



The Halifax Academy

English

“I read because one life is just not enough for me.”

Abbas Al-Akkad

We believe that the ability to effectively communicate is at the heart of the future success of every one of our pupils. The English curriculum at The Halifax Academy is designed to give pupils the tools they need to be able to engage with the world around them; from **reading insightfully** and **writing powerfully**, to **speaking with genuine confidence**.

Reading and our libraries are at the heart of our curriculum. We use Supersonic Phonic Friends as our synthetic phonics programme and all EYFS and KS1 students have discreet phonics lessons every day. Once the building blocks of reading are established, pupils are exposed to a carefully curated range of high quality ‘core texts’ (fiction and non-fiction) which build on the foundations of the previous year or Key Stage. We continually develop and refine the texts we teach to reflect the changing face of the world around us and to reflect the diversity of experiences we want pupils to access through their reading.

We aim to tackle social disadvantage by addressing gaps in pupils’ knowledge and skills. By providing a broad range and variety of texts, we intend to increase the cultural capital of all pupils and by encouraging pupils to use their voice at every step on their learning journey, we help them to form their own opinions and tackle key moral and philosophical concepts. We also invest in the Accelerated Reader programme across KS2 and KS3 to close gaps in reading age, as well as specialist support through Guided Reading lessons, Lexia (core Literacy), Bedrock Learning (Vocabulary) and dedicated provision for EAL learners.

Writing and developing pupils who can write both creatively and persuasively is a real focus at the Academy. We have been actively involved with the Calderdale Excellence Partnership in the IPEELL writing project, which uses memorable experiences and self-regulation to support struggling writings. This SRSD framework spans our Primary and Secondary phases and is a key underpinning philosophy to how we teach the writing process. These skills are further deepened in Phase 5 when English is split into Literature and Language, to mirror the GCSE courses, where pupils are taught by specialist teachers and we introduce large format teaching for purposeful practice of the core writing strategies and in-depth Literature lectures.

We are a faculty that continually refines our approach to make sure we are research-led and outcome-driven. Within each scheme of work, key knowledge is taught and revisited on a regular basis through low stakes quizzing. All schemes allow for key schema to be added to where teachers carefully select new knowledge to teach based on the changing needs of students. We use coded marking and cycles of review and deep marks to key focused on addressing gaps and delivering real progress for pupils.

Voice is critical to everything we do in English and the school as a whole. We want to champion the voice of our pupils and the community we serve. We believe that every pupil through our doors has a valuable contribution to make to society and it is our moral responsibility to provide the tools they need to make themselves heard. We work with Voice 21 to ensure that the latest thinking and research around oracy is embedded within the teaching practice at the Academy. Whether that is the use of voice stems lower down to the school, to the opportunities we provide in later phases to go out into local businesses, to take part in competitions with other schools or even to travel down to the Houses of Parliament to talk with our own local MP. We want pupils to know that their voice is important and should be heard.



Curriculum Overview - English

Year 7	Term 1	Term 2	Term 3
Reading	<p>Revision of reading and comprehension strategies and a foundation of knowledge around poetic techniques will also be built (including: rhyme, imagery, repetition and metaphor).</p> <p>CLASS READERS: 'Boy at the back of the class' by Onjali Rauf (5.4) 'Bone Sparrow' by Zana Fraillon (4.9) 'S.T.A.G.S' by M.A. Bennett (5.8)</p>	<p>Developing an understanding of the features of literary genres as well as revisiting Freytag's pyramid and the structural features of a short story.</p> <p>CLASS READERS: 'Hunger Games' and 'Catching Fire' Suzanne Collins (5.3) 'Divergent' Veronica Roth (4.8) 'Station 11' Emily St. John Mandel (6.5)</p>	<p>Introduction to decoding strategies for archaic language and the roles of the protagonist and antagonist within a tragedy. Deduction and analysis of a writer's viewpoints in a text.</p> <p>CLASS READERS: 'Stories from Shakespeare' Geraldine McCaughrean 'If you come softly' Jacqueline Woodson (4.0) 'Un-arranged Marriage' / 'Rani & Sukh' Bali Rai (5.4)</p>
Writing	<p>Revision of accurate sentence construction and use of basic punctuation to create an effective piece of autobiography. Introduction of figurative language to create poems that bring to life their character and community.</p>	<p>Dystopian narrative writing, focusing on students making conscious decisions to set their story in a dystopian world and to build character through actions, as well as introducing variety to their sentence making and vocabulary choices.</p>	<p>Introduction to analytical writing using the SRSD / IPEELL framework - focus on supporting points with quotations (ER) and inference-making. Revision of persuasive writing (AFOREST) and application in their piece of writing expressing their opinion.</p>
GPS	<p>Revision of word classes (Nouns and Verbs); Sentence forms (Simple, Compound, Complex).</p>	<p>Revision of word classes (Conjunctions - Coordinating and Subordinating)</p>	<p>Review of word classes (Adverbs and Adjectives); Adverbial phrases and Fronted Adverbials</p>



