



ENGLISH PATHWAY

Taunton Pre-Prep

Preparatory &

Senior School

2020





## Taunton Pre-Prep

### Reception

In Reception, the children get a foundation in literacy through communication and language activities such as role play, listening exercises and show and tell. We use Read, Write Inc. a programme of phonic acquisition and early writing skills which is fun and successful. The speed sounds are introduced in September with associated cursive handwriting skills for a short, fun session each day. Each child will arrive in Reception at a different starting point and the teaching team will ensure the curriculum is suitably differentiated to meet all children's individual learning needs.

<p style="text-align: center;"><b>Year 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Retell, innovate and invent stories from a range of genres.</li> <li>• Instructional writing.</li> <li>• Write a simple recount.</li> <li>• Non- chronological report.</li> <li>• Focus on setting, character, openings and endings.</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment aims are as follows:</p> <ul style="list-style-type: none"> <li>• Write for different purposes.</li> <li>• Use a range of punctuation.</li> <li>• Spell most common exception words.</li> <li>• Read common exception words fluently and with ease.</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
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## Taunton Prep School

### Lower Key Stage 2

Pupils in Years 3 and 4 are taught in forms and have 9 lessons per week. They continue with the Talk for Writing model and focus on two pieces of fiction writing and two pieces of non-fiction writing each term. Pupils in years 1-6 learn the statutory requirements of the New Curriculum for grammar, spelling and punctuation and revise these in Key Stage 3. Pupils are also taught focus sentences in each key stage.

<p style="text-align: center;"><b>Year 3 and 4 topics</b></p> <ul style="list-style-type: none"> <li>• Stories from different genres</li> <li>• Focus on setting, suspense, character, style and vocabulary, action, openings and endings.</li> <li>• Non-fiction text types*</li> </ul> <p>*pupils visit each of the 6 non-fiction writing types once a year between years 3-6 (Non-chronological report writing; instructions; explanation; newspaper report; discussion and persuasion)</p>	<p style="text-align: center;"><b>Skills</b></p> <p>In Years 3 and 4 will develop:</p> <ul style="list-style-type: none"> <li>• Independent reading skills.</li> <li>• Reading comprehension skills.</li> <li>• Spelling rules and strategies.</li> <li>• Research and presentational skills</li> <li>• creative writing skills</li> <li>• speaking and listening skills</li> <li>• non-fiction writing skills</li> </ul>
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### Upper Key Stage 2

Pupils continue to be taught in mixed forms in Year 5. In Year 6 pupils are split into sets for English (top and two mixed ability) and are taught by specialist English teachers. Pupils have 8 lessons a week.

<p style="text-align: center;"><b>Year 5 and 6 topics</b></p> <ul style="list-style-type: none"> <li>• Stories with historical settings ie Street Child by Berlie Doherty</li> <li>• Contemporary fiction ie Kensuke's Kingdom by Michael Morpurgo, Holes by Louis Sachar,</li> <li>• Our Literary Heritage – study of Beowulf</li> <li>• Narrative poetry – The Pied Piper, The Highwayman</li> <li>• Autobiographical writing – 'Boy' by Roald Dahl</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>In Years 5 and 6 will develop:</p> <ul style="list-style-type: none"> <li>• Independent reading and comprehension skills</li> <li>• Research skills</li> <li>• Revision of spelling rules and strategies</li> <li>• creative writing skills</li> <li>• poetry writing skills with an emphasis on poetic devices</li> <li>• speaking and listening skills</li> <li>• non-fiction writing and stylistic devices</li> </ul>
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### Key Stage 3

Pupils are taught in sets (top, second and two mixed ability) by specialist English teachers. They have 7 lessons a week.

<p style="text-align: center;"><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Contemporary fiction: Trash by Andy Mulligan</li> <li>• Pre-1900 fiction: A Christmas Carol by Charles Dickens</li> <li>• Our Literary Heritage: study of The Ancient Mariner and other poems by Samuel Taylor Coleridge</li> <li>• Playscripts: Treasure Island</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To show understanding of historical and cultural context</li> <li>• To identify and comment on writers' purposes and viewpoints</li> <li>• To select and use effective quotations from texts</li> <li>• To write texts that are structured and appropriate to purpose and task</li> <li>• To write with clarity and effect</li> <li>• Technical accuracy of paragraphs and sentences</li> <li>• Vocabulary choices</li> </ul>
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<p style="text-align: center;"><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Images of War: WW1 novel 'War Horse' or WW2 novel 'Boy in the Striped Pyjamas' or 'The Machine Gunners'</li> <li>• WW1 poets – focus on Owen and Sassoon</li> <li>• Shakespeare – Macbeth</li> <li>• Stories from other cultures: Out of Bounds by Beverley Naidoo</li> <li>• Non-fiction and travel writing</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To show understanding of historical and cultural context</li> <li>• To identify and comment on writers' purposes and viewpoints</li> <li>• To select and use effective quotations from texts</li> <li>• To write texts that are structured and appropriate to purpose and task</li> <li>• To write with clarity and effect</li> <li>• Technical accuracy of paragraphs and sentences</li> <li>• Vocabulary choices</li> </ul>
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## Taunton Senior School

