



St Paul's Academy

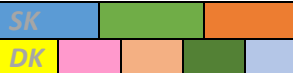
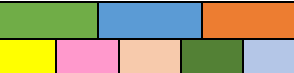

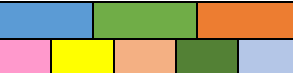
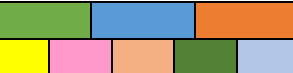
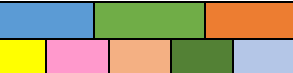




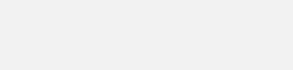
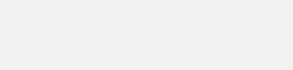
English Curriculum Overview

<p>Why we teach English at St Paul's Academy</p> <p><i>"The limits of our language are the limits of our world."</i> – Ludwig Wittgenstein</p> <p>Through the study of English Literature and English Language, we nurture confident and inquisitive individuals who excel as speakers, listeners, readers, and writers. Our English curriculum fosters critical thinking skills, enabling students to express insightful perspectives on the broader world through literature. We emphasize the interconnectedness of reading and writing, empowering young minds to engage with profound concepts effectively. Ultimately, we aim to cultivate independent and resilient global advocates who are committed to lifelong learning.</p>	<p style="text-align: center;">Disciplinary Knowledge</p> <table border="1"> <tr> <td data-bbox="638 304 840 405"></td> <td data-bbox="840 304 1332 405">Forming personal and nuanced responses to big ideas in written and spoken form</td> </tr> <tr> <td data-bbox="638 405 840 515"></td> <td data-bbox="840 405 1332 515">Develop a love and appreciation for reading</td> </tr> <tr> <td data-bbox="638 515 840 625"></td> <td data-bbox="840 515 1332 625">Making active, thoughtful and conscious choices in what you read and write</td> </tr> <tr> <td data-bbox="638 625 840 751"></td> <td data-bbox="840 625 1332 751">What is worth focusing your attention on – what is significant, relevant and interesting</td> </tr> <tr> <td data-bbox="638 751 840 877"></td> <td data-bbox="840 751 1332 877">Narrative arcs and structures</td> </tr> <tr> <td data-bbox="638 877 840 1003"></td> <td 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<p>School values/Careers Links</p> <p>English serves as the cornerstone of every subject, providing the foundation for understanding language, culture, and all aspects of life. Proficiency in English empowers students to develop a persuasive voice, allowing them to articulate their ideas effectively. At SPA, we prioritize stretching students and fostering ambition, which, along with our academic journey, enables remarkable achievements. Students can use their English skills to pursue careers in journalism, marketing, advertising, education, law, politics, writing, management, leadership, creative industries, and many other fields.</p>																												

St Paul's Academy
English Key Stage 3 Curriculum Map – Topics/Units by Half Term

KS3	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring (5 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Year 7 (Theme: Identity)	The Bone Sparrow <i>By Zana Frallion</i>	Bone Sparrow and Imaginative Writing	Identity Poetry	The Art of Rhetoric	Much Ado About Nothing <i>By William Shakespeare</i>	Much Ado About Nothing <i>By William Shakespeare</i> The Spoken Project
	SK					
	DK					
Year 8 (Theme: Social awareness)	Frankenstein <i>By Mary Shelley</i>	Dystopian Literature	London Poetry	Debates	Transactional Writing	Noughts and Crosses <i>By Malorie Blackman</i>
	SK					
	DK					
Year 9 (Theme: Developing Voices)	Iridescent Adolescent - Short Stories	English Meets Media	Speaking out Poetry	Animal Farm <i>By George Orwell</i>	Othello <i>By Shakespeare</i>	Othello <i>By William Shakespeare</i> Speeches
	SK					
	DK					

English Key Stage 4 Curriculum Map – Topics by Term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	A Christmas Carol (x3) Language P2 (x2)	A Christmas Carol (x3) 5 Power and Conflict Poetry AQA (x2) <i>A.E: ACC & Descriptive Writing</i>	An Inspector Calls (x3) Language Paper 1 (x2)	An Inspector Calls (x3) Language Paper 1 (x2)	Macbeth – <i>By William Shakespeare</i>	Macbeth – <i>By William Shakespeare</i> Speaking and Listening <i>June PPE Language P1 Literature P1</i>
						
