



PHSG English Department Curriculum Booklet

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Curriculum

Plymouth High School for Girls aims to be an outstanding Grammar School for the 21st century remaining true to the philosophy of the school's motto 'For Life Not School We Learn'.

A school which:

- Promotes a culture of high **aspiration** enabling personal and academic success
- Prepares students to **think confidently and independently**
- Provides an **outstanding education** for all, the key to this being high quality teaching
- Provides **enjoyment, excitement and challenge** for all, stimulating an enthusiasm for lifelong learning
- Prepares students to become **active citizens**, equipped to succeed in a world of rapid change

Curriculum intent:

‘The limits of my language mean the limits of my world’

A good curriculum is a consequence of well taught lessons, appropriate content and an effective assessment system (Spielman 2018).

At PHSG we are proud to provide an ambitious, relevant, and academically enriching experience via a knowledge-rich, skills-based spiral curriculum. Our ethos and approaches are underpinned by the RESPECT agenda with outcomes (and, increasingly, Student Voice) at its heart.

Our curriculum focuses on higher order critical thinking, increasingly ambitious and sophisticated communication, and creativity. We reflect and evaluate our provision throughout the academic year to ensure that texts and associated activities are challenging, diverse, and inclusive.

Lessons are thoughtfully planned and sequenced to support long term memory and showcase our understanding of cognitive science through the use of Thinking Strategies which are specifically selected to ensure pace, challenge, reflection, and ultimately ensure the best outcome for our students.

