

**Curriculum Statement**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

In the English department, our intent is to improve the reading, writing, speaking and listening in the English language of all our students. We aim to foster an appreciation of literature and life-long learning in the students developing their literacy skills. We endeavour to encourage all students along their reading and writing journey.

The curriculum is built to give all learners a chance of success in the key skill of reading. There is designated reading time, a chance for students to explore a range of texts (from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism) and an encouragement to read fluently and accurately. They are given support to read texts critically and for knowledge. It is the intent of the curriculum to boost the students ‘reading age’ and put them on a path of reading for pleasure.

The curriculum has numerous opportunities for extended writing. Students are taught to write accurately for a range of audiences and purposes. The students must write effectively and coherently using Standard English appropriately, in order for their ideas to be understood. Spelling, grammar and punctuation are taught both implicit and explicitly throughout the Key Stages. The curriculum is designed so that the student can use their reading skills to feed into their writing skills. Their acquisition of a wide vocabulary (which can only be gained by reading) is an important component in writing well. It is the intent of the curriculum to encourage writing for pleasure and with clarity and accuracy.

The aim of the literature curriculum build-on and adds-to the skills of reading and writing, with the added attractions of high- quality and challenging literature. The texts are challenging but accessible for all students, and offer a wide range of opportunities of exploration and opinion.

In the reading of these literary texts, students develop the four key skills for a life-long appreciation of literature- critical reading, inferential comprehension, evaluation of a writer’s choice of vocabulary, grammatical and structural features, and drawing comparisons between texts. These skills are embedded in the literature curriculum.

In writing, the students must be accurate in spelling, grammar and punctuation but the curriculum is also designed to encourage writing effectively about literature for a range of purposes. This includes the skills of selecting and emphasising key points and quotations from the text and describing, summarising and arguing. It is the intent of the curriculum to teach these skills both implicitly and explicitly.

It is the intent of both the language and literature curriculums, that speaking and listening plays an active part in the development of the student’s skills. Speaking English is vital in the curriculum. The students are given opportunities to expresses sophisticated ideas information or feelings. Both curriculums give them occasions to do that.

Listening is pivotal before the student responds; the curriculum has opportunities for the teacher to use listening activities to allow the students to respond perceptively and elaborate with further ideas and information.

Secure developments and achievements…

* Using challenging pieces of literature to take the student’s out of their comfort zone
* A ‘fundamentals’ year prior to GCSE that embeds key skills and practices in English
* Giving opportunities for reading for pleasure, as well as demanding texts in the classroom
* Extended writing tasks in all the assessments
* By insisting on high standards of literacy
* Giving students occasions to learn from their mistakes

Prepare students for “life beyond Pewsey Vale”

* By giving them the skills in literacy to compete in the real world
* By making them discerning in their choice of reading material
* By writing in a range of forms (from reports to academic essay writing) with purpose and audience, students are prepared- whatever their future

Promote active community involvement

* High levels of literacy are a requirement for life in the community
* Encouraging, via national competitions and real website analysis, reading in the ‘real world’
* Using literature that promotes fairness, the rule of law and British Values

**Curriculum Implementation**

**Through Transition**

Our transition unit from KS2 to KS3 is centred on autobiographical writing. The text is ‘Boy’ by Roald Dahl (an author familiar from primary school but with enough challenge for year seven) and it is used as a springboard into their own ideas about family, childhood events, developing interests and a love of reading and writing.

The KS3 into KS4 transition has a much more ‘trickle down’ approach. The ‘fundamentals’ year includes all of the key skills required for GCSE writing and reading and texts that offer a similar challenge to those faced at GCSE. It is a bridging year, which builds on skills from years seven and eight and allows them to be suitably challenged for GCSE.

**Through Nurture Provision (Individual Needs)**

Students in English are grouped according to their ability. We take the students prior ability data from primary school and use this alongside their current attainment in school to place them in the correct ability group. All lessons however, have a range of abilities so scaffold and support for individual needs are catered for through careful differentiation.

There are some additional Literacy support intervention sessions run through the SENd team in school. This work aims to support the learning in English lessons by overlearning key concepts or texts or going over basic skills such as phonics, spelling and more simple comprehension. Reading is supported through this team, and also through Guided Literacy lessons in the library.

The department offers revision and intervention sessions after school, designed to improve understanding and progress of learners as they work towards final exams. There is targeted support for those learners in Key Stage Four with individual needs. The aim here is to aid organisation for the specific papers as well as clear teaching to support learning and confidence as we work towards terminal exams.

**Through Enrichment**

At Key Stage Four, there are theatre visits (if available) to see the texts that are being studied, the ‘Poetry Live’ trip occurs biennially.

At Key Stage Three, there have been trips to ‘Harry Potter World’, visits from authors (including Stewart Ross) and visits to the Marlborough literature festival (the reading group saw David Walliams and the year eights, Sarah Singleton). There are opportunities for the students to be involved with all things reading and writing across this key stage.

**Through Teaching, Learning & Assessment**

The broad and balanced English curriculum at Key Stage Three is essential in driving up achievement. The English curriculum builds on skills from Key Stage Two and develops into high level skills at Key Stage Four. Year nine is the ‘fundamentals’ year which acts as a bridge between the two. The teaching of the assessment objectives are explicit at GCSE.

The students learn through a series of units that ‘mirror’ the GCSE areas of study (i.e. Shakespeare, a piece of nineteenth century fiction, a modern text, non- fiction and, reading and writing creatively). This way the students are familiar but not *too* familiar with the areas of study. The assessments are linked to the units studied.

**Through Promoting Literacy**

Promoting Literacy is a key factor of learning in English. Alongside English lessons, we have a dedicated Guided Literacy lesson where students are encouraged to read for pleasure. This year, we have added spelling tests for Key Stage Three students with the aim of improving the number of accurately spelt words with our lower school students. These words are all Tier 2 language, so targets narrowing the word gap for disadvantaged learners.

In English lessons we use Key Words, literacy mats and of course promote accurate use of language, devices and structure for target audience in all forms. Marking of spelling and grammar mistakes are a priority

**Through Homework**

Homework is attached to each unit at Key Stage Three and monitored and assessed. The project based homework has three sections which are designed to prepare, consolidate and master learning. Each piece is linked to the topic overviews, and is used to develop and practice reading and writing skills. It is also to encourage independent thought and learning.

In the GCSEs years, the homework is more revision based. It links very closely to what has been taught in class and is used to recall, retrieve and enhance topics from the lessons. It also encourages independent thought but the emphasis is on the texts and their related skills.

**Curriculum Impact**

The impact of the departmental curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Progress and attainment data for current year groups
* Enjoyment and engagement in lessons
* Engagement in enrichment activities
* Student voice