



Why we teach what we teach

In English, our curriculum aims to build a love of our literary heritage, while equipping pupils with the fundamental building blocks of life. We aspire to produce learners who are not just literate but are also confident, resilient and able to succeed irrespective of gender, cultural or ethnic background. We have a diverse curriculum, which allows pupils to experience the world through the eyes of others, and the English department strives to ensure that pupils read for enjoyment in order to develop themselves in both an emotional and literate sense. English provides opportunities for the exploration of pupils' cultural heritage and the appreciation of literary works from other cultures. We are firm believers that those who read, achieve. Our sole desire is to ensure that all of pupils leave school as rounded, self-motivated individuals with a passion to succeed.

Core concepts

In English, we focus on a range of first and second order concepts. Pupils are taught the vocabulary that describes types of literary and linguistic techniques that are present across all text types and genres that we study. Pupils are taught how to think critically about texts, exploring the choices made by writers during the crafting process. They are also taught how to apply these concepts into their own written work and how to adapt their language in written and verbal communication. Texts are grouped broadly into three main text types: poetry, prose and drama. Pupils develop oracy skills in group, paired and individual situations.

How our curriculum builds over time

By the end of year 7, we expect pupils to have built on pre-existing knowledge of the way texts are constructed, taking into account the typical features of each genre and showing an appreciation of writers' craftsmanship. They will have the ability to identify literary techniques used for effect across a range of texts and will begin to apply these devices more effectively in their own writing. They will be introduced to the concept of critical writing and how to apply their knowledge in an analytical essay. They will delve into the literary heritage of a range of cultures and time periods, using these texts as a basis to generate ideas and formulate their own consciously crafted pieces of fiction and non-fiction. By the end of the year, they will have continued to develop their oracy skills, building on their knowledge of different ways to communicate, while being given opportunities to become competent public speakers.

By the end of year 8, it is expected that pupils will refine the skills taught in year 7, developing a more critical style of writing when responding to a range of texts. They will begin to adapt their level of formality, using academic language to move away from simply identifying writers' methods and instead analysing the effect of these choices. They should become familiar with a range of structures to use when exploring a text and will show competence in their analytical skills. They will be able to annotate texts more independently and will feel more confident, with support, when writing full essays. Their knowledge of how to build and structure a vast array of text types should develop throughout this year, with paragraphing and discourse markers used to support overall textual cohesion. Pupils will be more focused on being selective when crafting their writing, attempting to - with support - use punctuation, vocabulary, sentence structure and paragraphing for effect.

By the end of year 9, pupils will be prepared for the transition to the GCSE curriculum. They will have been exposed both implicitly and explicitly to the assessment criteria used at GCSE level. They will have gained a wide knowledge of writer's craftsmanship with a detailed understanding of the way texts are constructed – at word, sentence and whole text level. They will also begin to move from critical analysis of the methods employed by writers to making more evaluative comments on the overall effectiveness of texts. They should be confident in generating ideas and using planning much more effectively. A range of literary devices should be routinely employed with confidence, while the language and structural choices are used with intentional effect. In the final half term, pupils will be introduced to the GCSE poetry anthology, covering a small number of these poems in an interactive and enjoyable manner. We hope this will provide them with a firm foundation on which they can embrace the new challenges ahead.

During Year 10, pupils will continue to develop and refine knowledge gained during the previous three years of learning but with a more specific focus on the content of the GCSE course. They will complete their formal Spoken Language Endorsement and will

	<p>predominantly focus on the Literature texts throughout this year, where the focus will mainly be on knowledge acquisition and understanding. We will interleave this knowledge with the skills required for the English Language papers, using the texts as a stimulus for wider reading and topical discussions. In the pupils' final year of study, they will revise all concepts and knowledge previously covered, with a more stringent focus on building and refining a sophisticated repertoire of techniques to adopt when analysing texts and also when creating their own material. By the end of this year, we expect pupils to leave feeling that they have excelled and achieved all that they can in English, while being confident that they have acquired the fundamental knowledge and skills to make their next steps in education and beyond.</p> <p>This study is further enhanced during the Post 16 curriculum, where pupils get to explore these principles, skills and concepts in much greater depth. In Language, they will develop knowledge of how these ideas are transferred into real world contexts such as child language acquisition and gender bias in language. The core components of the literature course will move pupils' understanding onto more critical perspectives of texts, with them directed to explore literary criticism and wider reading opportunities.</p>
<p>Key ingredients of a lesson</p>	<p>In each lesson, there will be a combination of activities that demonstrate a clear learning journey from start to finish. Upon entering the classroom, pupils will undertake a settling activity that links to prior learning or upcoming knowledge, also incorporating a challenge linked to higher order thinking processes. The lesson will comprise of the follow elements:</p> <ul style="list-style-type: none"> - settling activity as part of a mastery approach to learning or to establish existing knowledge or skill set - teacher exposition to explain key knowledge, skills and task - teacher modelling to support step by step approaches in knowledge and skill application - chunked activities to engage pupils in deliberate practise applying the knowledge and skills - challenge activities to engage pupils with higher order thinking - questioning to establish understanding, consolidate learning and develop or challenge knowledge - opportunities for formative and/or summative feedback so that the teacher can address misconceptions and/or extend thinking <p>Teachers will also ensure pupils are taught effective strategies to complete weekly extended responses, enabling them to build resilience and stamina. Pupils will be taught to plan, organise, craft, self-reflect and edit as part of the writing process.</p>
<p>How we assess the knowledge, understanding and skills of students</p>	<p>Long term plans clearly outline opportunities for formative and summative assessment. The English department use a range of formal and informal feedback approaches, including both the written and verbal form, and we implement a coded marking system across all year groups, enhancing metacognitive development in our students. We use a standardised feedback form, which both staff and pupils use in order to create a common dialogue when assessing pieces of work. Pupils are assessed on four core skills each half term, which build their competency in a set of overarching objectives for the year. These skills are revisited throughout the year, in a variety of combinations, so that pupils are given the opportunity to master and consolidate prior learning and skills. The English department use yearly pathways to monitor progression of knowledge and skills so that it is clear where pupils have successfully made progress and where there are gaps that need to be retaught. Progress towards knowledge and skills are measured at two points each half term via an interim and end of unit assessment. Formative assessment takes place throughout every lesson.</p> <p>Peer and Self-Assessment:</p> <p>Each scheme of work will include formal teacher assessment of either reading, writing or oracy skills. Pupils will, therefore, complete peer and self-assessment on these core skills at regular intervals throughout the scheme. They will also peer assess for discretionary skills not being formally assessed by the teacher. Teachers will keep a record of the skills highlighted as strengths and areas for development in order to plan subsequent lessons and recover aspects requiring improvement. Teacher Assessment: This will occur on a minimum of two occasions per half term; once as an interim assessment and once as an end of unit assessment. Marking is not limited to these occasions and there is an expectation that, for pupils requiring additional support or challenge, other forms of feedback will be used – whether it be live marking in class, verbal feedback, whole class crib sheets etc.</p> <p>The two main formal assessments are outlined in the medium term plans and all pupils will complete them at the same time. Pupils are not expected to complete any of these tasks as cold assessments during KS3, as they need to be taught exam techniques during this key phase. Therefore, the assessments will be part of a sequence of</p>