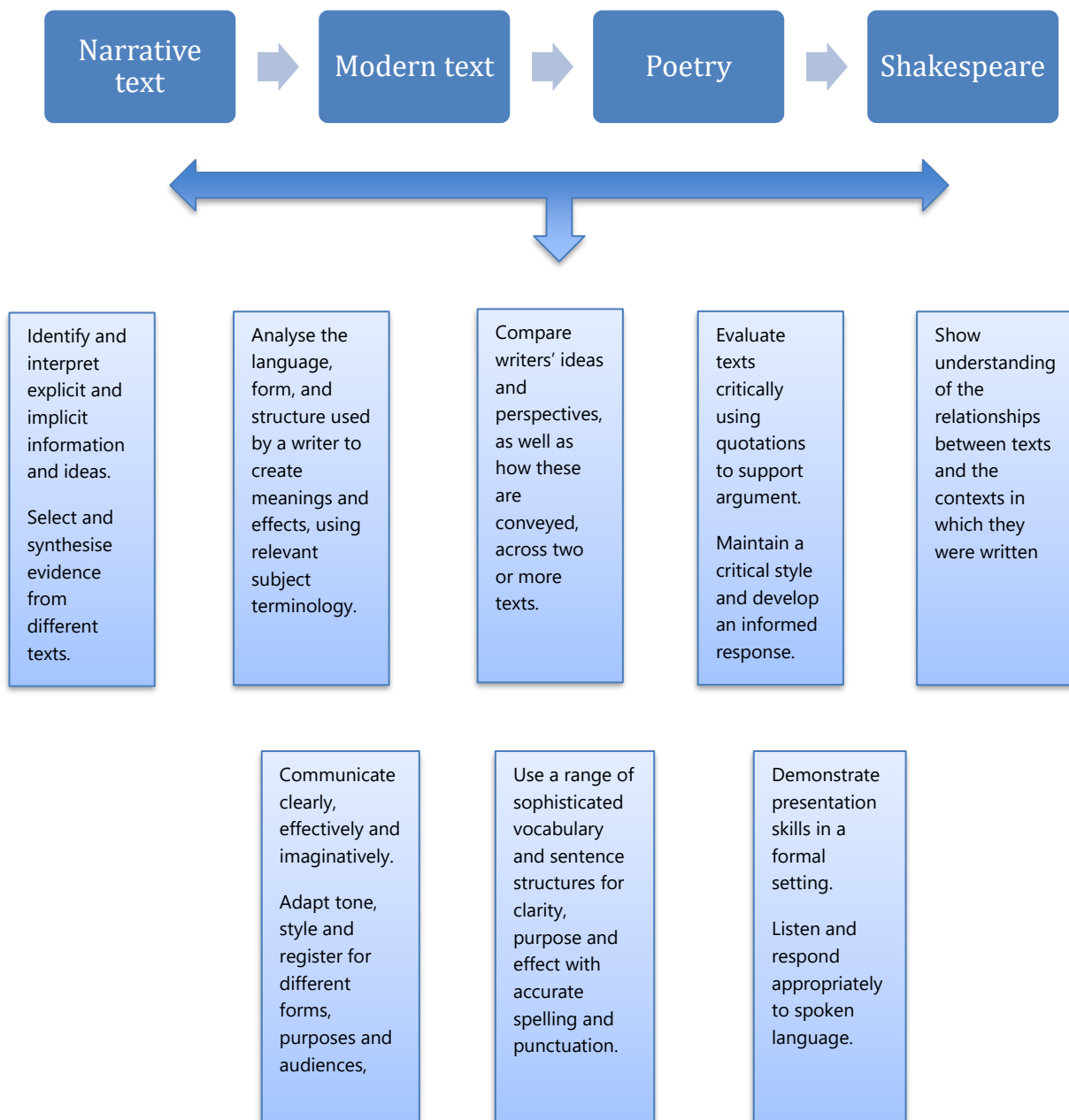


- R Retrieval**
- E Expectations (learning)**
- S Salient**
- P Pace**
- E Expectations (behaviour)**
- C Challenge**
- T Thinking Strategies**

Our curriculum is structured to ensure the acquisition, consolidation, and mastery of English progressively through KS3 in order to allow for excellent outcomes at KS4 and also to support our school motto “For Life Not School We Learn”.

The following map indicates the means by which our overall vision across the academic year matches the Assessment Objectives students face at KS4. From this it is clear to see

that we teach Language through Literature: an approach which ensures greater cultural capital and allows students to reflect upon literary movements in line with their relevant contexts.



Mastery is a term used within all three Core departments to signpost the stepped approach to subject excellence. In common with Mathematics and Science, we identify **'knowledge'**, **'understanding'** and **'skills'** to be key tenets of academic endeavour.

In English **'knowledge'** is taken to be the specific details within and concerning a text. In a literary text this would mean specific character(s), theme(s), and key moments within the narrative arc, as well as key terms (analepsis, simile, protagonist, stanza); contextually, relevant knowledge concerns literary movements (such as the Romantics) and historical events relevant to the production of any text (such as the Industrial Revolution or the Great Exhibition).

Similarly, **'understanding'** in English moves beyond recall towards application and critical evaluation. This would be evidenced through the ability to critically evaluate two poems by the same author, for example. Making judgements regarding the success of the depiction of abstract concepts such as pride through Austen's characterisation in 'Pride and Prejudice' might be another example.

In common with science, our definition of **'skills'** rests upon those aptitudes and approaches which are bettered with practice. Thus, communication is central to this aspect of our curriculum. Assessment is typically focused around the continued improvement of the skilful composition of analytical essays, and various oral presentations. Thinking Strategies are increasingly deployed to enable students to 'upskill' both their approach to analysis and their ability to develop coherent and detailed responses to texts and their contexts.

Curriculum – implementation:

At all key stages we seek to build on and develop existing knowledge whilst increasing the challenge of the texts that the students encounter. It will be noted that our Lower School provision is explicitly mapped to the KS4 model to ensure a meaningful spiral curriculum which embeds and returns frequently to requisite skills. Opportunities to support long term memory are embedded from Year 7 with the explicit aim of ensuring students are adept at retrieving knowledge and understanding cognitive process.

The National Curriculum is taught in Years 7, 8 and 9. However, where there are overlaps or opportunities to stretch and challenge students by introducing elements/skills from the GCSE specifications, these are taken. An example is the decision to offer Macbeth in Year 9 as an opportunity to introduce students to Shakespearean Tragedy prior to encountering Romeo and Juliet in Year 10.