Curriculum Overview - English

Phase 4

Year 8	Term 1	Term 2	Term 3
Domain	<p>First cycle of Year 8 will be our second thematic unit centred around an examination of the Gothic genre.</p> <p>Unit 1: Students will study 'The Gothic' through a canonical Gothic novel such as 'Frankenstein' or 'Dracula', as well as appreciating typical Gothic conventions through a range of narratives including: 'The Tell Tale Heart', 'The Signal Man' and 'The Red Room', focusing on gothic conventions and the writers' choices of language, structure and form.</p> <p>Unit 2: Framed around a memorable visit to a 'Gothic' location and using the SRSD framework for extended writing, students will craft a piece of gothic descriptive writing. Students will use the descriptive framework to give their writing structure and will develop a range of figurative techniques in their writing.</p> <p>Unit 1: Heritage novel (19th Century)</p> <p>Unit 2: Short Stories</p>	<p>In this cycle, students return to Shakespeare and the study of the tragedy of 'Romeo and Juliet'.</p> <p>Unit 3: Students return to the concepts of Shakespearean Tragedy building on the Year 7 study of 'Othello' and setting up the study of 'Macbeth' at GCSE. Students will be introduced to the sonnet form through its appearances in the play, and they will develop their analytical writing thinking about the effect on the audience and linking points to social and historical context.</p> <p>Unit 4: As well as completing their reading of the play, students will widen their appreciation of the works of Shakespeare through his sonnets and in particular the presentation of love. Students will also make links to related non-fiction by comparing the violence and conflict in the play with modern day issues related to crime/gangs.</p> <p>Unit 3: Plays (Shakespeare)</p> <p>Unit 4: Poetry (Love anthology) + Non-Fiction (Articles)</p>	<p>In the final cycle of the year, our focus shifts to the natural world and issues related to the environment.</p> <p>Unit 5: Students will start by exploring a mini-anthology focused on the natural world. Here students will learn to track particular themes as well as develop a deeper understanding of poetic devices, including works from Anne Bronte, Seamus Heaney, Simon Armitage, Grace Nichols, Ted Hughes, Elizabeth Acevedo and William Wordsworth.</p> <p>Unit 6: Attention turns to the topic of the environment and the challenges faced by our planet. We read from a selection of non-fiction texts such as 'A life on our planet' by David Attenborough and 'How to Change Everything' by Naomi Klein, as well as speeches by Greta Thunberg and other activists. Students will form their own opinions and learn how to use statistics to support an argument.</p> <p>Unit 5: Poetry (Nature anthology)</p> <p>Unit 6: Non-Fiction (Speeches, Articles & Leaflets)</p>
Reading	<p>Development of analysis of the writer's craft, including features of the Gothic genre, more complex language choices such as pathetic fallacy and personification as well as key structural features such as foreshadowing.</p> <p>CLASS READERS: 'The Woman in Black' by Susan Hill (7.2) 'Coraline' & 'Graveyard Book' by Neil Gaiman (5.1) 'Wolves of Willoughby Chase' by Joan Aiken (6.5)</p>	<p>Development of the understanding of Shakespeare's world and craft, including Shakespearean techniques and stage craft. Students will also explore how poets create tone and mood through language and form.</p> <p>CLASS READERS: 'Love from A to Z' by S.K. Ali 'City of Bones' by Cassandra Clare (5.0) 'The Fault in Our Stars' by John Green (5.5)</p>	<p>Appreciation of poetry widens to features such as enjambment, caesura and the use of sound effects. Understanding of persuasive techniques widens to the rhetorical structure of ethos, logos and pathos.</p> <p>CLASS READERS: 'The Last Bear' by Hannah Gold (5.6) 'The Supreme Lie' by Geraldine McCaughrean (5.6) 'The Last Wild' by Piers Torday (5.6)</p>



