

English Curriculum statement

INTENT:

At GWA, the English Department strives to deliver high-quality, enriching and challenging lessons across all key stages, which gives the students the opportunity to engage with a range of texts from different eras, cultures and modes. Our aim is to ensure that all students are confident and critical thinkers, who develop their own voices and ultimately acquire a love of language and literature. Students should question and explore concepts and ideas whilst becoming confident in decoding hidden meanings in texts and the world around them. We also recognise that the written mode is not the only form of communication, and as such, we endeavor to instill a love of public speaking into our students in order to make them confident orators. These skills are embedded within our curriculum and enrichment activities offered by English teachers. Furthermore, our department is understandably a strong advocate for whole school literacy; we believe that it is our duty to ensure that students are equipped with high level literacy skills that are easily transferrable into the real world! Ultimately, whatever stage of learning our pupils are at, we are confident that when they leave the English department, they feel happy, challenged and supported.

Key stage 3

The key stage 3 curriculum is designed to prepare the students for GCSE, as we view the students' time at secondary school as a five year course on the journey towards their exams in year 11. Through exciting and challenging lessons, the students hone their skills from the outset in year 7, so that the exams and expectations of GCSE are familiar by the time they start year 10.

Each academic year in KS3 is separated into three modules, which have overriding themes. Within these modules, the students study both literature and language skills that will actively prepare them for their GCSEs: students experience challenging GCSE level texts so that they become confident critics of texts that span the 19th, 20th and 21st centuries. The texts studied at KS3 have been carefully selected with enjoyment, challenge and impact in mind. We of course want our students to be engaged with the texts, but more importantly, we have chosen many legacy GCSE texts to ensure challenge and relevance. Furthermore, the choice of form has been carefully thought about, so that the pupils are exposed to a healthy range of novels, plays, poems and non-fiction texts. We have ensured that creative writing receives a balanced amount of focus within our curriculum due to the substantial weighting it holds on the Language GCSE.

Summative assessment occurs at the end of every six weeks and is used by teachers to help inform differentiation, student progress and teacher practice within the classroom. These assessments are all GCSE style questions; students will receive advice and guidance about how to improve their written answers in line with GCSE success criteria. The English department is also committed to developing the students' Enterprise Skills. We have planned into our schemes of learning explicit teaching of creativity and listening; as such, the students should be able to reflect on their use of these skills in these lessons and update their record.

Key stage 4

With the KS3 curriculum being designed with the GCSE exams in mind, this should make the transition from KS3-4 far easier for the students. The department has chosen AQA as the exam board, as this is where teacher experience lies, and the support and resources from this exam board are fantastic. The GCSE curriculum, like the KS3 modules, interweaves the skills and subjects of Language and Literature; Literature leads most of the modules, and language skills are taught within this to support the texts. There are explicit Language modules later in the curriculum (year 11) to consolidate Language paper skills, specifically understanding the exam assessment criteria and honing pupils' creative writing skills. Whilst the Language and Literature GCSEs are completely equitable in weighting and importance for the students, the premise for the decision to lead with literature is due to the shift in the English syllabus becoming far more knowledge based. Furthermore, we believe that this approach mirrors GWA's ethos as a passionate reading community: we love literature and endorse its ability to enrich students' lives.

We begin the GCSE course with the Modern text, as a way of introducing literature and immediately engaging our students. Our upper and middle ability students study 'Lord of the Flies', whilst our lower ability students study 'Blood Brothers'. This is a strategic move, which has been made as a department and comes from experience of our teachers who are also examiners. We believe that 'Blood Brothers' in length, themes and narrative is more accessible for our cohort of pupils who find English harder; we hope that the differentiation in the modern text will be evident in progress and attainment. We have also differentiated (by ability groups) the 19th century texts that will be studied: upper and middle sets study 'Jekyll and Hyde', whilst lower ability sets will learn 'A Christmas Carol'. This, again, was a strategic choice: the students will have already studied 'A Christmas Carol' in their year 8 Gothic module, so will be familiar with the narrative and characters. The 19th century texts are notoriously difficult to navigate, so by already having this prior knowledge, the teachers should be able to focus on deeper analysis and exam practice and ultimately, better progress will prevail. The other texts, poetry anthology and Shakespeare, will be the same for all ability groups, but will of course be differentiated accordingly.

