

## INTENT

1. To deliver the English National Curriculum.
2. To deliver a knowledge-led, carefully sequenced spiral curriculum, where knowledge and skills are revisited and embedded.
3. To deliver an ambitious and broad curriculum that is appropriate for the needs of all students.
4. To provide students with the knowledge needed to both appreciate and use the English language in their further studies and to advantage in their future lives.
5. To promote a love of reading is our priority. This will open the world for our students and thus raise aspiration through the study of a rich body of texts to increase the cultural capital.
6. To invite admirable qualities such as confidence, spirituality and empathy enabling our students to gain an understand of diversity, inclusivity, social and moral justice.
7. To explore challenging concepts and issues through a range of written, spoken and media texts which help students to engage with the world in a critical way.
8. To enable our students to communicate fluently, thoughtfully and effectively in their written and spoken work.
9. To expand the opportunities offered to our students. This goes beyond the working world and further education as this impacts all aspects of life by offering every student the tools to both access and succeed in all subjects and beyond the classroom.

## IMPLEMENTATION

### Curriculum Delivery

#### EYFS, KS1 and KS2:

Daily phonics lessons are carried out, using Read, Write, Inc. during EYFS, Year 1 and Year 2 to develop reading and spelling strategies from a young age. In KS2 pupils have daily whole class reading sessions which include a range of different text types. Pupils are given daily English lessons, which provide the appropriate level of support and challenge. Writing is taught according to writing purposes and SPAG is sequenced in line with writing outcomes. High quality texts are studied during lessons to enhance reading and writing skills. The 'Five Plagues of Reader' spine is used to support the selection of a wide range of different texts that are progressive. Pupils in Years 5 and 6 follow the Accelerated Reader programme.

#### KS3

- At Key Stage 3 students are taught in mixed ability groups with lessons adapted to provide the appropriate level of support and challenge.
- Reading is prioritised. Students in Years 7 and 8 continue the Accelerated Reader programme. Reading is also a requirement in the school's Expert Learner programme.
- Students have regular lessons in Let's Think in English, a programme derived from Bloom's Taxonomy which encourages a higher level of thinking. Students are taught to articulate their opinions and ideas fluently, thoughtfully and effectively and to respond to the opinions of others in a respectful manner. This too, is not grouped by ability.
- Students follow the English National Curriculum with schemes of work that are linked to themes and genres allowing for depth and breadth. The work provided is ambitious, coherently planned and sequenced towards revisiting prior knowledge, whilst cumulatively increasingly the challenge of texts and issues which are introduced.
- Students in Year 9 are introduced to some of the content of the GCSE course in the summer term, but are assessed at Key Stage 3 level.

#### KS4

- At Key Stage 4 students are taught in two ability bands.
- All students study for the AQA syllabus for GCSE English Language (8700) and English Literature (8702). Some students also study for the AQA Entry Level certificate as a means of progression towards GCSE.

- All students study Macbeth and the poetry from the Power and Conflict section of the AQA anthology (2021 and 2022, one section can be omitted). The 19<sup>th</sup> Century and Modern texts are chosen by the English teacher according to what is most appropriate for their teaching group.

### Teaching and Learning (including pedagogical approach and research)

#### EYFS, KS1 and 2

Teachers plan each lesson to suit their own class by their normal classroom teacher. Lessons are taught alongside the specific topic studied that term to ensure cross-curricular links.

#### KS3

English lessons at KS3 are taught by subject specialists and follow schemes of work based on themes or genres. Each scheme of work, for every year, is supported by an extract and activity booklet which centralises learning. Knowledge organisers succinctly show content and key vocabulary to be covered in each scheme. New skills are introduced following Rosenshine's effective principles of instruction. Students have opportunities to independently apply their knowledge in steps towards mastery.

#### KS4

Schemes of work focus on either literature or language but opportunities are made to transfer the knowledge of close analysis and writing. Students create revision materials as they learn and are regularly tested on their knowledge using a range of retrieval techniques.

#### Through School Strategies

The content become progressively more challenging. The more challenging the text, the more challenging the vocabulary, structure, characters and themes studied. We follow a spiral curriculum using a range of metacognitive and retrieval techniques so that knowledge and skills from the previous schemes of work are regularly revisited and developed. Discussion is an important part of the learning process; students are encouraged and supported in communicating fluently, thoughtfully and effectively. Drama techniques are used to consolidate learning and to develop interpersonal skills.

Students are expected to present their work neatly with legible handwriting and to take responsibility for their own progress by responding to teacher feedback through target driven learning. "Blue Penning" their work to make improvements is an important part of the learning process. Spelling, punctuation and grammar are revised from the previous Key Stages through specific teaching and retrieval activities. New vocabulary is introduced through more challenging texts and through thesaurus work.

#### Extra-Curricular

Students across both phases are visited by authors and have the opportunity to work on creative projects. Students in Year 7 participate in "Chocolate Day" where they design a chocolate product together with its packaging and marketing materials. They prepare a presentation to the board of a local chocolate company in a "Dragon's Den" inspired competition. The winners are invited to visit the factory to experience what it is like to be part of a marketing team. Creative Writing Club is run by Year 10 students under the guidance of an English teacher. Our library has several volunteers who help the librarian. Students also participate in the National Champions Reading Quiz, Carnegie shadowing and a cluster reading group in Year 6. Students are encouraged to enter creative writing competitions, most commonly Young Writer's and The Rotary Club. We have visiting theatre companies to perform GCSE texts and to deliver workshops. We also have trips to the theatre.

### **IMPACT**

Reading progress is measured termly through the Accelerated Reader programme.

EYFS, KS1 and KS2 complete national tests alongside NFER optional tests to measure reading, spelling, punctuation and grammar. Formative assessment in both phases is measured through short tasks of learning components and through at least one main composite assessment each half term. Students are expected to meet their individual targets. Students are identified for intervention and provided with extra support within lessons or at lunchtimes. Students in KS4 have mock examinations in English Language and Literature leading to GCSEs. The English curriculum provides PSHE opportunities with an emphasis on spirituality and empathy enabling our students to gain an understand of diversity, inclusivity, social and moral justice. This leaves them in good stead for future learning, careers and life.