Year 11	5 Power and Conflict Poetry (AQA) and Unseen Poetry	Writing Skills <i>Nov PPE Language P2 Literature P2</i>	REVISION <i>Feb PPE Choose papers based on data</i>	REVISION	EXAMS	EXAMS
						

St Paul's Academy
English Curriculum Map – KS3 Disciplinary Knowledge Progression Overview

End of...	Personal and nuanced responses to big ideas	Develop a love and appreciation for reading	Making active, thoughtful and conscious choices in what you read and write	What is worth focusing your attention on – what is significant, relevant and interesting	Narrative arcs and structures
Year 7	Students are able to explore big ideas whilst articulating with accuracy their thoughts and opinions towards key topics and issues within society.	Students become avid readers and develop a desire to read outside the classroom.	Students are able to discern the form and audiences per text. Students are able to become intentional about developing their writing and reading skills.	Students are able to develop a critical ability to reflect, deduce and infer consistently with any text. Students develop the skill to pick out relevant language and structural features.	Students develop a clear understanding of how to develop a story with a clear structure and progressive element of narration within.
Year 8	Students are able to explore different genres and their conventions. Students are able to create their own stories with relevant and accurate	Students become exposed to different types of texts. The develop an understanding of plays, monologues and diverse forms of fiction. Students develop an interest in different genres	Students become more informed and intentional about genres they read. students develop a clear understanding on their Interests and likes.	Students develop an even more critical eye whilst developing their analytical and inference skills. Student begin to make clear and intentional Decisions when looking at context. Their PETAL paragraphs become well crafted as they develop	Student develop a clear understanding on how plays, poems and writing is constructed. Students develop a love for the diverse nature of texts whilst learning to construct writing pieces with precise and concise structures and accuracy.
Year 9	Students are able to explore different genres and	Students become consistent, continuous and conscious	Students become even more intentional with	Students learn how to identify interesting	Students are aware of diverse structures of stories,

	understand the uniqueness of different voices in stories.	readers. Students enhance their reading skills through independent reading outside of class through insight gained in class.	what they read. Students develop an ability to think critically about what they want to read. Students begin to read with purpose and intent.	ideas and themes through reading and discussions. Students are confident in expressing the importance and significance of: language structure and context. Whilst being able to Infer, suggest and provide alternative interpretations.	plays and poems. They can quickly identify progression in pieces whilst outlining the clear intention behind the author and poet. Students provide unique and alternative interpretations.
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English Curriculum Map – KS4 Disciplinary Knowledge Progression Overview

End of...	Archetypes and typical features of certain genres	Writers use of techniques for social criticism and reading pleasure	How to approach and understand challenging texts and find your way through	How texts start and the contract they set up with the reader	Develop physical, linguistic, cognitive, and social & emotional oracy skills
Year 10	Students develop clear understanding of diverse genres and clear conventions. Students are strategically prepared for all GCSEs. All students can:	Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.	Develop a contract with each text and understand the significance of the plot, setting, characters and otherwise. All students learn to gauge the importance of language and how it can interest and inform the reader. Students are able to articulate how and why they are engaged.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Develop excellent speaking and listening skills which will help them position themselves within society more effectively. Due to the depth of the ambitious curriculum they will be able to engage to diverse topics whilst developing clear emotional capacity.

Year 11	<p>Students develop clear understanding of diverse genres and clear conventions. Students are strategically prepared for all GCSEs. All students can:</p> <p>Discern diverse texts Accurately understand different forms and audiences.</p>	<p>Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Develop a contract with each text and understand the significance of the plot, setting, characters and otherwise. All students learn to gauge the importance of language and how it can interest and inform the reader. Students are able to articulate how and why they are engaged.</p>	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Develop excellent speaking and listening skills which will help them position themselves within society more effectively. Due to the depth of the ambitious curriculum they will be able to engage to diverse topics.</p>

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