



English



Curriculum Vision

We seek to expose students to a range of high-quality literary texts, both fiction and nonfiction. Knowledge is delivered through key threshold concepts, navigating culture as they progress.

At Holderness Academy we inspire our students to become **active readers**, **skilled writers**, and **confident speakers**.

Curriculum Principles	Rational
Active Readers	The 'What, How, why?' framework and reciprocal reading skills are woven throughout KS3-5 to ensure students move beyond comprehension and are able to deepen their knowledge of literary concepts and how language shapes meaning. KS3 Students progress from being 'Explainers' to 'Explorers' to 'Conceptualisers'.
Skilled Writers	Our curriculum provides as many opportunities as possible for students to develop their extended writing. Staff make effective use of visualisers to model writing and the process. 'Crafting brilliant sentences' is explicitly taught to develop grammatical nuances required for writing and deconstructed essay writing is a prominent threshold concept. Deliberate practice is methodically embedded within the curriculum with opportunities for students to work collaboratively on different aspects of writing and stages of the writing process.
Confident Speakers	Frequent opportunities for oracy are embedded within the English curriculum. Utilising 'oracy benchmarks' and taking roles during class discussion. Pupils learn how to take part in exploratory talk and use talk to present ideas. All students will leave HA with a concise understanding of rhetoric and standard English, so they are able to effectively communicate in society
High aspirations for careers in a literary and linguistic environment	Links to further study and careers is woven throughout all key stages, to continually raise the aspirations of our students at all levels.



English



Curriculum Implementation

English Knowledge Rich Curriculum Structure

Topic	Domain Knowledge	Threshold Concepts
<p>Beginnings (Mythology/Epics/English Tales)</p>	<p>Plot Creation Characterisation and setting Context Author’s perspective Influence Theme Symbolism Structure Reciprocal Reading techniques How meaning is shaped.</p>	<p>Texts are constructs Meaning is constructed through texts. They reflect ideas about human conditions, the wider society and human interaction.</p> <p>Texts make use of patterns, all of which conveyed through language The understanding of how structure, language shape meaning.</p>
<p>Shakespeare</p>	<p>Plot Creation Characterisation and setting Context Author’s perspective Influence Theme Symbolism Structure Reciprocal Reading techniques How meaning is shaped.</p>	<p>Texts are informed through the contexts they are written Understanding of social, historical and cultural messages within texts and challenge the mistakes we have made as a society.</p> <p>Every text is an argument- texts can influence us The ability to recognise techniques employed for social and political change leading to personal empowerment.</p>
<p>19th Century Literature</p>	<p>Plot Creation Characterisation and setting Context Author’s perspective Influence Theme Symbolism Structure Reciprocal Reading techniques How meaning is shaped.</p>	<p>Readers construct meaning as they read Recognising how we interpret texts differently and the reciprocal reading methods employed to do this.</p> <p>Grammar for Writing Understand how to deliberately craft writing for meaning and impact.</p>

Contemporary Literature

Plot Creation
Characterisation and setting
Context
Author's perspective
Influence
Theme
Symbolism
Structure
Reciprocal Reading techniques
How meaning is shaped.

Texts are constructs

Meaning is constructed through texts.
They reflect ideas about human conditions, the wider society and human interaction.

Texts make use of patterns, all of which conveyed through language

The understanding of how structure, language shape meaning.

Texts are informed through the contexts they are written

Understanding of social, historical and cultural messages within texts and challenge the mistakes we have made as a society.

Every text is an argument- texts can influence us

The ability to recognise techniques employed for social and political change leading to personal empowerment.

Readers construct meaning as they read

Recognising how we interpret texts differently and the reciprocal reading methods employed to do this.

Grammar for Writing

Understand how to deliberately craft writing for meaning and impact.

Poetry

Plot Creation
Characterisation and setting
Context
Author's perspective
Influence
Theme
Symbolism
Structure
Reciprocal Reading techniques
How meaning is shaped.

Creative and Transactional Writing

Application of linguistic techniques for meaning

Form and structure

Rhetoric

Building on prior learning – What can learners do by the end of Key Stage 2?

Writing:

Plan their writing by:

- ✓ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- ✓ using a wide range of devices to build cohesion within and across paragraphs.
- ✓ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- ✓ assessing the effectiveness of their own and others' writing
- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ✓ distinguishing between the language of speech and writing and choosing the appropriate register

Reading

- ✓ able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.
- ✓ They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ reading books that are structured in different ways and reading for a range of purposes
- ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

heritage, and books from other cultures and traditions

- ✓ making comparisons within and across books
- ✓ asking questions to improve their understanding.
- ✓ drawing inferences and justifying inferences with evidence
- ✓ predicting what might happen from details stated and implied.
- ✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- ✓ identifying how language, structure and presentation contribute to meaning.
- ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ✓ distinguish between statements of fact and opinion.
- ✓ retrieve, record, and present information from non-fiction
- ✓ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.
- ✓ provide reasoned justifications for their views.