Curriculum Overview - English

Year 8	Term 1	Term 2	Term 3
Writing	Descriptive writing about settings using sensory language, pathetic fallacy and personification. Students to make conscious choices about the structure of their description to create movement through a scene.	Next stage in students' analytical writing focuses on the use of specific language choices / techniques to create an effect on the reader or audience (WM/RR). Students will begin to describe writer's intentions.	Students' analytical writing now focuses on tentative writing (MV) and how to offer different interpretations of a text. The persuasive outcome will be in the form of a speech or presentation modelling ethos, logos & pathos.
GPS	Revision of Word classes (Determiners and Prepositions), Apostrophes (Contraction and Possession)	Revision of word classes, (Pronouns) Verb tenses	Revision of word classes (Interjections), Advanced Punctuation, Punctuating Speech
Year 9	Term 1	Term 2	Term 3
Domain	<p>The final year of KS3 begins with the Victorian novel and students putting into practice their reading skills with a challenging text. Unit 1: Students will study Victorian Literature, focusing on the impact of historical context on writers' choices of language, structure and form. Students will explore the core text of 'The Strange Case of Dr. Jekyll & Mr Hyde' by Robert Louis Stevenson. Students will gain a foundational understanding of the Victorian era as a literary context through a range of non-fiction texts. Unit 2: Students develop their understanding of Victorian literature through an author study of Charles Dickens. This will include a set of fiction extracts from his work including 'Oliver Twist', 'Great Expectations' and 'Hard Times', and a range of comparative articles exploring themes addressed in Dicken's narratives such as: crime, family, education and gender inequality.</p> <p>Unit 1: Heritage novel (19th century) Unit 2: Extracts and Non-Fiction (articles)</p>	<p>To accompany the study of the Holocaust in Humanities, this cycle focuses on depictions of war. Students look at a range of conflicts through the mediums of poetry, prose and a modern play. Unit 3: Students study a mini-anthology of war poetry, examining conflict through different lenses, in preparation for the 'Power & Conflict' anthology studied at GCSE. This consists of the war poems from the AQA anthology as well as a selection of stories and poems giving female perspectives on war. This is based around the collection 'War Girls' and a range of female poems written around the time of WW1. Unit 4: In the second half of this unit, our attention turns to different representations of war in literature. From the diaries of Anne Frank to the modern play 'Journey's End'. This unit allows students to examine different conflicts and to further debate the issues surrounding war which were prompted by the poetry.</p> <p>Unit 3: Poetry (War) + Short Stories (Female Voices) Unit 4: Modern Play/non-fiction (diary)</p>	<p>KS3 is completed with a linked unit on Diverse Voices - we return to where we started in Year 7 with the concepts of identity and culture and revisit how students have developed their sense of self. Unit 5: Students will study a modern play, 'Noughts and Crosses' adapted from the novel by Malorie Blackman. They will explore a range of challenging issues around race, discrimination and love across boundaries. Unit 6: As well as finishing the play, students will study a range of non-fiction speeches and articles related to the broad topic of tolerance and the acceptance of difference. At the end of this unit, students will produce a piece of creative writing inspired by our focus this term. There will also be the opportunity to take part in a speech in front of the class and take questions in preparation for the spoken language endorsement in KS4.</p> <p>Unit 3: Modern Novel Unit 4: Non-Fiction (Speeches, Articles)</p>



