



### Department Staffing

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## Our Aims

*“We aim to create a passion for reading and a love of the English language.”*

## Department Information

The English department is situated on first floor of the school overlooking the courtyard. Our team currently holds 12 members with a variety of specialisms. Of the nine dedicated English classrooms, each is equipped to support a variety of different teaching methods including Active Inspire Whiteboards, Promethean PODS, mini whiteboards and of course books, lots and lots of books.

## Key Stage 3 Mastery Curriculum

The programme is designed to explicitly teach the basics of English Grammar. We have found that common mistakes made in KS4 (could of, we was etc.) could be avoided with more explicit teaching of grammar rules and a more rigorous focus on ‘mastering’ the techniques at KS3.

Mastery is a relatively new idea to the English Curriculum, although it has been used to great effect more widely in the teaching of mathematics, and at first the concept can seem quite dry. However, we have and are adapting the basic model so that we begin each module a lesson on the skill which we will be “mastering” for the following lessons. We will then apply the skill that we have been learning to the text of study. In year 7 these texts include: *Oliver Twist*, *An Inspector Calls* and a selection of poetry. Year 8 comprises of: *Of Mice and Men*, poetry by William Blake and a Shakespeare play, whilst in year 9 they study either a modern text, a Shakespeare play and a variety of Short Stories from the 19<sup>th</sup> century.

The aim with Mastery is to embed learning into long-term memory through the 100% + 20% model. This is based on numerous academic research which states that for knowledge to be transferred into long-term memory it must be learned 100% and then you must keep going for another 20%. This will be achieved in our programme by the enrichment activities that are designed to allow students to apply knowledge and embed it. This will also allow for Home Learning to become more applicable as the activities set will be directly relevant to the +20%. Home Learning will be written into schemes of work to allow the tasks to be embedded in the learning episode and allow students to see the relevance of the tasks they are being asked to complete. Once the skills are mastered they become “non-negotiable” and will be ticked off the checklist of skills at the front of a student’s book, along with the date on which it was mastered, and they have to then apply the skill in every piece of work they do from then on, thus allowing them to further embed this knowledge.

The rationale behind the Mastery programme is to ensure that we are not “catching up” with key skills at a later date. Formative and summative assessment is built into the curriculum and to allow for corrective teaching to be done before wrong ideas are embedded, and the enrichment allows for numerous Stretch and Challenge Opportunities. This will then improve the quality of writing from students when they reach the critical GCSE years.

## Key Stage 4 English

With amplified importance placed upon the passing of core subjects such as English, Maths and Science by the government and, increasingly, by a range of employers, KS4 English is a hive of learning activities within the academy.

## Year 10

At North Oxfordshire Academy, all students are given the opportunity to study both English language and English literature at GCSE. All students follow the new AQA GCSE courses. This course gives students, of all levels, the opportunity to experience English through a variety of different mediums and texts. We have carefully devised modules which aim to cater for the various needs of all of our students at the same time ensuring that students have the opportunity to perfect key exam skills and assessment objectives.

We aim to present students with a wealth of texts from murder and deceit in Shakespeare’s *Macbeth*, to war and conflict in a variety of poetry and the tale of a group of boys rapid descent into savagery in *The Lord of the Flies*. This is integrating the specific exam specification requirements but at the same time attempting to develop a crucial interest in literature.

English language is taught as a discrete subject which allows students to really focus on the key skills needed to achieve well in the subject.

## The courses are outline below:

### English Language

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
<p><b>What's assessed</b></p> <p><b>Section A: Reading</b></p> <ul style="list-style-type: none"> <li>• one literature fiction text</li> </ul> <p><b>Section B: Writing</b></p> <ul style="list-style-type: none"> <li>• descriptive or narrative writing</li> </ul>	<p><b>What's assessed</b></p> <p><b>Section A: Reading</b></p> <ul style="list-style-type: none"> <li>• one non-fiction text and one literary non-fiction text</li> </ul> <p><b>Section B: Writing</b></p> <ul style="list-style-type: none"> <li>• writing to present a viewpoint</li> </ul>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>
<p><b>Questions</b></p> <p><b>Reading (40 marks) (25%)</b>– one single text</p> <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul> <p><b>Writing (40 marks) (25%)</b></p> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<p><b>Questions</b></p> <p><b>Reading (40 marks) (25%)</b> – two linked texts</p> <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>• 1 extended question (1 x 16 marks)</li> </ul> <p><b>Writing (40 marks) (25%)</b></p> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>

## English Literature

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Shakespeare plays</li><li>• The 19th-century novel</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Modern prose or drama texts</li><li>• The poetry anthology</li><li>• Unseen poetry</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 2 hour 15 minutes</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>
<b>Questions</b> <p><b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<b>Questions</b> <p><b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

## Year 11

In year 11, some of our students study AQA GCSE whilst others study Cambridge Language and AQA Literature IGCSE. This gives students, of all levels, the opportunity to experience English through a variety of different mediums and texts. We have carefully devised modules which aim to cater for the various needs of all of our students at the same time ensuring that students have the opportunity to perfect key exam skills and assessment objectives.