Ambition was at the heart of our initial review of our KS3 provision but it must also be acknowledged that we have sought to ensure creativity is not compromised. The three year creative approach to Shakespeare is an apt example of this.

At KS3 students are taught in their mixed ability house groups so that all students have an equal opportunity to consolidate their skill set prior to GCSE. The same teacher will deliver both Language and Literature to a class which enables colleagues to get to know their students' strengths and weaknesses and address them fully. One of the pillars underpinning our KS3 provision is 'responsive teaching and learning' which means classroom teachers are able to plan sequences of lessons in accordance with the needs of the students. In years 7 and 8 each group has five lessons of English a fortnight.

There is a clear sequence in the development of skills and in the demands of reading material and tasks across the three years with ambitious texts, including several usually considered to be GCSE or even advanced level. Assessments have been deliberately considered to create challenge and ensure key skills are embedded and revisited throughout the three years. The decision to place the nineteenth century text in the Autumn term was intentional so as to enable retrieval opportunities later in the year (and so support long term memory), as this text forms the basis of the EOY Literature exam. We feel that this appropriately supports, enables, and anticipates preparation for the expectations of the public exams at the end of year 11.

Texts have been chosen to reflect our context and consultations are ongoing with the Head Student Team to ensure our choice of texts appropriately reflect our culture, heritage, and diversity. Student Voice is a valued aspect of our school community and there is a growing group of students who contribute to our evaluative processes. Subject Captains (Senior and Junior) have begun work with the HST to introduce both a Diversity Book Group and a Writing Group. Both of these initiatives have been student led.

We are rightly proud of our progress with the Reading Agenda; work is ongoing with newly appointed Reading Ambassadors and a Reading Captain. The aim is to support the development of a culture of reading for pleasure withing the wider school community.

We are equally proud of our dynamic, organic provision which is responsive to student voice and our changing contexts. Thus, the change of text in Year 8.

At KS4 year 10 students follow the AQA specifications in English Language and English Literature. The philosophy underpinning this strategic change is to ensure coherence, progression, and pace. The exam board criteria, past papers, mark scheme and examiners' reports underpin teachers' individual planning in response to the specific needs of individual teaching groups. Colleagues seek to employ contemporary

materials in their delivery of the language specification to bring vibrancy and relevance to the classroom. From 2023, we will revert to classes being taught the disciplines separately. In Literature, colleagues draw on prior learning at KS3 to secure and develop sophisticated interpretations and analysis of the texts. Increasingly, we are adopting a 'house style' to deliberately focus attention on specific ways in which students can 'match' the mark scheme and access the higher levels.

KS5 has historically had three members of staff delivering the three discrete units of the A level "in order to allow students an experience which is more like university". However, since Sept 2021, students will be taught by two colleagues, again to improve pace and allow for opportunities to go beyond the confines of the specification. Colleagues draw on a wealth of experience (including examining) to ensure the course is taught to a very high level with supporting materials being of undergraduate quality.

Curriculum – impact:

Students are increasingly able to use and manipulate language for a variety of purposes and forms as seen in the extremely proficient writing in 'Hear Me Out' and student success in local and national competitions and events. In addition, students are increasingly adept at appreciating literary genres and contexts in the written and spoken word and are able to articulate their ideas and opinions with confidence. In recent times, there has been a sixth form poetry group that meets regularly and attends poetry readings at the university. In addition, younger students have been involved in Carnegie book shadowing and Rotary competitions.

A level English Literature is a popular subject with high levels of take-up and success. September 2022 saw us secure numbers to deliver two 12 Literature classes and the projections for 2-23/5 are similarly strong. We will also see our third cohort of Media Studies students commence this relatively new A Level for us. Many of our students go on to study English or English-related subjects at university, including Oxbridge, with their feedback suggesting that they have been well-prepared for the rigours of higher education.

Curriculum –typical knowledge and skills

By the end of year 7

Parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns. Punctuation: apostrophes, ellipsis, brackets, semi-colons. Elements of the sentence: simple, compound, complex, verb tense agreement. Literary features: narrative arc, Freytag, analepsis, simile, metaphor, personification, rhyme, stanza, enjambment, caesura, end-stopping.