### Key Stage 3

Pupils in Year 9 have five lessons per week. The Year 9 course of study follows the broad requirements of the National Curriculum, with particular focus being directed towards the teaching of literature. All pupils study a Shakespeare text, with the remaining curriculum time given to the study of both pre-1900 and post-1900 writers. In Year 9, pupils develop their creative and functional writing skills through the production of narrative, descriptive and argumentative responses.

<p style="text-align: center;"><b>Year 9 topics</b></p> <ul style="list-style-type: none"> <li>• Pre and Post 20<sup>th</sup> century prose</li> <li>• Pre and Post 20<sup>th</sup> century poetry</li> <li>• Shakespeare</li> <li>• Narrative writing</li> <li>• Descriptive Writing</li> <li>• Writing to inform, argue and persuade</li> <li>• Fun Grammar</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>In Year 9 pupils will develop:</p> <ul style="list-style-type: none"> <li>• critical reading and writing skills</li> <li>• technical accuracy</li> <li>• the ability to read, and analyse, extended pieces of text</li> <li>• the ability to write extended pieces of writing ( creative and analytical)</li> <li>• the ability to analyse and explore language choices</li> <li>• research and presentational skills</li> <li>• the ability to compare and evaluate</li> <li>• creative writing skills</li> <li>• the ability to speak with confidence and purpose.</li> </ul>
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### Key Stage 4

English is a compulsory subject at KS4. Pupils in Year 10 and 11 have 5 English lessons per week, with the time being allocated evenly to the teaching of language and literature. We follow the iGCSE language and literature course run by the CIE examination board. It is a traditional examination which prepares pupils successfully for Sixth Form study.

<p style="text-align: center;"><b>Years 10 and 11</b></p> <ul style="list-style-type: none"> <li>• Writing to describe and entertain</li> <li>• Writing to argue and explain</li> <li>• Writing a summary</li> <li>• Pre and Post 20<sup>th</sup> century poetry, prose and drama</li> <li>• Unseen poetry and prose</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment aims are as follows:</p> <ul style="list-style-type: none"> <li>• communicate accurately, appropriately, confidently and effectively</li> <li>• develop critical reading skills</li> <li>• communicate an informed personal response</li> <li>• appreciate the different ways in which writers achieve their effects.</li> </ul>
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### Key Stage 5

In the Sixth Form there is a choice between A Level and IB. At A Level we follow the WJEC literature course, while at IB we study the English A literature course. Both A Level and IB demand high levels of personal, textual engagement as well as an ability to construct a clear and coherent argument

<p style="text-align: center;"><b>A Level Topics</b></p> <ul style="list-style-type: none"> <li>• Pre and Post 20<sup>th</sup> century poetry</li> <li>• Pre and Post 20<sup>th</sup> century drama</li> <li>• Shakespeare</li> <li>• Unseen poetry and prose</li> <li>• Prose coursework</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment objectives include:</p> <ul style="list-style-type: none"> <li>• engaging critically with texts and ways of responding to them</li> <li>• writing in a formal and academic fashion</li> <li>• developing comparative skills and techniques</li> <li>• developing literary analysis and evaluative skills</li> <li>• exploring the contexts of texts and others' interpretations of them.</li> <li>• cultivating independent reading skills</li> </ul>
<p style="text-align: center;"><b>IB</b></p> <ul style="list-style-type: none"> <li>• Oral literary presentation</li> <li>• Coursework</li> <li>• Unseen poetry and prose</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>The assessment objectives include:</p> <ul style="list-style-type: none"> <li>• to introduce students to a range of texts from different periods and genres</li> </ul>



<ul style="list-style-type: none"><li>• Genre paper</li></ul>	<ul style="list-style-type: none"><li>• developing the students' powers of expression, both in oral and written communication</li><li>• encouraging students to appreciate the formal, stylistic and aesthetic qualities of texts</li><li>• encouraging students to recognize the importance of contexts in which texts are written and received.</li></ul>
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Contributors:

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