



THE COLESHILL SCHOOL

CURRICULUM OVERVIEW

ENGLISH LANGUAGE

CURRICULUM

Our provision is a coherent and carefully sequenced “knowledge-engaged” curriculum based on the principles of cognitive science. There is a focus on development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas. The curriculum framework of cognitive education is planned to enable children to think independently and contribute positively to society and the wider world.

CURRICULUM HOURS

Key Stage	Hours per fortnight
3	7/8
4	8
5	9

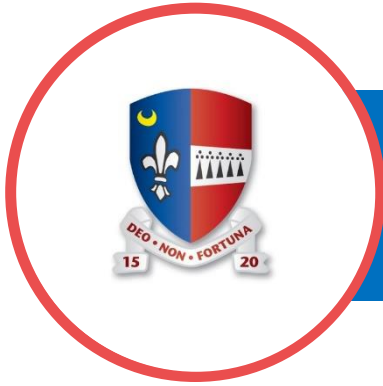
HOW DO WE ASSESS?

At TCS, all subjects follow the ‘Assessment Cycle’ when completing key significant marked pieces. Each assessment cycle has a block of initial teaching, a revision lesson, an assessment lesson and a review lesson (Nb. Dept. are free to flex when assessments take place around the term to fit best with curriculum schemes of work and subject demands).

These serve several purposes:

- To highlight the importance of all formal assessments.
- To ensure all assessments are preceded by thorough revision.
- To ensure all assessments are followed-up with detailed feedback and subsequent intervention or support
- To ensure parents are kept informed of their child’s progress to Age Related Criteria

ALL students will complete a minimum of 3 Key Assessments during the Academic Year, one per Term. It is expected that subjects follow the TCS Assessment Cycle when designing and implementing their assessments:



THE COLESHILL SCHOOL

KS3 CURRICULUM PLAN

ENGLISH LANGUAGE

CURRICULUM INTENT

To enable all learners to have the skills to be competent writers, readers and speakers of English in order to function in wider society and communicate with others. Enabling them to have the academic literacy and cultural capital to become educationally and socially mobile whilst fostering an engagement with, and an enjoyment of, literature.

TERM 1

YEAR 7:

EXPLORATION: READING AND WRITING FOCUS

YEAR 8:

GOTHIC WRITING

YEAR 9:

DYSTOPIAN WRITING – CHARACTER CREATION

TERM 2

YEAR 7:

MEMORIES: AUTOBIOGRAPHICAL WRITING

YEAR 8:

SOCIAL JUSTICE AND INJUSTICE: WRITING

YEAR 9:

BETRAYAL AND CONSPIRACY: READING

TERM 3

YEAR 7:

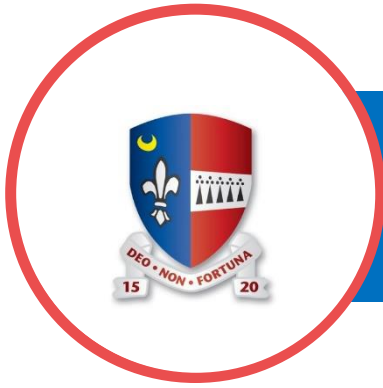
CRIME WRITING

YEAR 8:

SURPRISING STRUCTURES: WRITING

YEAR 9:

PHILANTHROPIC WRITING



THE COLESHILL SCHOOL

KS4 CURRICULUM PLAN

YOUR SUBJECT

EXAMINATION BOARD

GCSE: Eduqas
CODE: 601/4505/5

PAPER

PAPER 1:
Written exam: 1 hour 45
minutes
80 marks
40% of GCSE

PAPER 2:
Written exam: 2 hours
80 marks
60% of GCSE

PAPER 1

SECTION A (20%) - READING

THIS SECTION WILL TEST THROUGH STRUCTURED QUESTIONS THE READING OF AN UNSEEN EXTRACT FROM ONE 20TH CENTURY LITERARY PROSE TEXT. THIS SECTION ASSESSES A01, A02 AND A04.

SECTION B (20%) – PROSE WRITING

THIS SECTION WILL TEST CREATIVE PROSE WRITING THROUGH ONE 40-MARK TASK. CANDIDATES WILL BE OFFERED A CHOICE OF FOUR TITLES GIVING OPPORTUNITIES FOR WRITING TO DESCRIBE AND NARRATE, AND IMAGINATIVE AND CREATIVE USE OF LANGUAGE. THIS RESPONSE SHOULD BE A NARRATIVE/RECOUNT. THIS SECTION ASSESSES A05 AND A06.

PAPER 2

SECTION A (30%) – READING

THIS SECTION WILL TEST THROUGH STRUCTURED QUESTIONS THE READING OF TWO HIGH-QUALITY UNSEEN NON-FICTION TEXTS, ONE FROM THE 19TH CENTURY AND THE OTHER FROM THE 21ST CENTURY. THIS SECTION ASSESSES A01, A02, A03 AND A04.

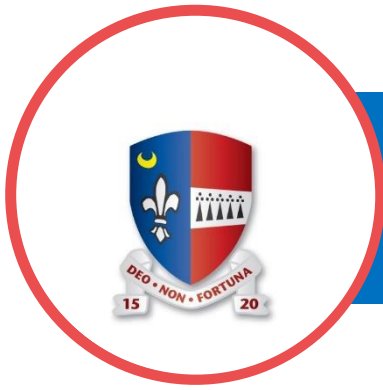
SECTION B (30%) – WRITING

THIS SECTION WILL TEST TRANSACTIONAL, PERSUASIVE AND/OR DISCURSIVE WRITING THROUGH TWO EQUALLY WEIGHTED COMPULSORY TASKS. THIS SECTION ASSESSES A05 AND A06.

PAPER 3

SPOKEN LANGUAGE (UNWEIGHTED)

CANDIDATES WILL BE REQUIRED TO COMPLETE ONE FORMAL PRESENTATION OR SPEECH.



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KS5 CURRICULUM PLAN

ENGLISH LANGUAGE

EXAMINATION BOARD

A LEVEL: English Language A
Level
CODE: 7702

PAPERS

PAPER 1: Language the
Individual and Society

Written exam: 2hours 30
minutes
100 marks
[40%] of A LEVEL

PAPER 2: Language Diversity
and Change

Written exam: 2hours 30
minutes
100 marks

[40%] of A LEVEL

NEA = 20% of A Level

PAPER 1

WHAT'S ASSESSED

- TEXTUAL VARIATION AND REPRESENTATION
- CHILD LANGUAGE DEVELOPMENT

PAPER 2

WHAT'S ASSESSED

- LANGUAGE DIVERSITIES = REGION, OCCUPATION, GENDER AND SOCIAL GROUPS
- LANGUAGE CHANGE OVER TIME AND AT PRESENT
- LANGUAGE DISCOURSES INCLUDING WRITING AN OPINION ARTICLE