By the end of year 8

Parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns. Punctuation: apostrophes, ellipsis, brackets, colons, semi-colons, dashes. Elements of the sentence: simple, compound, complex, declarative/imperative/exclamatory/interrogative, verb tense agreement. Literary features: narrative arc, Freytag, analepsis, simile, metaphor, personification, pathetic fallacy, types of rhyme, stanza, form, enjambment, caesura, sensory imagery. Dramatic devices: stage directions, proscenium/apron/round, adjacency pairs, turn-taking, visible semiotics.

By the end of year 9

Parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns. Punctuation: apostrophes, ellipsis, brackets, colons, semi-colons, dashes. Elements of the sentence: simple, compound, complex, declarative/imperative/exclamatory/interrogative, verb tense agreement. Literary features: narrative arc, Freytag, analepsis, simile, metaphor, personification, pathetic fallacy, types of rhyme, metre, stanza, form, enjambment, caesura, sensory imagery. Dramatic devices: stage directions, soliloquy, proscenium/apron/round, adjacency pairs, turn-taking, visible semiotics. Context of composition/reception, tragedy, Renaissance Man (!),

By the end of year 10

Students will have covered Romeo and Juliet, Anthology poetry, Ain Inspector Calls.

Students will have revisited the Paper 1 skills taught in year 9 and will have worked towards mastery of Paper 2.

By the end of year 11

Students will study A Christmas Carol, Unseen poetry, and revise the other Literature texts. In terms of Language, students will be able to address the relevant assessment objectives in each Reading response, structure a piece of non-fiction writing to communicate ideas accurately and structure a piece of fiction writing for impact and effect.

By the end of year 12

Students will know the central themes, ideas, key moments and characters (where appropriate) in the set texts they have studied and be able to refer in some detail to aspects of context and interpretations.

Students will be able to write full essays on the texts that they have studied showing good knowledge and understanding of the texts and the assessment objectives.

By the end of year 13

Students will know a wide range of themes and ideas related to their set texts; relevant literary, social and historical contexts and be able to employ and critique a range of critical interpretations.

Students will be able to write detailed essays on all their texts showing developed knowledge and understanding of the texts and the assessment objectives.

Key Stage 3 Curriculum Map NB: assessments are under review for 2023/4

	Autumn 1	Autumn 2	Spring	Summer
	Modern Text	Narrative text (19th Century focus)	Poetry	Shakespeare
<p>7</p> <p>Key focus: Identity</p> <p>ORAL ASSESSMENT: Recitation and analysis of a poem</p>	<p>The Lie Tree</p> <p>Language focus: analysis, comparison, context.</p> <p>Literary essay in response to whole novel</p>	<p>The Hound of the Baskervilles</p> <p>Creative writing focus: description.</p> <p>Rotary Youth Writes competition</p> <p>Literary prep for EOY exam</p>	<p>Poetry of Identity</p> <p>Media Studies: analysis of a music video</p> <p>PHSEE: letter to Primary School.</p> <p>Creative writing focus: writing to advise</p> <p>Literary response: comparison of two poems</p>	<p>A Midsummer Night's Dream</p> <p>Three year creative response.</p> <p>2022: 'Inside the Villain/Heroine'</p> <p>2023: Diorama</p> <p>2024: tbc (likely performative)</p>
<p>8</p> <p>Key focus: Relationships</p>	<p>Blood Brothers</p> <p>Media studies: comparison of</p>	<p>Stories of Ourselves</p> <p>Creative writing focus: narrative.</p>	<p>Voices through Time</p>	<p>Much Ado About Nothing</p> <p>Three year creative response.</p>