What are the knowledge gaps from Key Stage 2?

- ✓ Retaining literary and linguistic terminology
- ✓ Inference and justification with evidence
- ✓ Evaluation
- ✓ Using a wide range of devices to build cohesion within and across paragraphs.
- ✓ Developing ideas through extended writing

English Key Stage 3 – Long Term Planning

Knowledge type	<p>Year 7: Explainers</p> <p>Beginnings: Greek Mythology Epic Poetry: Beowulf Shakespeare: Julius Caesar 19th century: Frankenstein the play</p> <p>Contemporary Literature: Percy Jackson</p> <p>Grammar for writing</p>
Y7 Concepts	<p>1. Threshold Concept: Texts are constructs End of year points: Explain how plot is created. Explain how characterisation and setting is utilised to create plot. Demonstrate an understanding of similarities and differences between a text using relevant and references. Use apt quotations to support inferences.</p> <hr/> <p>2. Threshold Concept: Texts make use of patterns, all of which conveyed through language and structure (including knowledge of language/structural and literary terms)</p> <p><i>Personification, simile, metaphor, zoomorphism, onomatopoeia, symbolism, hyperbole, pathetic fallacy, interrogative, imperative, declarative, exclamative, rhetorical question, listing, bathos, assonance, consonance, sibilant/sibilance, alliteration, anaphora, repetition, analogy, tricolon.</i></p> <p>To be able to identify and explain the linguistic devices above. To be able to explain how the linguistic devices above imply meaning. To be able to use the linguistic devices above to imply meaning. Use apt quotations to support inferences.</p> <hr/> <p>3. Threshold Concept: Texts are informed through contexts in which they are written Demonstrate an understanding of context with a developed explanation on the relationship between text and context.</p> <hr/> <p>4. Threshold Concept: Every text is an argument- texts can influence us (Deconstructed essay) Offer and explain a judgment about a text. Deconstructed Essay Sentence 1: Construct personal viewpoints in the form of thesis statements. Sentence 3: Use the thesis statement to create topic sentences.</p>

Sentence 4: Select and embed relevant textual detail.

5. Threshold Concept: Reader's construct meaning as they read (Reciprocal Reading)

Explain how a text reflects ideas about human conditions, the wider society and human interaction.

Predict + Clarify

6. Threshold Concept: Grammar for writing

Coordinating conjunctions

Identifying and writing compound sentences with coordinating conjunctions Subordinate clauses.

Identifying and writing subordinate clauses.

Participles and participle phrases

Identifying and writing participle phrases.

Prepositions and prepositional phrases

Identifying and writing prepositional phrases.

Relative clauses

Identifying and writing relative clauses.

Fragments

Identifying and writing fragments.

Semicolons

Identifying and using semicolons.

Colons

Identifying and using colons.

Dashes

Identifying and using dashes.

Speech

Identifying and writing speech.

Assessment	End of unit knowledge and extended reading assessment

English Key Stage 3 – Long Term Planning

Knowledge type	<p>Year 8: Explorers</p> <p>Beginnings: Chaucer</p> <p>Shakespeare: A Midsummers Night's Dream</p> <p>Poetry: Romanticism</p> <p>19th Century: Speckled Band</p> <p>Contemporary Literature: Boy, Everywhere</p> <p>Grammar for writing</p>
Y8 Concepts	<p>1. Threshold Concept: Texts are constructs Explore how plot is created. Explore how characterisation and setting is utilised to enhance plot. Clear and effective comparisons and contrasts considering a wide range of similarities and differences. Support interpretations with a range of relevant and apt textual references.</p> <p>2. Threshold Concept: Texts make use of patterns, all of which conveyed through language and structure (including knowledge of language/structural and literary terms)</p> <p>Antithesis, epizeuxis, epistrophe, tone, parallelism, semantic field, plosives, oxymoron, extended metaphor, euphony.</p> <p>To be able to identify the linguistic devices above. To be able to explore how the linguistic devices above imply meaning.</p>

To be able to explore how linguistic devices can impact an audience's emotions.
To be able to analyse how linguistic devices can create different layers of meaning.

3. Threshold Concept: Texts are informed through contexts in which they are written
Demonstrate a developed understanding of context with analytical explorations on the relationship between text and context.

4. Threshold Concept: Every text is an argument- texts can influence us (Deconstructed essay)

Offer a developed, explorative, and well-informed critical judgment about a text.

Deconstructed Essay

Sentences 1,3 and 4 integrated and practised alongside the new essay structures.