The creation of schemes of Learning have been split between the department namely for professional development and to ensure variety and interest. As a result, teachers are taking responsibility for the scheme they have written and will be the department expert on this subject. All our schemes of learning recognise the challenge of knowledge recall and as such, dedicate a significant amount of learning time to knowledge recall and retrieval through low stake testing. This area of progress can be further explored in the impact section. Our drive with knowledge is further supported through our roll out and use of knowledge organisers - the students should already be familiar with this concept from their use of them in KS3.

As outlined in more detail in the impact section, students will be assessed three times over the course of six weeks: twice formatively and once summatively. Teachers will follow the assessment cycle to feedback.

We are confident that our GCSE syllabus will not only enrich our students' lives but will encourage and inspire them to continue their love of English onto A-level.

Key stage 5

Likewise, the A-level curriculums in both Language and Literature are challenging and ultimately prepare the students for higher education. Both A-levels follow the AQA exam board which are engaging and up-to date specifications that approach the reading and study of literature and language through the lens of genre and theory. Thus, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts and language are grouped for study.

Language

The Language A-level endeavours to teach the students foundation in linguistics, whilst also ensuring that they understand change and development in the English language across hundreds of years. As such, the students will study: sociolinguistics, child language acquisition, meaning and representation in texts and language change.

The course structure is designed to help students transition smoothly from GCSE to A-level, and whilst there aren't huge amounts of similarities in content between the two syllabuses, we endeavour to work around this by starting with a bridging module that looks at smaller text analysis and focus on learning and remembering the foundations of English Language: the frameworks.

The NEA includes two fantastic opportunities for the students to showcase their abilities and passion for the subject. The creative writing piece with commentary allows the students to display their understanding of different text types and their purpose, whilst also demonstrating their skills as writers. The Language investigation however, is an opportunity for the students to explore the areas of the subject that really interest them and to show off their skills in academic research. Whilst the premise for these NEAs is certainly independent study, we endeavour to clearly guide the students in finding the right approach and model the standard of academic work which is required.

Literature

For the Literature A-level, we have chosen AQA specification B, due to the solid grounding of literature study that it will provide the students. Specification B seemed more suitable for the demographic of students applying to GWA Sixth Form and should stand them with a good grounding if they wish to study Literature at university.

The course follows a thematic approach with Tragedy being the genre for the first year. Later, in year 13, we have chosen focus on element of crime writing, as we think these two focuses give the students a rounded approach to literature.

Similar to Language, the NEAs in Literature give the students an opportunity to independently explore elements of literature that they are interested in, whilst also developing their critical skills by understanding and applying literary theory. The NEA

is made up of two essays – one is based on a poetry anthology which the whole class learn together but then individually choose which poems to write about, whilst the other piece is based on a novel or drama of their choice. We discuss this aspect of the course from the outset in year 12, as we aim for students to be reading outside of the subject texts and choosing books that are from a recommended reading list. Whilst English Literature is a classic course that gives the students the foundations to access many different courses at universities, or positions in different industries, ultimately our ethos remains the same as it is in KS3. We love literature and we want our students to as well. By the end of year 13, we want our students to be confident literary critics who have the ability to read, comment on and challenge the many texts that shape the world around them.

IMPLEMENTATION:

KS3

LONG TERM CURRICULUM OVERVIEW		Subject: English	
Year 7	KS2 link	Topic(s)	Content
Term 1 - 2	<ul style="list-style-type: none"> read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language 	Rebirth	Main texts: Wonder - R.J Palacio, <i>Midwinterblood</i> – Marcus Sedgwick (higher ability) Extracts: Frankenstein, Jane Eyre and Harry Potter - Skill: Crafting of character - analysis and creative - Writing: write the opening of a story describing your own outsider character - Reading: essay on character change
Term 3 - 4	<ul style="list-style-type: none"> appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	Crime and Punishment	Extracts from Dickens, Sherlock Holmes stories, Lamb to the Slaughter, The Laboratory Non-fiction: Dickens, Biographies - Plot structure for a crime text, comparing different forms and methods used - Reading: Comparative essay on the presentation of the theme of Crime and punishment in poetry - Writing (through Drama): using 'Lamb to the Slaughter' as inspiration for creative monologue
Term 5 - 6	<ul style="list-style-type: none"> use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	Voyage and return	The Tempests - Shakespeare, Extracts: Bear Grylls, Touching the Void, Survival blogs - Understanding the form of a play, exploring different non-fiction texts - Writing: create own survival guide with commentary on how they have successfully written for purpose - Reading: essay focused on beginning of play – structure
Year 8		Topic(s)	Content
Term 1-2	<ul style="list-style-type: none"> Read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage 	The Supernatural	Extracts from Frankenstein, The Tell Tale Heart, Dracula Whole text: A Christmas Carol - Familiarising students with 19th century texts. Understanding the features of the gothic genre - Writing: Opening to a Gothic Story (focusing on structure) - Reading: Christmas Carol – 19th century novel question in exam conditions
Term 3-4	<ul style="list-style-type: none"> write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	Tragedy	Richard III - focus on the role of the women in the play. Extracts from a range of monologues. - Working on applying context to text and the influence it has. Studying the form of monologue writing - Writing: Persuasive letter writing - Reading: Essay focusing on the role of women in the play - based on unseen extract.
Term 5-6	<ul style="list-style-type: none"> use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	In the Minds of War	Journey's End, Variety of WWI poetry. - Focusing on the important skill of annotating in prep for GCSE. Encourage reading for pleasure to complement class text. - Reading: Annotating a variety of unseen poems and writing short answers on two unseen poems. - Writing: Blog writing based on their reading journey with this module.
Year 9		Topic (s)	Content
Term 1-2	Links to GCSE: English Language Paper 1 and 2: especially reading sections Links to all papers Language and Literature with the use of extracts	The American Dream	Of Mice and Men - Specifically linked to the GCSE English Language Paper 1 -Reading: Exam prep with section A of the paper -Writing: Exam prep with section B of the paper
Term 3-4	Links to Literature paper 1 (Shakespeare) but also question refers to paper 2.	The History of the English Language	Taught through extracts: Beowulf, The Lord's Prayer, Chaucer, Victorian literature, 1984 Spoken language and the language of social media -Reading: some comparative links to the GCSE English Language Paper 2 -Writing: links to English Language Paper 2: writing to argue, explain or advise.
Term 5-6		Comedy	Much Ado About Nothing -Writing: Story <u>telling</u> about love. -Reading: responding to a statement essay – How far do you agree...?

Medium term plans include:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum with direct links to assessment cycle
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities
- Lesson ideas to support excellent teaching linked to resource bank

KS4

Term	Teaching focus	Internal assessment	Links to papers and skills
Autumn 1 & 2	<p><i>Modern Prose will be taught over the two terms whilst interweaving skills for English Language paper 1 writing section. The focus should be on the modern text, however writing skills should be taught by using the text as stimulus.</i></p> <p>Modern Prose – English Literature Paper 2 Higher and middle set: Lord of the Flies Lower set: Blood Brothers</p> <ul style="list-style-type: none"> - Plot - Themes - Language and structural analysis - Characters - Learning and recalling quotes <p>Interweaving narrative writing skills – English Language Paper 1, section B.</p> <ul style="list-style-type: none"> - Aspects of narrative - Structure - Vocabulary - Range of sentence types and punctuation 	<p>October half term: Autumn term 2 – English Language Paper 1, section B – writing (24 marks for content and organisation and 16 marks for technical accuracy)</p> <p>December: Autumn term 1 – English Literature Paper 2, section A - based on Modern prose text</p>	English Literature Paper 2 English Language Paper 1 English Language Paper 2, section B.
Last two weeks of term	<p>Paper 1 mini scheme – Section A: Reading</p> <ul style="list-style-type: none"> - Inference - Understanding 19th, 20th and 21st century non-fiction texts - Language analysis - Evaluation 	<p>Christmas holiday homework: Complete extended practice answer for Lang Paper 1, section A.</p>	
Spring 1 & 2	<p><i>Poetry and unseen poetry will be taught across two terms – the expectation will be that the entire cluster is completed, along with unseen practice. English Language Paper 2 section B skills will be interweaved</i></p> <p>Anthology – Power and Conflict – English Literature Paper 2</p> <ul style="list-style-type: none"> - Themes - Form - Poetic terminology - Analysis - Comparison <p>Unseen poetry</p> <ul style="list-style-type: none"> - Speaker - Setting - Form and structure - Language - Themes and ideas - Personal response <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Poems should be taught in pairs so that there is a constant emphasis on comparison. Treat poems from anthology as unseen.</p> </div>	<p>February Half Term: English Literature paper 2, section C – poetry unseen (not comparison at this stage)</p> <p>Easter – English Literature paper 2, sections B (anthology) Full poetry section</p>	English Literature paper 2