<p>ORAL ASSESSMENT:</p> <p>Presentation: what do we learn about society through Literature?</p>	<p>newspaper front pages.</p> <p>Language focus: analysis, comparison, context.</p> <p>Literary essay in response to a portion of the play</p>	<p>Rotary Youth Writes competition</p> <p>Literary prep for EOY exam</p>	<p>Creative writing focus: writing a review</p> <p>Literary response: comparison of two poems</p>	<p>2022: 'Inside the Villain/Heroine'</p> <p>2023: Diorama</p> <p>2024: tbc (likely performative)</p>
<p>9</p> <p>Key focus: Conflict</p> <p>ORAL ASSESSMENT:</p> <p>Free choice of a speech from a selection of topics</p>	<p>Journey's End</p> <p>Language focus: analysis, comparison, context.</p> <p>Literary essay in response to a portion of the play</p>	<p>Great Expectations</p> <p>Media studies: analysis of a moving image clip plus promotional materials</p> <p>Creative writing focus: description</p> <p>Literary prep for EOY exam</p>	<p>Youth and Age</p> <p>Creative writing focus: writing to persuade</p> <p>Literary response: comparison of two poems</p>	<p>Macbeth</p> <p>Three year creative response.</p> <p>2022: 'Inside the Villain/Heroine'</p> <p>2023: Diorama</p> <p>2024: tbc (likely performative)</p>

It should be noted that Language skills are taught through the texts studied with opportunities for each year group to also study aspects of Media Studies. Regular Language assessments will take place (two per half term).

English Department Reading Progression Grid

	Y7	Y8	Y9	Y10	Y11	Y12-13
<p>Understanding, textual reference and inference</p> <p>Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p>	<p>I can identify and retrieve key details from a text.</p> <p>I can begin to make inferences and deductions.</p> <p>I can identify a writer's intention and viewpoint.</p> <p>I can support my ideas using relevant textual reference.</p>	<p>I can confidently infer meaning from a text.</p> <p>I can explain and evaluate a writer's intention and viewpoint.</p> <p>I can draw upon well-chosen references to the text to support my ideas and explain and analyse these.</p>	<p>I can make a range of inferences and deductions.</p> <p>I can offer multiple interpretations of a writer's intention and viewpoint.</p> <p>I can select a range of relevant, focused evidence to support ideas.</p>	<p>I can demonstrate a thorough knowledge and sustained understanding of a text through a critical style.</p> <p>I can explore a writer's ideas and perspectives</p> <p>I can select references that are detailed and appropriately support the points being made.</p>	<p>I can demonstrate an assured knowledge and perceptive understanding of the text through a perceptive critical style.</p> <p>I can analyse a writer's ideas and perspectives.</p> <p>I can use apt and discriminating references to clarify the points being made.</p>	<p>I can demonstrate a thorough and perceptive understanding of the literal meaning of the text.</p> <p>I can construct convincing, insightful and persuasive interpretations of the larger implications and subtleties of the text.</p> <p>I can demonstrate informed understanding of the set texts through the lens of critics and alternative interpretations.</p> <p>I can select the best quotations to effectively support the ideas being presented.</p>
<p>Analysis of a writers' methods</p> <p>Understand and analyse how writers use linguistic and structural devices to achieve their effects</p>	<p>I can identify language and structure features and demonstrate an understanding of how they have been used to create an effect to show a broad understanding.</p> <p>I can use subject terminology.</p>	<p>I can accurately and precisely explain how language and structure features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p> <p>Subject terminology is central to my ability to analyse.</p>	<p>I can evaluate how a range of language and structure features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p> <p>I can evaluate the intended effect upon the reader through insightful analysis of literary techniques and devices.</p>	<p>I can demonstrate a thorough understanding and exploration of language and structure and how these are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p> <p>I use subject terminology with ease.</p>	<p>I can demonstrate a perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</p> <p>I can evaluate the interrelationship of the language, form and structure used by the writer and their effect on the reader.</p>	<p>I can demonstrate a consistently insightful and convincing analysis of textual features and / or broader authorial choices.</p> <p>I can construct secure evaluation of how such features and / or choices shape meaning.</p> <p>I am alert to the alternative interpretations afforded by connotation and context.</p>
<p>Comparison and intertextuality</p> <p>Explore links and connections between writers' ideas and</p>	<p>I can make comparisons between two texts.</p>	<p>I can make developed comparisons between two texts.</p>	<p>I can make a range of specific comparisons between texts, including across different genres.</p>	<p>I can make a wide range of comparisons between texts.</p>	<p>I can make a varied and comprehensive range of comparisons between texts.</p>	<p>I can offer an insightful interpretation of the similarities and differences between the works.</p>

perspectives as well as how these are conveyed	I can make insightful comments on how a text might have been influenced by another text.	I can explain how a text may be influenced by another text.	I can identify a range of intertextual references within a text. My comparisons are increasingly evaluative.	I can identify a wide range of intertextual references within a text and begin to consider the potential impact on the reader.	I can identify a varied and comprehensive range of intertextual references and explain their potential impact upon the reader.	I can make connections between literary genres and movements. I can offer an insightful interpretation of a range of intertextual references and their intended impact upon the reader.
Context Show understanding of the relationships between texts and the contexts in which they were written.	I can show understanding of the way context can contribute to meaning.	I can show an understanding of the context with a developed comment on the relationship between text and context.	I can show a offer evaluative understanding of context with analytical comments on the relationship between text and context.	I can demonstrate a detailed awareness of the relationship between text and context.	I can integrate an understanding of the relationship between text and context convincingly.	I can demonstrate a thorough and perceptive understanding of the relationship between text and context.

English Department Writing Progression Grid

	Y7	Y8	Y9	Y10	Y11	Y12/13
Purpose, audience and tone	<p>I can write in an appropriate way showing clear understanding of the intended purpose and audience of my writing.</p> <p>I can write with an appropriate tone.</p> <p>I can use a number of stylistic devices to suit the purpose of my writing.</p>	<p>I can confidently adapt the form, tone and register of my writing according to the intended purpose and audience.</p> <p>I can use a range of stylistic devices appropriate to the purpose, audience and form of my writing.</p>	<p>I can begin to manipulate the form, tone and register of my writing to suit the purpose and intended audience.</p> <p>I can use a varied range of stylistic devices for effect.</p> <p>I can increasingly use rhetoric for effect.</p>	<p>I can demonstrate a secure realisation of the writing task by using well-controlled stylistic devices that are sustained throughout.</p> <p>I can effectively use form, tone and register.</p>	<p>I can sharply focus on the purpose of the task choosing stylistic devices that will have the greatest impact on the reader.</p> <p>I can demonstrate a sophisticated use of form, tone and register through the use of stylistic devices.</p>	<p>I can use a register and style which is effective and appropriate to the task.</p> <p>I can maintain a formal and academic style throughout my writing.</p> <p>It is increasingly obvious that my own critical writing has been influence</p>

						by my reading of others.
Focus, organisation and form	<p>I can organise my writing using structural and grammatical features.</p> <p>I can use paragraphs accurately.</p>	<p>I can organise my writing with appropriate structural and grammatical features.</p> <p>I can use a range of paragraph lengths correctly and increasingly for effect.</p>	<p>I can confidently organise my writing with a variety of appropriate structural and grammatical features for effect.</p> <p>I can use paragraphing for deliberate and specific effect.</p>	<p>I can communicate successfully.</p> <p>I can manage information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</p>	<p>I can communicate perceptively and subtly.</p> <p>I can manipulate complex ideas, using a range of structural and grammatical features to support coherence and cohesion.</p>	<p>I can effectively organise the presentation of my ideas in a coherent way.</p> <p>I can maintain a well-focused response and sustain this throughout my writing.</p>
Range of vocabulary, sentence structures and punctuation.	<p>I can use vocabulary that is appropriate and increasingly ambitious.</p> <p>I can begin to use a variety of sentence structures in my writing.</p> <p>I can use a range of punctuation to demarcate my sentences accurately.</p>	<p>I can use a sophisticated vocabulary selected for precision and nuance.</p> <p>I can construct a variety of sentence structures, often for effect.</p> <p>I can use a variety of punctuation within my writing.</p>	<p>I can use an impressively wide and nuanced vocabulary.</p> <p>I can confidently use a range of sentence structures in my writing.</p> <p>I can use a varied range of punctuation confidently, accurately, and for deliberate effect.</p>	<p>I can selectively use a wide, accurate vocabulary.</p> <p>I can manage sentence structures for effect, with punctuation used for clarity.</p>	<p>I can use extensive vocabulary strategically.</p> <p>I can use a range of sentence structures and punctuation selectively for clarity, purpose and effect.</p>	<p>I can employ a full range of technical and non-technical, carefully chosen, nuanced vocabulary, precisely.</p> <p>I can use a full range of sentence structures and punctuation for clarity and effect.</p>
Accuracy of vocabulary, sentence structures and punctuation.	<p>I can spell common words with accuracy.</p> <p>I can use basic punctuation accurately to separate</p>	<p>I can spell common frequency and increasingly tier two words correctly.</p>	<p>I can spell with confidence and a considerable degree of accuracy.</p> <p>I can produce paragraphs that</p>	<p>I can spell with a high level of confidence and only make occasional spelling errors.</p>	<p>I can spell with a high degree of accuracy with rare spelling errors.</p> <p>I can punctuate writing with</p>	<p>I can employ a high degree of accuracy in grammar, vocabulary and sentence construction.</p>