We aim to present students with a wealth of texts from murder and deceit in Shakespeare's Macbeth, to forgotten dreams in Steinbeck's Of Mice and Men, witch trials in The Crucible and the tale of a group of boys rapid descent into savagery in The Lord of the Flies. This is integrating the specific exam specification requirements but at the same time attempting to develop a crucial interest in literature.

The English course has an ever morphing curriculum as the needs and the wants of Universities change so to do the specifications. Currently assessment follows the structure outlined below:

## AQA English Language GCSE

Controlled Assessment (40%)	Examination (60%)	Speaking and Listening (no weighting)
Extended reading	2hr 15 minute reading and writing exam	Role play
2 creative writing tasks		Group discussion
1 spoken language essay		Individual presentation

## AQA GCSE English Literature

Controlled Assessment (25%)	Examination (75%)
1 essay comparing to of Shakespeare's plays	Paper 1: <i>An Inspector Calls</i> and <i>Of Mice and Men</i> Paper 2: Anthology and unseen poetry

## IGCSE English Language

Written Coursework (40%)	Examination (40%)	Speaking and Listening (20%)
2 creative writing pieces 1 read to write piece	1 examination set at either core or extended level	1 individual, 1 pair-based and 1 group discussion task

## IGCSE English Literature

Coursework (50%)	Examination (50%)
1 essay comparing <i>Of Mice and Men</i> with <i>The Great Gatsby</i>	1 exam on unseen poetry and <i>The Curious Incident of the Dog in the Night-Time</i>

## English Literature KS5

Challenging and thought provoking. English Literature builds on your reading and analytical skills of Key Stage 4, but challenges your opinions and preconceived notions about English Literature and Literature in the English Language through the study of the contexts in which texts were written and the ways in which texts have been interpreted across time. The skills you develop will serve you well for a variety of professions, as well as continuing on to Higher Education, particularly if you are interested in English, drama, history or journalism – although it is not just limited to these areas. English Literature is highly regarded in all institutions as a qualification of excellence that will have enhanced your analytical mind and broadened your knowledge. English Literature is also considered to be a facilitating subject for Russell Group universities.

## What you will study on the course

You will study through 6 lessons a week, where we will read and discuss four texts under the following categories: Shakespeare

Poetry - Pre 1900

Drama - Post 1900

Prose - Post 1900

## Home Learning & Independent Study Expectations

At A level, it is expected that you will complete 90 minutes of home learning each week. Home learning is often preparatory, with pupils being expected to come to class having read and engaged with the text in order to analyse and discuss.

## KS5 English: AS English Language

Studying AS Level English Language enables students to build on the skills they've developed at GCSE, by engaging the students creatively and critically with a wide range of up-to-date content that reflects contemporary language study. The course is divided into two sections 'Language and the individual' focussing on individual contexts and 'Language varieties' which expands outwards to consider the language used by social groups, geographical regions and countries.

The skills a student will develop while studying for AS English Language include critical reading, data analysis, the ability to develop and sustain arguments and a variety of writing skills all of which assist in preparing students for both further study and future employment.

## How you will study on the course

Title of Qualification

*AS-Level English Language, AQA*

If you would like more information, you can find the specification [here](#).

## Home Learning & Independent Study Expectations

At both AS and A2 level, we expect a minimum of 3 hours study per week outside of lesson time – research, revision, coursework, and clarification. Students also have study time timetabled in, to make use of academy facilities.

## What will you need to study this course?

5 x A-C at GCSE

A B grade in English / English Literature

## **Key Stage 5 English: A2 English Literature**

### **What you will study on the course:**

You will have three scheduled lessons a week, where we will read and discuss a range of texts as well as preparing you for your coursework and for the unseen element of your exam.

The course is structured around the theme 'Love Through The Ages', and explores different presentations of love in novels, short stories, drama, poetry and non-fiction. The exact texts studied depend partly on the personalities and interests of the class although Shakespeare is a compulsory element. The current year 13 is studying *Twelfth Night* and *Othello* in addition to texts by Jane Austen, Charlotte and Emily Bronte, Ian McEwan, Arthur Miller, Henrik Ibsen and Oscar Wilde. Students are taught how to engage with the texts thematically while developing skills of literary analysis. The A level classes are characterised by enjoyment, engagement and enthusiasm from both the students and teachers.

## **Key Stage 5 English: A2 English Language**

### **PAPER 1: Language, the individual and society**

This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language.

### **PAPER 2: Language diversity and change**

Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about language diversity and change.

### **COURSEWORK: Language investigation and original writing**

The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It requires students to carry out two different kinds of individual research:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (750 words each).

Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest.