



BRANNEL SCHOOL

PROGRAMME OF STUDY FOR ENGLISH

Purpose of Study from the National Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims from the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Studying English at Brannel School

English is a relevant subject to students of all abilities in our context, for example:

- Developing communication skills: written, oral and presentational
- Enhancing employability
- Raising aspirations
- Addressing the literacy needs of our school community
- Broadening experiences, viewpoints, understanding of the world
- Learning to empathise with others from different social and cultural contexts

Curriculum Provision for English at Brannel School

Students at Brannel School study English during Key Stage 3 and 4. They receive the following number of 75 minutes sessions per fortnight during each cycle of the two week timetable.

Year	No of 75 minute lessons per fortnight
7	7
8	7
9	7
10	7
11	7

Termly Programmes

These termly programmes indicate the sequence of topics which students study in English and allow parents/carers, teachers and students to understand the structure of the learning over five years. These termly programmes are then planned in more detail for teachers to use as schemes of work when planning their teaching.

Year 7		
Autumn Term (from September)	Autobiography (reading and writing)	Contemporary Novel (whole novel)
Spring Term	Shakespeare Play e.g. 'The Tempest'	Media/Media Texts/ Moving Image
Summer Term	Contemporary Poetry (reading and writing)	Balloon Debate Shakespeare Showdown Spelling Bee
<ul style="list-style-type: none"> • These schemes of work will operate on a rotation basis across the department • Grammar and vocabulary will be taught as a discrete subject across all schemes of work • All students in Year 7 will also have one Library lesson (75 minutes) per fortnight to enable them to choose and read books independently, in small groups and as a class, for challenge interest and enjoyment 		
Year 8		
Autumn Term	Pre-1914 Poetry	Comprehension/Reading Non-Fiction (different text types)
Spring Term	Pre-1914 Short Stories	Contemporary Drama (reading and writing)
Summer Term	History of the English Language/ Spoken Language Study (range of non-narrative texts and range of speaking and listening activities)	Balloon Debate (presentation) Imaginative Writing Competition Spelling Bee
<ul style="list-style-type: none"> • These schemes of work will operate on a rotation basis across the department • Grammar and vocabulary will be taught as a discrete subject across all schemes of work • All students in Year 8 will also have one Library lesson (75 minutes) per fortnight to enable them to choose and read books independently, in small groups and as a class, for challenge interest and enjoyment 		

Year 9

Autumn Term	Seminal World Literature Different Cultures Poetry (whole novel/short stories/poetry)	Shakespeare Play e.g. 'Much Ado About Nothing'
Spring Term	Writing Non-Fiction (for different audiences and purposes)	Comprehension/Reading Non-Fiction (different text types)
Summer Term	Novel/Short Stories	Balloon Debate (presentation) Imaginative Writing Competition Spelling Bee

- These schemes of work will operate on a rotation basis across the department
- Grammar and vocabulary will be taught as a discrete subject across all schemes of work
- All students in Year 9 will also have one Library lesson (75 minutes) per fortnight to enable them to choose and read books independently, in small groups and as a class, for challenge interest and enjoyment

Year 10

Autumn Term	Spoken Language Study (e.g. the study of the language of a particular politician, broadcaster or presenter)	Literary Heritage Texts (e.g. Shakespeare 'Romeo and Juliet')
Spring Term	Imaginative Writing (two linked tasks)	Extended Literary Texts (e.g. 'Of Mice and Men')
Summer Term	Literary Heritage Linked Texts (e.g. Wilfred Owen poetry)	Information and Ideas (Comprehension and Writing for Audience, Purpose and Form)

Year 11

Autumn Term	Contemporary Poetry Carol Ann Duffy	Modern Drama 'Educating Rita'
Spring Term	Literary Heritage Prose 'Lord of the Flies'	Prose from Different Cultures 'Of Mice and Men'
Summer Term	Information and Ideas (Comprehension and Writing for Audience, Purpose and Form)	