



### Departmental vision

#### Intention

English has a vital place in education and society. Our curriculum will teach students to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our curriculum will ignite a love of reading, encouraging students to read a wide range of fiction and non-fiction in particular whole books and short stories.

All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **Our Aim is to develop:**

- ***An appreciation and love of literature*** through widespread reading for enjoyment.
- ***A Knowledge and a deeper understanding*** of our rich and varied literary heritage and texts from across the world.
- ***A strong command of the spoken and written word to instil the confidence to communicate*** their own ideas, opinions and beliefs. Encouraging students to think critically and have their say.
- ***Successful outcomes*** whereby students achieve their own personal successes that help them participate fully as a member of society.
- ***Challenging, thought provoking and current topics of study***, ensuring that at every stage learning is relevant and purposeful to the lives of our students whilst expanding their horizons.
- ***Support and encouragement*** to foster resilience and focus on wellbeing. Ensuring that students' welfare is paramount and they are prepared to approach pressure in a healthy way.
- ***The big picture of learning*** that draws on and develops knowledge across subject areas, encouraging students to consolidate their learning by accessing their wider knowledge gained from the whole school curriculum.

#### Implementation

**Our KS3 curriculum aims to engage, encourage and enhance learning embedding knowledge that will lead to success.**

English lessons follow

### **Year 7**

Our year 7 curriculum aims to engage students with a love of literature and language following their varied experiences at KS2 our curriculum begins with the origins of storytelling through prose and drama, moving on to contemporary fiction and non-fiction.

### **Year 8**

Our year 8 curriculum aims to encourage students to develop their understanding of important contextual influences and eras. To widen students' experience we consider global cultures and how they are represented in texts.

### **Year 9**

Our year 9 curriculum aims to enhance students' knowledge by applying it to 'transitional texts' in preparation for GCSE. We engage with key authors and aim to replicate their writing styles. Year 9 lays down the foundation knowledge that is revisited and developed in KS4.

### **Year 10**

Our year 10 curriculum includes the study of both English Literature and English Language. Both subjects are taught intrinsically and thematically. To ease cognitive load we teach interleaving poetry lessons to enable students to engage with the AQA poetry anthology. Year 10 establishes the foundation knowledge of the English Literature set texts. Each student will read every text in its entirety to ensure they have the required understanding of the text and its purpose.

At the end of year 10 all students take part in a spoken language assessment showcasing their speaking and listening skills. Each student writes an opinion piece incorporating the principals of rhetoric.

### **Year 11**

At the end of year 10 all students take part in an English Language and English Literature trial exam. The outcomes of these exams are then used to inform further teaching to decide focus areas and the learning path for year 11.

In year 11 we build on the spaced learning that has taken place by revisiting set texts with a focus on creating conceptualised responses. We continue to build on English language skills, engaging with a range of fiction and non-fiction texts. We pose interesting and challenging questions to our students to encourage discussion, debate and critical thinking.

We assess prior knowledge through low stakes questions at the beginning of each lesson. We encourage frequent extended writing with weekly Red Zone tasks and fortnightly walking Talking Mocks.

### **Transition to KS5**

English Literature and Media remain popular subject choices at A Level. To prepare students for the next stage of the English study we expose students to A Level fiction texts as part of the language course of study and encourage critical readings of the GCSE set texts. We provide ample opportunities for critical discussion and debate to demonstrate the power and passion of the subject.

### **Reading**

Reading is an integral part of our subject, it is at the heart of every lesson ensuring that every student is given the opportunity to read in every English lesson. We read examples of all genres and writing styles across both fiction and non-fiction texts. We foster a love for reading by reading texts in their entirety to engage with stories and key messages. We offer reading materials that range

across cultures, genders and experiences to offer a broad reading experience for all. Our aim is to foster a life-long love of reading.

### **Staff contribution**

We work as a collaborative team, schemes of learning, resources and lesson materials are planned as a team with lead 'planners' for areas of study. We review and adapt our learning plans frequently and work as a team to decide on topics and areas of study.

We quality assure classroom practice the lesson drop-ins, book looks, PDM time and climate checks.

### **Impact**

*'Learners are ready for next stage in education'*

Assessment takes place on a regular basis across the department in relation to a whole school policy of progress checks and milestones. Progress checks assess learning which has recently been undertaken within the classroom, whilst Milestones assess both new learning and prior learning so that teachers and pupils know whether what has been taught has been remembered. Following the completion of progress checks and milestones, pupils will upgrade their work in green pen allowing them to act on the feedback provided by their teachers. Common misconceptions are also revisited as a class at this point. Assessment evidence also allows teachers to decide on whether or not any key content needs to be covered again in class, perhaps using a different approach to ensure that all pupils have understood the key information or concept which has been delivered.

'Do Now' activities are often used as retrieval practice and to assess the impact of home learning. In Geography DNAs. Low stakes testing is used to embed knowledge recall. The stretch will usually be based on concepts taught in previous topics or a few lessons previously. The idea is to build up students long term memory of key facts needed support learning. If it is evident that common knowledge has not been retained, the teacher can then arrange a time to re-deliver the information in a different way so that this gap in key content can be addressed.

'Red Zone' activities are used regularly across all year groups in order to give the pupils the opportunity to complete independent practice and this also gives teachers the opportunity to assess whether or not the learning over the most recent lessons has had the desired impact with the class. Teachers are encouraged to reflect on the work produced by students during Red Zone tasks in order to potentially make changes to future lessons, which are delivered to further increase the impact of the learning taking place.

Within lessons, teachers regularly use questioning in order to assess the impact of the learning upon the class. This allows another opportunity for pupils to check the understanding of pupils and to allow lessons to be reflected on or altered in the future to further improve the learning experience.

Peer and self-assessment is used following red zones so students get the opportunity to independently reflect on their progress.