

What does a successful student in English look like at Riddlesdown?

“I take pleasure in reading with confidence, knowing it helps to build knowledge”

- Appreciate and comprehend a range of fiction and non-fiction texts.
- Evaluate the methods a writer uses to convey meaning, create subtle effects and establish tone.
- An understanding of how genre and style inform a piece of writing.

“I enjoy the freedom I gain in expressing myself fluently and creatively”

- Express themselves with accuracy and clarity.
- Employ language and structure in an imaginative, precise and nuanced way.
- Employ discourse appropriate to my own purpose and intention.

“I enrich my cultural understanding of the world around me through books”

- Engage with the complex themes expressed in English literature across time.
- Connect the ideas expressed in texts with their social, political and cultural contexts.
- Select evidence to support a point of view judiciously.

“I think critically but empathetically when I explore a unique point of view”

- An appreciation of the diversity of experiences and perspectives that can be conveyed through texts.
- Students offer personal responses to the ideas expressed in texts.
- Students recognise the need to approach texts critically.

Reading – Core Skills

Decoding a Text

1. A broad knowledge of higher tier vocabulary.
2. Using context to understand specific vocabulary more precisely.
3. The ability to evaluate, scan or skim a text to garner its general meaning and relevance.
4. To read aloud with fluency and intention – recognising how punctuation influences tone and intention.
5. Use a combination of scanning and close reading to locate information.
6. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness
7. Develop a culture of reading for pleasure.

Interpreting a Text

8. Being able to make inferences.
9. Recognising subtleties of tone.
10. Understand the structures writers use to achieve coherence (headings; links within and between paragraphs; connectives).
11. Make sense of cause and effect, sequencing, or logic across a whole text; being able to make cross-references.
12. Recognising the impact genre, style, tropes, conventions, purpose, and audience have on understanding a text.
13. Being able to summarise or precis a text.
14. Applying general cultural knowledge to understanding a text.

Analysing a Text

15. Identifying figurative tropes and other linguistic devices appropriate to genre and evaluate how these choices communicate meaning and attitude.
16. Identifying word types and grammatical constructions and evaluate how these choices communicate meaning and attitude.
17. Identifying the structural choices made by the writer and evaluate how these choices communicate meaning and attitude.
18. Recognise and evaluate how the writer uses the elements or conventions of their genre in specific ways. For example, characters in a novel, or the use of a narrative voice, or anecdotes in an editorial or humour in a real-life account.
19. Making comparisons across and between texts.
20. Interpreting literature through the lens of its relationship to the social and cultural reality depicted.
21. Interpreting literature through the lens of its relationship to the social and cultural reality in which texts are created and enjoyed.
22. Writing about a Text
23. Knowing how to embed a reference effectively.
24. Ability to develop and sustain an argument (how to structure a longer response that answers the question).

Writing – Core Skills

Language and content

1. Employ a range of poetic or figurative devices to make writing more evocative, imaginative and engaging.
2. Employ a range of rhetorical devices to make expression more emphatic, precise and convincing.
3. Using high tier vocabulary with precision.
4. Having a clear and developed idea that is thoroughly explicated.
5. Structure and Logic
6. Employ paragraphs or other ordering devices (e.g. sub-headings) to organise writing.
7. Using paragraphs or structure to enhance creative or imaginative intentions (e.g. withholding information for suspense or digressing to suppress pace).
8. Use topic sentences to support the reader's understanding and develop an argument.
9. Use marking phrases and conjunctions deliberately to link ideas and guide the reader.

Style

10. Making clear choices about 'voice' and tone. For example, deliberately choosing a narrative perspective that best suits the purpose of a piece of writing.
11. Recognising how the form or purpose of a text requires deliberate uses of language. For example, a formal letter has a different quality or register to a broadsheet editorial,
12. Manipulate tropes and conventions according to genre or purpose. For example, a fictional story requires characterisation of carefully crafted dialogue, or travel writing requires flair with description.

Technical Accuracy and grammar

13. Use a range of strategies in order to spell correctly.
14. Use basic punctuation to control sentences accurately.
15. Use a full range of punctuation to communicate with intention and subtlety.
16. Using tenses consistently and with purpose.
17. Ensure correct use of Standard English, especially in terms of verb-noun agreement.
18. Employ a full range of sentence constructions to communicate with intention and subtlety. For example, using adverbial clauses successfully, using the passive voice, beginning sentences with the present participle.

Editing and Re-writing

19. Learning how to proof-read.
20. Knowing when and how to make alterations to a piece of writing in a purposeful way.
21. Having clear methods to plan a piece of writing.

Key Themes – English at Riddlesdown

- 1. Embracing Difference and Diversity**
 - a. Tackling prejudice and marginalisation
 - b. Representing the experience of the 'other'
 - c. Celebrating individuality
 - d. Compassion, integrity and grace

- 2. Social Injustice, Cultural Conflict**
 - a. Britain's class war
 - b. Gender roles and stereotypes
 - c. Identity politics and power
 - d. Reassessing the past

- 3. Our Shadow Self / The Darker Side of Human Nature**
 - a. Fear and fantasy
 - b. Primal instincts
 - c. Morals and ethics
 - d. Humanity's dual nature

- 4. Family, Fidelity, Friendship**
 - a. Different attitudes to love in literature
 - b. The relationship between children and their parents
 - c. The pain of betrayal
 - d. Demonstrating true friendship