in the paper.

In addition, they will revise their creative writing skills.

Power and Conflict Poetry (5x poems)/ Unseen poetry

Students will complete their poetry cluster began at the end of Y10. This is split in order to give us the time to properly study the merits of each poem but also, by revisiting, allows us to revise the poems already studied.

Prior knowledge of a range of poetic forms such as free verse and sonnets, will aid students to read and identify the poetic conventions of unseen poems and they will be able to apply the FLIRT and PEEL tools, used every year since Y7, to tackling a wide range of selected unseen poems

Students will practise comparing two poems, both unseen

English Language Paper 2

In this unit, students will revisit the skills needed to be successful in English Language Paper 2. They will first focus on the reading elements of the paper before having a go at writing in the potential different forms that may come up in section B of the paper.

Students will have the opportunity to analyse real world answers from other students in GCSE and have critically analyse how these answers were successful and how they could be improved.

Students will also be once again made aware of the different expectations placed upon them in this paper to paper 1 and

Shakespeare's Macbeth

Building upon their understanding of what makes a tragic hero and the tragedy genre from their study of Greek mythology and Shakespeare's tragedies in Y9, students will widen their study of the genre through an in-depth exploration of Macbeth.

Students will revisit Elizabethan and Jacobean context, building upon their prior knowledge of patriarchal ideology in Jacobean society studied in their Y8 exploration of Romeo and Juliet. They will extend this to reflect upon how this informs our understanding of Shakespeare's female protagonist (Lady Macbeth) and her relationships with her male counterparts.

Students will develop their contextual understanding further by considering how factors such as religion, patronage, social class monarchy and the supernatural influence the play.

Previous study of the elements of comedy and romance and violence used to entertain will be applied to consider Shakespeare's characterisation and structural choices in 'Macbeth'.

Through the study of Shakespeare at KS4, students will develop their comprehension and analytical writing skills in order to consider responses to a range of thematic and character-based questions.

Thematic Revision

Having been exposed to the key texts for the GCSE Literature exams, students will now apply their understanding of and knowledge of context to explore the thematic links between the texts. For example, students will study a thematic unit on the Power of people, nature, conflict and place to make links and revise the big ideas throughout the English Literature canon.

Students will be given revision lessons on how these themes are presented in their key literature texts and will be given time to practise writing analytical paragraphs to support exam success.

We also integrate the language paper

		and seen, in order to revise and prepare for the upcoming mock and final GCSE examinations.	understand the different knowledge necessary.	<p>They will build upon the analytical writing skills developed throughout KS3 and the other KS4 Literature texts. Shakespearean drama allows students to revisit and learn new key terminology such as: bathos, hamartia, catharsis and stichomythia to develop the clear communication of their ideas. We continue to use the PETZAL tool used throughout Language and Literature since Y7.</p> <p>This unit is the last to be studied before revision. This is sequenced in this way so that students have most recently studied what is a difficult text to remember. In addition, they will be able to make links to the themes and genres used in other texts of study so as to begin the revision process in preparation for English Literature GCSEs.</p>	requirements into this thematic unit, so students will study non-fiction articles about their themes and complete fiction writing based on these.
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IMPACT: The Dorset Studio School's English Department will consistently monitor and measure the impact of our learning journey through summative and formative assessment, departmental book deep-dives and data analysis. In addition, teachers within the department will operate an open-door policy where all teachers within the dept are encouraged to drop in to support each other and our students in their learning. Furthermore, we will:

- Use verbal feedback in every lesson in response to formative assessment.
- Use recorded, whole class feedback at least once per unit.
- Leave recorded, individual feedback twice per unit; one of these will be on completion of the End of Unit Assessment.
- Prepare students for Mid-Point and End of Unit assessments in all units.
- Prepare students for a End of Topic Knowledge Quiz. This will allow us to measure both the substantive and disciplinary knowledge retained by students.
- Create frequent opportunities for students to reflect upon feedback given and improve upon their work. This should be completed in green pen and made clear and obvious to them in their books.
- Coach students how to proof-read and edit their own work and the work of others.
- Coach students how to monitor the impact of their own learning in English by being consistently and explicitly aware of where their progress is currently at and how to improve – they will record this in their books for their reference.
- Coach students to complete peer on peer assessment and give frequent opportunity to do so. They will be guided on how to do this effectively and leave specific recommendations to their peer. The level of assessment shown by students will allow us to measure the depth of student understanding of substantive and disciplinary knowledge.
- Create opportunities to share a love of reading.
- Work as a department to complete a recorded, departmental work scrutiny once every other term (3 x in an Academic Year) where a range of books from students at different stages of their development will be analysed (see book expectations in the work scrutiny proforma below).
- Grade students using the grade descriptors attached below (Originally adapted from the AQA Assessment objectives – AOs)
- Moderate for both KS3 and KS4 internally -within the department, and externally - with other local schools through the Wessex MAT and other Dorset schools.

- Head of English monitors and shares the progress of all students after the completion of 'assessment windows', using data matrix software.

Reading grade descriptors

KS4

Y9

Y8

Y7

M

- Detailed Understanding
- Analyses in detail the connotations and effects of writers' choice of language
 - Selects a range of examples
 - Detailed understanding of context – 'why'
 - Makes consistently accurate use of subject terminology

M

- Detailed Understanding
- Analyses in detail the connotations and effects of writers' choice of language
 - Selects a range of examples
 - Detailed understanding of context – 'why'
 - Makes consistently accurate use of subject terminology

M

- Detailed Understanding
- Analyses in detail the connotations and effects of writers' choice of language
 - Selects a range of examples
 - Detailed understanding of context integrated into an overall 'why'
 - Makes consistently accurate use of subject terminology

S

- Clear Understanding
- Explains clearly the connotations and effects of writers' choice of language
 - Selects relevant examples correctly
 - Clear understanding of context
 - Makes accurate use of subject terminology

D

- Some Understanding
- Attempts to explain the connotations and effects of writers' choice of language – with some success
 - Selects relevant examples
 - Clear attempt to link context – not always appropriate
 - Attempts to use subject terminology – not always correctly

E

- Simple Understanding
- Shows simple awareness of the effect of writers' choice of language – with little success
 - Selects simple examples from the text
 - Makes simple use of subject terminology – not always appropriately

7+

- Advanced Understanding
- Analyses in great detail the connotations and effects of writers' choice of language
 - Selects a wide range of examples
 - Perceptive understanding of context integrated into a whole – 'why'
 - Makes sophisticated and accurate use of subject terminology

5/6

- Detailed Understanding
- Analyses in detail the connotations and effects of writers' choice of language
 - Selects a range of examples correctly
 - Detailed understanding of context – 'why'
 - Makes accurate use of subject terminology

4+

- Clear Understanding
- Explains clearly the connotations and effects of writers' choice of language
 - Selects relevant examples
 - Clear understanding of context
 - Makes accurate use of subject terminology

3/4

- Some Understanding
- Attempts to explain the connotations and effects of writers' choice of language – with some success
 - Selects relevant examples
 - Clear attempt to link context – not always appropriate
 - Attempts to use subject terminology – not always correctly

2+

- Simple Understanding
- Shows simple awareness of the effect of writers' choice of language – with little success
 - Selects simple examples from the text
 - Makes simple use of subject terminology – not always appropriately

1

- Limited understanding
- Makes an attempt to discuss the Writers' choice of language – with little success
 - Selects one or two references without comment
 - Limited use of subject terminology – rarely appropriately

S

- Clear Understanding
- Explains clearly the connotations and effects of writers' choice of language
 - Selects relevant examples correctly
 - Makes accurate use of subject terminology

D

- Some Understanding
- Attempts to explain the connotations and effects of writers' choice of language – with some success
 - Selects relevant examples
 - Clear attempt to link context – not always appropriate
 - Attempts to use subject terminology – not always correctly

D

- Some Understanding
- Attempts to explain the connotations and effects of writers' choice of language – with some success
 - Selects relevant examples
 - Attempts to use subject terminology – not always correctly

E

- Simple Understanding
- Shows simple awareness of the effect of writers' choice of language – with little success
 - Selects simple examples from the text

E

- Limited understanding
- Makes an attempt to discuss the Writers' choice of language – with little success
 - Selects one or two references without comment

DSS English Book Look Proforma

Class Teacher:

Students/Class Details:

Date:

Observer(s):

Clear routines	Inspirational planning	Effective assessment	A positive climate	Intervention	Progress
<p>There is evidence that a "do now" is being completed.</p> <input type="checkbox"/>	<p>Learning is sequenced iac dept MTP/LTP so that all students make progress.</p> <input type="checkbox"/>	<p>Students are clearly able to see which level they are currently working at and how to improve.</p> <input type="checkbox"/>	<p>Students clearly take pride in their work.</p> <input type="checkbox"/>	<p>There is evidence of work being personalised (for SEN and MA provision)</p> <input type="checkbox"/>	<p>Students are making incremental progress over time.</p> <input type="checkbox"/>
<p>LOs/ dates/titles are routinely written out and underlined.</p> <input type="checkbox"/>	<p>There is evidence that lesson activities promote both short and long term memory growth.</p> <input type="checkbox"/>	<p>Assessment reflects the work of the unit and shows knowledge being embedded.</p> <input type="checkbox"/>	<p>There is a good quantity of work</p> <input type="checkbox"/>	<p>There is evidence of proof-reading/editing and being coached through Green Pen DIRT.</p> <input type="checkbox"/>	<p>There are examples of Literacy (language acquisition) being a planned and obvious focus.</p> <input type="checkbox"/>
<p>Worksheets are either glued in or well organised.</p> <input type="checkbox"/>	<p>Resources, writing styles and approaches are engaging and varied.</p> <input type="checkbox"/>	<p>Note books are marked iac dept policy. Feedback often requires an action.</p> <input type="checkbox"/>	<p>Books are neat, tidy and well maintained.</p> <input type="checkbox"/>	<p>There is evidence of extended DIRT tasks being completed. These tasks move learning forward.</p> <input type="checkbox"/>	<p>There is evidence of Numeracy being a planned and obvious focus.</p> <input type="checkbox"/>
<p>Strength AFD</p> <input type="checkbox"/>	<p>Strength AFD</p> <input type="checkbox"/>	<p>Strength AFD</p> <input type="checkbox"/>	<p>Strength AFD</p> <input type="checkbox"/>	<p>Strength AFD</p> <input type="checkbox"/>	<p>Strength AFD</p> <input type="checkbox"/>

Notes:

No evidence

Inconsistent/Ineffective

Consistent and effective

Year 9 English (writing)

M

Communication is convincing

- Assuredly matched to purpose/ audience.
- Extensive and ambitious vocabulary.
- Successful use of linguistic devices
- Compelling and fluent.

S

Communication is consistently clear

- Consistently matched to purpose/ audience
- Increasingly sophisticated vocabulary
- Range of successful linguistic devices
- Writing is engaging.
- Coherent paragraphs

D

Some Understanding

- Attempts to explain the connotations and effects of writers' choice of language – with some success
- Selects relevant examples
- Clear attempt to link context – not always appropriate
- Attempts to use subject terminology – not always correctly

E

Simple Understanding

- Shows simple awareness of the effect of writers' choice of language – with little success.
- Selects simple examples from the text
- Makes simple use of subject terminology – not always appropriately



Overall, in English this year, I am currently working at level:

In this assessment, I have shown that I can:



To improve next time, I need to:



My DIRT task(s), to be completed in GREEN pen:



Year 9 English (reading)

M

Detailed Understanding

- Analyses in detail the connotations and effects of writers' choice of language
- Selects a range of examples
- Detailed understanding of context integrated into answer –'why'
- Makes consistently accurate use of subject terminology

S

Clear Understanding

- Explains clearly the connotations and effects of writers' choice of language
- Selects relevant examples correctly
- Clear understanding of context
- Makes accurate use of subject terminology

D

Communicates with some sustained success

- Some sustained attempt to match purpose/audience
- Conscious use of vocabulary
- Some linguistic devices
- Some coherent paragraphs

E

Communicates with some success

- Attempt to match purpose/audience
- Beginning to vary vocabulary
- Beginning to use simple linguistic devices
- Attempts to write in paragraphs



Overall, in English this year, I am currently working at level:

In this assessment, I have shown that I can:



To improve next time, I need to:



My DIRT task(s), to be completed in **GREEN** pen:

