

## English

**Curriculum Intent:** The curriculum builds upon the key knowledge and skills learnt at key stage 2. The 5 year curriculum exceeds the national curriculum and is progressive over time, with opportunities for students to revisit and recall their learning. Through the study of texts, students explore a variety of authors and genres, deepening understanding of language, style and form whilst developing their reading and writing skills and knowledge of contemporary and classical texts. Students also gain an appreciation of historical contexts and culture which links to their learning across the wider curriculum as well as British values and social and political topics. The curriculum is inclusive, equitable, and accessible to all students and is adapted according to individual needs.

The English curriculum is integral to the College's FABRIC and enriches students beyond the classroom. Visiting authors, poetry competitions, reading clubs, supported study, subject leaders and trips to the theatre are just a few examples of how English infiltrates college life and promotes ambition and careers associated with the subject. Reading is celebrated and enhanced through carefully selected schemes such as Lit in Colour and Lexile reading scores that support, challenge and engage children in reading. Cross curricular collaboration and a close relationship with the College library, puts reading at the heart of the College.

### How the curriculum fits in to the College's FABRIC?

#### **Focused:**

The English curriculum is continuously reviewed, refined and developed by subject specialists, to ensure it meets the needs of all students, regardless of their starting points and individual needs. Student and staff voice is regularly collected and analysed as part of the QA cycle and is triangulated against progress data to inform subsequent curriculum decisions. The curriculum is focused on the acquisition of core knowledge and skills of reading, writing and oracy, which build across the 5–7-year curriculum. The curriculum is designed to ensure the complexity of texts accessed by the student is appropriate to age and ability and progressive overtime so that students know more and remember more.

#### **Appropriate:**

The 5-7-year curriculum covers the National Curriculum requirements as a minimum and maps reading and writing knowledge each year, to build cumulatively. The curriculum is the progression model and assessment is carefully planned to assess students' grasp of the curriculum at every stage. Knowledge is recalled in both formative and summative assessment. Formative assessment, including targeted questioning, addressing misconceptions and retrieval practice is coupled with summative assessment in the form of in-class checkpoint assessments, these are scaffolded writing tasks, to test the knowledge acquired in the unit and provide opportunities to establish that the core knowledge has been learned. Where this is not the case students are given specific targets and time to respond and improve their work to address any gaps.

#### **Broad and balanced:**

The 5-year curriculum covers a broad and diverse range of texts and authors. The English department is engaged in diversifying the curriculum, this commitment is shown through the Princes Teaching Institute accreditation project and as part of our work as a 'Lit in Colour' school through Edexcel/Penguin books. Texts are carefully selected

to support equality, diversity, character development and British values. The English department works in close collaboration with the library and other departments to ensure students have access to the best that has been thought and written.

**Rigorous:**

All students are challenged to access the curriculum, through quality first teaching, scaffolding and regular retrieval practice. The ambitious curriculum is delivered consistently by a highly qualified team, with teachers having the autonomy to adapt to the needs of their students. The rigour of the curriculum is guaranteed by the teachers’ ongoing professional development and involvement in national and local networks. Engagement with professional associations and the Princes Teaching Institute provide opportunities to benchmark the rigour of the curriculum and for external validation of the curriculum. This approach also ensures the teachers can continue to develop subject and pedagogical knowledge. The rigour of the curriculum is further demonstrated by the study of fiction, non-fiction, drama, poetry, and prose across a range of genres in all years.

**Integrated:**

The curriculum over time covers core knowledge of reading and writing of both fiction and non-fiction texts and drama, poetry, and prose. The knowledge learnt in each unit provides the foundation for the next stage of the curriculum. Year 7 focuses on the conventions of genre so that students understand the rules, Year 8 adds a layer of contextual appreciation, Year 9 sees students compare texts across time, Year 10 considers the author’s intent and Year 11 focuses on exploring the conceptual. In Year 12 and 13 critical reading makes students engage with texts critically. Texts build in challenge and there is clear vertical progression through each year of the curriculum with regular retrieval practice.