	sentences correctly.	I can accurately punctuate a variety of sentence structures.	draw upon a range of punctuation which is accurately punctuated throughout.	I can position a range of punctuation accurately.	accuracy to aid emphasis and precision.	I can use technical terminology very clearly, carefully and effectively.
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English Department Speaking and Listening Progression Grid

	Y7	Y8	Y9	Y10	Y11	Y12/13
Content linked to purpose and audience	I can show that I am clear what the purpose of my talk is and who my talk is aimed at.	I can express my ideas and emotions fluently and in a way that is clearly linked to the purpose of my talk and the audience.	I can express my ideas and emotions, maintaining a focus throughout my talk that is appropriate to a range of purposes and audiences.	I can express challenging ideas, information and feelings use a wide selection of vocabulary appropriate to the audience.	I can express sophisticated ideas, information, feelings using a sophisticated repertoire of vocabulary.	I can demonstrate a perceptive and persuasive knowledge and understanding of my content, which is presented in a manner appropriate to purpose, audience and tone.
Analysis and Evaluation	I can identify a clear message in spoken text. I can identify when a speaker uses rhetorical devices for effect. I can evaluate what makes a spoken text successful.	I can make suggestions about what can make a spoken text better. I can make distinctions between successful and more successful effective communications.	I can interject and contribute in order to build and develop a discussion. I can reflect confidently on what I have heard and make relevant comments.	I can create spoken texts to convey messages. I can explain clearly and articulately. I can use relevant examples to support the points I make.	I can demonstrate confidently how spoken texts express ideas. I can reflect and evaluate my own spoken expression.	I can analyse and evaluate insightfully. I can perceptively evaluate the authorial choices and how they communicate a message to the audience.
Listening and response	I can listen to and summarise the main ideas from	I can listen to questions and contribute	I can listen to and understand a range of questions,	I can listen to various forms of questions and respond articulately using	I can converse in response to a variety of questions, discourses	I can participate wholly in various discourses in a

	instructions and other general forms of interaction, e.g. talks and discussions.	responses with relevant, coherent and varied details.	formulating straightforward and more sophisticated answers to questions.	contextual knowledge and subject-specific language.	and feedback, and respond perceptively. I can respond confidently to various forms of communication for varied purposes.	focused, sustained and perceptive manner. I can confidently employ pertinent contextual details and sophisticated language, backed by subject-specific terminology which enhances my responses.
Focus, organisation and form	I can show an awareness of the relevant context. I can make simple comments on the relationship between text and context.	I can show an awareness of the relevant context with a simple comment on the relationship between text and context.	I can maintain generally controlled and effective organisation of talk to guide my listener. I can keep my talk focused and relevant throughout.	I can organise and structure my talk clearly and appropriately.	I can organise and structure my talk using an effective range of strategies to engage the audience. I can elaborate with further ideas and information.	I can maintain a clear and sustained focus on the spoken task. I can develop ideas in a logical and convincing way that are connected in a cogent manner.
Language and tone	I can choose vocabulary that is appropriate to the purpose of my talk and articulate accurately. I can recognise and start to use paralinguistic skills in my speech.	I can select and begin to utilise suitable vocabulary to create an appropriate tone. I can recognise and use some paralinguistic skills in my speech.	I can select and begin to utilise suitable vocabulary to create an appropriate tone. I can recognise and use some paralinguistic skills in my speech.	I can utilise a range of vocabulary to create an appropriate style and tone. I can start to utilise paralinguistic skills to emphasise the content and style throughout.	I can utilise a sophisticated range of vocabulary to create an appropriate style and tone. I can utilise paralinguistic skills to emphasise the content and style throughout.	I can use clear, accurate and varied language with only occasional errors that do not hinder communication. I can use vocabulary and syntax that are varied and create an effect. I can embed elements of style, which are appropriate to the task and enhance my spoken word.

Key Stage 3 Success criteria

The following grid identifies the characteristics of high scoring responses in each of the assessed skills:

Literary Responses

Modern Text	19th Century novel	Poetry	Shakespeare
Assured personal response.	Assured personal response.	Discerning references – points fully supported with quotes.	Assured personal response.
High level of engagement with the thematic concerns of the text. Mature, developed and perceptive critical style with excellent understanding.	High level of engagement with text. Mature, developed and perceptive critical style with excellent understanding.	Consistently comparative throughout.	High level of engagement with text. Mature, developed and perceptive critical style with excellent understanding.
Discerning references – points fully supported with quotes.	Discerning references – points fully supported with quotes.	Analysis is focused on word level connotations.	Discerning references – points fully supported with quotes.
Excellent understanding of context – convincing understanding of relationship between text and context – integrated into the essay.	Excellent understanding of context – convincing understanding of relationship between text and context – integrated into the essay.	Evident appreciation of intended effect and inferred meanings.	Excellent understanding of context – convincing understanding of relationship between text and context – integrated into the essay.

GCSE English Language and English Literature

Comprehensive details of the course are available via the AQA website according to the following codes:

English Language: 8700

English Literature: 8702

In general terms, however, the courses are arranged thus:

English Language:

There are two examination papers, both of which are 1hr 45minutes in length. They are equally weighted. Paper 1 has four Reading questions on one text, whereas Paper 2 has four questions on two texts linked by a similar theme. The Writing component is worth 50% and candidates are required to write a piece of fiction/description and a piece of non-fiction (such as a letter, a speech, a magazine article).

English Literature:

Again, there are two papers. Both are 'closed book' which means candidates are not permitted access to the texts in the examination. The studied texts are: *Romeo and Juliet*, *An Inspector Calls*, *A Christmas Carol*, *Love and Relationships* poetry.

Students are expected to purchase their own copy of the set text (issued centrally by school and billed through Parent Pay) in order for them to annotate their texts comprehensively,

Mrs Blunden-Currie is happy to discuss any aspect of these qualifications in further depth, should you wish:

sbe11@tstatrust.org.uk

A Level English Literature and Media Studies

The English department offers two A Levels at PHSG.

English Literature

We follow the OCR English Literature course. For all students inclined towards this A Level, it is essential that the amount of reading is fully appreciated. If exploring a range of (sometimes challenging) reading matter is not appealing to you, then you are likely to find the A Level course quite vexing.

The OCR course is intellectually enriching and provides a wonderful introduction to academic literary criticism; a solid foundation prior to undergraduate study of any kind owing to the robust nature of assessment, the required critical thinking, and the expectation of independent study.

There are three components:

Paper 1: Hamlet, Christina Rossetti, Henrik Ibsen

Paper 2: Bronte, Austen

Coursework: Currently Duffy, Ishiguro, Bennett

Media Studies

This is a new A Level for us at PHSG and we are excited to launch in September 2021. We will follow the EDUQAS specification.

There is a practical element to the course which allows candidates to apply their theoretical acumen to a professional 'brief' set by the exam board.

Further specific details from Ms Taylor

Ctr15@tsatrust.org.uk