Sentence 2: Focus on the effects of the whole text and controlling ideas.

Sentence 5: Analyse writer's use of language, structure, and form.

Sentence 6: Evaluate writer's intent

5. Threshold Concept: Reader's construct meaning as they read (Reciprocal Reading)

Explore and question how a text reflects ideas about human conditions, the wider society and human interaction.

Question + Summarise

6. Threshold Concept: Grammar for writing

Nouns

Using Nouns to create character.

Using Nouns to create imagery in description.

Using Proper nouns to create character.

Using Pronouns to create address.

Using noun phrases to create imagery.

Creating appositive phrases to create imagery and develop ideas.

Verbs

Using verbs to create character.

Using verbs to describe the senses.

Using verbs to create personification.

Using academic verbs to analyse

Participles and participle phrases

Using participle phrases to create action sequences
Using participle phrases to develop analysis.

Prepositions and prepositional phrases

Using prepositional phrases to create character.

Using prepositional phrases to organise descriptions.

Relative clauses

Using relative clauses to create an emotive tone.

Fragments

Using fragments to create emphasis in discursive writing.

	<p>Repeating verbs to create anaphora.</p> <p><u>Adjectives</u> Positioning adjectives for emphasis Using adjectives and adjectival phrases to emote Using adjectives to create personification.</p> <p><u>Adverbs</u> Using conjunctive adverbials to link ideas. Using adverbs to create modality. Main Clauses Using simple sentences to create narrative hooks and tension. Repeating simple sentences for emphasis Imperatives Using imperatives to create a call to action. Using imperatives to create character.</p> <p><u>Using Passive Voice</u> Using the passive voice to create a journalistic tone. Using the passive voice to create suspense.</p> <p><u>Coordinating conjunctions</u> Using coordinating conjunctions to create a character’s voice. Using compound sentences to juxtapose and create contrast.</p> <p><u>Subordinate clauses</u> Using subordinate clauses to develop an argument</p>	<p><u>Semicolons</u> Using semicolons to list in discursive writing.</p> <p><u>Colons</u> Using colons to introduce evidence in discursive writing.</p> <p><u>Dashes</u> Using dashes and pairs of dashes to emphasise. Using dashes to create journalistic asides.</p> <p><u>Speech</u> Using omission to create realistic speech. Using contractions to create realistic speech.</p>
Assessment	End of unit knowledge and extended reading assessment	

English Key Stage 3 – Long Term Planning

Knowledge type	<p>Year 9: Conceptualisers</p> <p>Shakespeare: Romeo and Juliet</p> <p>Poetry: Culture and travel writing</p> <p>Contemporary: Black Flamingo</p> <p>19th Century: A Christmas Carol</p>
Y9 Concepts	<p>1. Threshold Concept: Texts are constructs Provide a conceptualised understanding of how plot, characterisation and setting are blended to create a wider message for the reader/audience.</p> <p>Demonstrate a detailed understanding of the similarities and differences between texts drawing on a wide and varied range of textual references.</p> <p>Range of interpretations which are supported by a wide, varied and insightful range of well-chosen references.</p>
	<p>2. Threshold Concept: Texts make use of patterns, all of which conveyed through language and structure (including knowledge of language/structural and literary terms)</p> <p>Idiom, paradox, litotes, polyptoton, colloquialism, irony, understatement, monosyllabic.</p> <p>To be able to identify the linguistic devices above. To be able to use the linguistic devices above to imply meaning. To be able to analyse how linguistic methods interact across a whole text to inform interpretations. To be able to use linguistic methods to create a crafted written response.</p> <p>Develop intertextuality points.</p>
	<p>3. Threshold Concept: Texts are informed through contexts in which they are written Make sustained comment on relevant contexts with a conceptualised, analytical and interpretative approach to the relationship between text and context.</p>

	<p>4. Threshold Concept: Every text is an argument- texts can influence us (Deconstructed essay) Offer a sustained and detached critical overview and judgment about a text.</p> <p>Deconstructed essay Sentences 7,8 and 9 should be integrated and practised alongside the new essay sentences.</p> <p>Sentence 7: Compare texts in relation to literary concepts, ideas and methods.</p> <p>Sentence 8: Linking to context.</p> <p>Sentence 9: Extend: recognising different arguments.</p>
	<p>5. Threshold Concept: Reader's construct meaning as they read (Reciprocal Reading) Summarise, question, clarify and predict how a text reflects ideas about human conditions, the wider society and human interaction.</p> <p>Predict, Clarify, Question and Summarise</p>
	<p>6. Threshold Concept: Grammar for writing Deliberate Practice of extended writing incorporating grammar for writing techniques.</p>
Assessment	End of unit knowledge and extended reading assessment