	<p>lessons, which provide guidance, planning and preparation tasks, as well as writing frames and sentence stems. As pupils move into KS4, they will still be exposed to supporting frameworks but these will be reduced and, subsequently, removed as their independence and confidence grows.</p>
<p>How we provide cultural capital and extra-curricular opportunities</p>	<p>We offer a range of extracurricular activities to enrich the lives of our students. These include - but are not limited to – lunch time and after school clubs, theatre trips, work with A-Level students, production company workshops, external poetry competitions and extended writing competitions.</p>
<p>How we provide stretch and challenge enrichment</p>	<p>In English, we aim to 'teach to the top' and therefore ensure stimulus materials are thought provoking, of high quality and challenge our pupils. In schemes of work, we outline further resources to encourage independent study at home, develop project based home learning tasks that require extended research to be conducted and we also provide a wider reading list for all students to access and extend their knowledge further. Throughout all lessons, challenge tasks are evident and teachers also adapt their questioning styles to encourage higher order thinking to stretch the most able. Feedback sheets are tiered to ensure all pupils are consistently driving towards the next point of achievement.</p>
<p>How we adapt our curriculum to meet the needs of all students</p>	<p>We use principles of adaptive teaching to ensure the needs of all learners are considered and met. In English we set work which is both accessible and challenging to all students. We plan and deliver lessons focusing on the concept that all students should meet the objectives of the lesson but it is our duty to ensure we create suitable activities that support pupils on their path to achieving them. Our curriculum is designed to incorporate a range of multimedia models so that pupils are exposed to challenging content in a variety of ways, allowing individual learning styles to be catered for. In order to help students who require additional support, writing frames are provided, while questioning is adapted to meets the needs of individuals. The English feedback sheets can be edited and adapted in order to help pupils learn from their work and outline key steps which can be taken to move forward. As a school, we are also fortunate to work closely with Teaching Assistants, assigned to work with individual pupils. By ensuring they know the focus of the work in advance, it allows them time to prepare their thoughts on how they can best help and guide students within the lessons.</p>
<p>How we link our subject knowledge to the world of work and further study</p>	<p>English teaches fundamental, lifelong skills and is a gateway to many careers and university courses. Employers recognise that one of the most valuable things they look for in the people who work for them is good communication skills - whether that be in the written form or verbally. Being able to write a good cover letter, which is free from mistakes, can also be key to securing a prospective career and the ability to read with fluency and interpret the content of texts is equally important. Studying English Literature helps to sharpen analytical skills, while exposing them to a breadth of knowledge related to history, culture, philosophy and even human behaviour, promoting a mentality of open-mindedness and acceptance; qualities essential to the successful future of their world.</p>
<p>How we provide personal development for students</p>	<p>The texts we study in English Literature allow our pupils to explore and debate a wide range of issues such as racism, sexism, oppression, social class and slavery. The breadth of study, which spans from the 17th Century through to present day, allows students to critically explore how attitudes and behaviours have shifted and evolved across the centuries whilst exploring how social reformers, such as Dickens, use storytelling to challenge the status quo. Our curriculum allow pupils to develop discerning, personal opinions on a range of topics via unseen extracts from newspaper articles, diary entries, travel writing and letters. Pupils are encouraged to hone their interpersonal skills alongside independent learning and speaking and listening skills from Year 7 through to GCSE; having the opportunity to attack and defend causes and issues in the world, promoting confident, articulate and critical thinkers. Group tasks encourage pupils to recognise the importance of listening and being respectful of one another, alongside the benefits of democratic working environments in order to move ideas forward and collectively thrive.</p>