**Coherent:**

The English curriculum is designed to ensure students and teachers know and understand what should be learned at each stage of the learning journey. Year 7 introduces students to conventions and analytical writing; students engage with texts at close word/technique level. Year 8 relates the text/techniques to the context of the work. Year 9 compares works from different time periods, requiring the close level knowledge of Year 7, and the wider context of Year 8. Year 10 applies knowledge of texts over time in relation to evaluating the authors intent. Year 11 develops conceptual thought by requiring students to craft a thesis and revise their line of argument from Year 10. In A-level students develop their analytical and evaluative knowledge to include critical reading.

**How we assess learning**

**Key Vocabulary**

<ul style="list-style-type: none"> <li>• In lessons, teachers use a range of formative assessment methods and verbal feedback to check students understanding including cold calling, recall quizzes, contributions in class discussions, peer and individual work in class. Teachers give feedback to address misconceptions.</li> <li>• Each unit contains checkpoint assessments, these are scaffolded tasks, completed by students in their exercise books and assessed by teachers. The checkpoint assesses the knowledge and skills of the unit and builds towards a final assessment. Students are provided with written feedback and complete green pen work to respond to their targets.</li> <li>• Formal assessment takes place at the end of a unit and assesses the key knowledge and skills from the unit, as detailed on the Curriculum Map.</li> </ul>	<ul style="list-style-type: none"> <li>• The key tier 3 vocabulary is identified on the unit overview for each unit which is accessible to students in their exercise books and is mapped out for teachers on the curriculum documents.</li> <li>• Subject specific terminology incorporates grammar, sentences, punctuation, language techniques, structural devices, poetic technique, and context.</li> <li>• Recall starters are used to revisit and consolidate terminology.</li> <li>• Students read and identify the subject techniques through their reading of extracts and full texts, then apply these in their own writing.</li> </ul>
<p><b>Enrichment</b></p>	<p><b>Careers Education prepares our students to make informed choices about their futures</b></p>
<ul style="list-style-type: none"> <li>• Regular screening 'Lit in Colour' in conversation with series, featuring Q&amp;A sessions with authors from Penguin Books, provides students with a diverse range of authors and texts.</li> <li>• Theatre trips/National Theatre screening provides students with cultural capital to enhance their understanding of context.</li> <li>• National Teen Book Club and KS5 book club, provides students with opportunities to read for pleasure.</li> <li>• Access to Massolit online Literature lectures with University Professions to challenge, develop hinterland and link to next stage of academic study.</li> <li>• Library lessons and activities develop a love of reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand that the English curriculum prepares them for a broad range of careers.</li> <li>• They are introduced to a range of texts, authors, characters and make links to other subjects such as History.</li> <li>• Author visits and creative writing workshops show students a range of possible careers in English.</li> <li>• In Sixth form, pupils write academically by writing their independent coursework and engaging with critical reading.</li> <li>• The curriculum was planned with consideration of the Gatsby Benchmarks.</li> <li>• Enrichment opportunities such as author talks show the real-world value of the curriculum and possible career choices.</li> </ul>
<p><b>Our curriculum is underpinned by our values and are expressed through our curriculum</b></p>	

**Pride:** The department has high expectations for all students and is proud to be a core subject valued by staff and students. Therefore, students are encouraged to take pride in all aspects of their work. The rigorous curriculum content indicates the high expectations the department has for all students and the pride taken in curriculum development. The department environment including corridors and classrooms are presented to reflect a pride in the subject.

**Passion:** Teachers share their passion for English through the ambitious curriculum and the diverse range of texts/authors. Teachers share examples of books they are reading and encourage a passion for literature by rewarding students who read. Library visits and lessons support the students to develop a passion for English and reading. Rewards are given to students for work that demonstrates progress and achievement.

**Positivity:** Students are taught to respond to their work and make improvements as they learn the curriculum. Oracy is embedded into the curriculum so that all students can participate. Efforts are made to minimise anxiety related to English and specifically reading to ensure all students can succeed.