



Sapere Aude



## English Curriculum

### Intent

#### Curriculum Vision

English equips students with the communication skills needed to flourish in a relational world. Students will develop an appreciation of reading and writing by experiencing opportunities to read complex texts and write in a variety of styles and formats for a variety of audiences and purposes. Through the teaching of explicit reading strategies, grammar, spelling and academic vocabulary students will develop confidence in reading, writing and oracy, enabling them to become strong communicators. Students will develop the discipline to write accurately, fluently and with stamina. Students will learn the skills they need to make competent, effective use of English language, and develop an understanding of our diverse literary heritage.

Students will follow a thematic curriculum with an emphasis on interleaving skills, exploring connections between texts and through developing their understanding of English concepts. Students' moral character will be nurtured and developed through the exploration and interpretation of each author's intentions found in the themes, language and characterisation in texts. The English curriculum challenges students to develop emotionally, culturally, socially and spiritually, and students' cultural capital will be developed as they explore a broad range of literature and begin to understand their impact on the modern world.

Students will be inspired to have a love of the English language and English literature. They will be prepared for further academic study or fields of employment which require a high level of literacy and the ability to make careful analytical decisions.

#### Concepts and Skills

**Comprehension** – encouraging students to read a range of texts to become confident and able readers.

- Reading efficiently and accurately.
- Employing varied reading strategies: interpretation; decoding; summarising; predicting.
- Drawing inferences based on evidence.

**Understanding a range of reasons why people write** – being able to draw connections between a

writer's purpose, personal experience and their message.

- Thinking critically and analytically.
- Thoughtfully comparing literature and linking to the contexts they are written in and for.
- Examining the author's intent.

**Understanding how a range of texts are constructed** – understanding the processes behind good writing and being able to use this to communicate effectively in a range of different situations and forms.

- Analytical writing.
- Application of academic and subject specific vocabulary.

**Understanding the effects of language** – being able to explore how writer's manipulate the effects and subtle messages created through their choice of words and use of literary techniques.

- Identifying language, structure, form, text types, lexical choices and literary methods.
- Acquiring the subject specific terminology to write about literature.
- Examining the layers of meaning behind language choices.

**Clear and confident communication** – writing and talking accurately using a range of vocabulary, punctuation and structures to create desired effects.

- Writing in a variety of styles and formats.
- Using varied and accurate grammar.
- Spelling accurately.
- Employing a range of accurate and effective punctuation.
- Using appropriate, accurate and varied sentence construction.
- Employing a range of rhetorical and figurative language.
- Structuring writing using effective paragraphing and other structural devices.
- Employing academic vocabulary appropriately in different contexts.

**Global capital** – through reading and writing about a wide range of texts, developing an appreciation for the people, places and experiences of our world.

- Valuing individuality and cultural diversity.

**Human capital** – through studying a range of texts from a variety of Fiction and Non-fiction sources, appreciating different cultures and traditions, belief systems and the impact of historical, social and political contexts.

- Having empathy and respect for others.
- Understanding pivotal literary movements within the history and evolution of literature.

## Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in English. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes Do Nows at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'.

Year 7 and 8 students are set four pieces of homework a fortnight: KO revision; AR reading; spelling and vocabulary practice and extended writing.

Year 9 students are set four pieces of homework a fortnight: KO revision; vocabulary practice; analytical writing and creative writing.

Students in Key Stage 4 are set four pieces of homework a fortnight: KO revision, Seneca learning and exam practice for both English Language and Literature.

At KS5, Literature and Language students are regularly set four homework tasks every fortnight. Four hours is an expectation. KO material such as glossaries form a significant part of both subject handbooks, which are annually updated.

Homework helps our students achieve mastery in Maths. Students who need extra support to achieve mastery are supported by our 10:10 programme in Maths. All students have access to the academy's daily Homework Club.

## Implementation

### Overview Statement

The curriculum in English is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in English through the Frayer Model and students are taught to read, write and speak like a literary critic and creative writer. Technology is employed to provide students with a multi-sensory learning experience; using print, electronic, live action and moving image texts to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Our reading texts are chosen from a variety of chronological time periods and genres to provide our students with a broad base for their learning and to expose them to a wide variety of modern and 'classic' texts. We provide a balance between fiction and non-fiction texts, so that students are able to read texts written for a variety of purposes, for different audiences and in different forms.

The five year overview can be found at the end of this document.

## Impact

### Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to read efficiently and accurately, write in a variety of forms and for different audiences, and develop speaking and listening skills. They will have developed a deep knowledge of reading and writing techniques, and will be able to apply this knowledge through personal and analytical approaches to texts. Students develop all the LApps, but especially independence and resilience through formulating their own opinions and being challenged in debate. Students have an introduction to the disciplinary literacy required to be able to communicate like a critical writer, and all opportunities to develop numeracy are fully exploited in context, such as the use of statistics involved in non-fiction and persuasive texts and how they are used to convince readers. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

### Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of reading, writing and speaking and listening. Through developing their knowledge of canonical texts, they are able to critically evaluate writing. Students also develop an understanding of the entwined nature of their studies, through explicit cross-curricular links and inter-disciplinary study, such as how historical literature allows insight into public opinion from that time period. Their progress in English is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.