Curriculum Overview - English

Year 9	Term 1	Term 2	Term 3
Reading	<p>Developing our understanding of writer's craft, including the use of increasingly complex choices, such as structural features like flashback and switching perspective, and typically Dickensian traits such as listing, caricature and an intrusive narrative voice.</p> <p>CLASS READERS: 'Montmorency' by Eleanor Updale (7.4) 'Ruby in the Smoke' by Philip Pullman (5.3) 'Doll Factory' by Elizabeth Macneal</p>	<p>Consolidation of reading analysis skills with further analysis of stage craft, the classical Greek unities and the concept of a 'well made play'. Students will be identifying common themes such as the presentation of nature, the psychological impact of war and the bitter irony expressed through different linked texts.</p> <p>CLASS READERS: 'Birdsong' by Sebastian Faulks (6.1) 'A Thousand Splendid Suns' by Khalid Hosseini (5.4) 'The Book Thief' by Markus Zusak (5.1)</p>	<p>Consolidation of analysis of the writer's craft, including the writer's use of increasingly complex choices, such as subtle differences in narrative voice and perspective whilst providing multiple interpretations.</p> <p>CLASS READERS: 'Noughts + Crosses' adapted by Sabrina Mahfouz 'Rekiya and Z' by Muti'ah Badruddeen 'Love in a Headscarf' by Shelina Zahra Janmohamed</p>
Writing	<p>Recap and revision of the analytical skills covered in KS3 and the addition of how to connect to wider ideas about the writer's purpose related to social and historical context (WP/C). Basic formulation of summary and comparative skills.</p>	<p>Written responses. This cycle will begin to comment on the structure and form of a text and how this helps a writer to communicate their meaning. Students will expand their range of analytical verbs and adverbs (AV).</p>	<p>Persuasive writing around the theme of 'difference', focusing on introducing students to the rhetorical framework of ethos, logos and pathos through the Six Part Structure. Students will consolidate their understanding of the A FOREST framework of persuasive devices.</p>
GPS	<p>Grammar Revision (Word Classes)</p>	<p>Grammar revision (Sentences and Clauses)</p>	<p>Grammar Revision (Punctuation)</p>



Curriculum Overview - English

Phase 5

Year 10	Term 1	Term 2	Term 3
Exam Spec AQA	<p>Language: Building the knowledge and skills required for AQA English Language Paper 1 Section A: Reading and Section B: Writing. Extracts are themed around 'the psychology of fear'.</p> <p>Literature: Building the knowledge and skills required for AQA English Literature Paper 1 Section A: Shakespeare. Chosen text: 'Macbeth'.</p>	<p>Language: Building the knowledge and skills required for AQA English Language Paper 2 Section A: Reading and Section B: Writing. Extracts are themed around the themes of gender and society.</p> <p>Literature Building the knowledge and skills required for AQA English Literature Paper 1 Section B: 19th Century novel. Chosen text: 'A Christmas Carol'. The remaining poems from the 'Power & Conflict' anthology will also be completed in this cycle.</p>	<p>Language: Completion of the Spoken Language component of the English Language certification. Students will produce a persuasive speech that is then delivered to their peers with an accompanying Q&A.</p> <p>Literature: Building the knowledge and skills required for AQA English Literature Paper 2 Section A: Modern text. Chosen text: 'An Inspector Calls'. The techniques and approaches to Unseen poetry (Section C of Paper 2) will also be addressed in this term.</p>
Domain	<p>Language: The interpretation of a range of 20th and 21st century fiction with a focus on sophisticated interpretations. Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work.</p> <p>Literature: Appreciation of increasingly sophisticated stage craft choices and the genre of tragedy with a focus on sophisticated, alternative interpretations of Shakespeare's Macbeth and broad and deep reaching links to context.</p>	<p>Language: The comparison of texts from differing time periods around key themes and ideas. Students will consider and explore the viewpoint and perspective expressed in the text, as well as applying a range of persuasive features and structures in their own writing.</p> <p>Literature: Appreciation of a classic Dickens text and the underlying messages of social change and Christian values. Complete our reading of a range of poems linked to the theme of 'Power and Conflict' with detailed, sophisticated consideration of how different contexts influence poets' choices. Revision of the war poems covered in Year 9.</p>	<p>Language: This unit builds on the persuasive writing and skills gained in their study of Paper 2 and gives them the scope to express themselves orally and to influence their audience through their persuasive skills and responses to questioning.</p> <p>Literature: Appreciation of a modern play based around ideas of responsibility and social change. Students will instigate Priestley's methods as well putting the play into its historical and political context to shed new meaning. Students will consider the text as a morality play.</p>
Year 11	Term 1	Term 2	Term 3
Conceptualised, nuanced manipulation Exam spec - AQA	<p>Exam Specification - Language (Paper 1) Exam Specification - Literature (Paper 1)</p> <p>Mastery of knowledge required for English Language and English Literature Paper 1.</p>	<p>Exam Specification - Language (Paper 2) Exam Specification - Literature (Paper 2)</p> <p>Mastery of knowledge required for English Language and English Literature Paper 2.</p>	