Summer 1&2	<p>Shakespeare will be taught over two terms</p> <p>Shakespeare, Macbeth– English Literature Paper 1</p> <ul style="list-style-type: none"> - Themes - Plot and structure - Characterisation - Language - Context - Working with 'unseen' extracts from the text 	<p>May Half Term – English Literature Paper 1, Section A – Shakespeare (prepared extract from early on in the text)</p> <p>Before Summer Holidays – English Literature Paper 1, Section A – Shakespeare (unseen extract from anywhere in the text)</p>	
Last two weeks of term	<p>Spoken Language task</p> <p><i>This should be used as a revision task for Shakespeare.</i></p> <p>(Plan and prepare a 3-5 minute presentation on a topic related to the text the students have been studying)</p> <ul style="list-style-type: none"> - Present ideas clearly - Interesting use of vocabulary - Respond confidently to questions 	Internal assessment	
Autumn 1&2	<p>19th Century text - English Literature Paper 1</p> <p>Upper and middle sets: Jekyll and Hyde Lower set: A Christmas Carol</p> <ul style="list-style-type: none"> - Themes - Plot and structure - Characterisation - Language - Context - Working with 'unseen' extracts from the text 	<p>October Half Term: Paper 1, section B (prepared extract from beginning of text)</p> <p>Early December: Paper 1, section B (unseen extract from anywhere in the text)</p>	
Last two weeks of term	<p>English Language Paper 2, section A mini-scheme</p> <p>Mini – scheme – Reading section: Crime and punishment</p> <ul style="list-style-type: none"> - Inference - Understanding 19th, 20th and 21st century non-fiction texts - Comparison - Language analysis 	<p>Christmas holiday homework: Complete extended practice answer for Lang Paper 1, section A.</p> <p>REVISION OF ALL LITERATURE TEXTS - Homework booklet</p>	
Spring term 1: January	<p>English Language Paper 1, Section A</p> <p>Taught with focus on each individual questions</p>	February Half Term: English Language Paper 1	
February until half term	<p>Writing practice for both English Papers</p> <p>Specific teaching of skills</p>		
Spring Term 2	<p>English Language Paper 2, Section A</p> <p>Focus should be on comparison and confidence with 19th and 20th unseen non-fiction texts.</p>	End of March: English Language Paper 2	
Feb – March			
April	<p>Literature revision</p>		

Medium term plans include:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum with direct links to assessment cycle
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities
- Lesson ideas to support excellent teaching linked to resource bank

KS5

KS5 documents overviews, planning and resources can be found [here](#).

IMPACT:

Internal assessment

Across key stages 3 and 4, the English department follow an assessment cycle (please see below). This has been implemented to ensure that regular and varied feedback creates efficient and measurable progress. The students will in turn become used to using self and peer assessment with regulated objectives, whole class feedback and detailed individual teacher feedback. Unlike previous years, there is now a very real onus on knowledge retrieval and understanding in English, and as a result of prioritising this in our curriculum, we have accordingly adapted our way of assessing by ensuring that pupils and teachers clearly track their progress in low stake testing. This is an effective and more tangible way of quickly accessing levels of progress in KS4.

KS4 and 5 will of course assess summative work using the exam board mark schemes. Key stage 3 however will use the progress maps (found [here](#)), which emulate the grading and assessment objectives found at GCSE. The students are aware of the progress maps and levels as they are visible in classrooms and are documents that are used twice a term with their summative work feedback. The students should be able to confidently discuss these levels and how they indicate progress being made. Following school policy, all work relating to feedback in their books is on yellow paper.

Results

External results for GCSE and A-level will ultimately determine the progress that has been made, but whilst we await this data, we use internal tracking sheets (found [here](#)) to help predict outcomes.

In the absence of the data, over the last couple of years, we have used GL assessment to help identify areas of strength and weakness in our cohorts. The initial data for our founding year was outstanding and has since been measurably good. This data can be found [here](#).

Moderation

Internal standardisation will takes place for all key stages at the beginning of the academic year before any summative assessments. The HOF, 2nd in department and any examiners in the team lead these sessions with resources from exam board (preferably) or from previous years. Moderation then occurs at regular intervals

throughout the academic year to ensure standards, parity and understanding of the courses.

Work reviews

Whole school work reviews are held at least three times a year, nonetheless, the department runs our own 'Book Looks' internally to ensure parity and thoroughness with the pupils' learning and the teachers' delivery of the subject. Work reviews are used as a source of CPD within the department: staff are encouraged or invited to be part of the process in order to gauge and compare other students' work. Work reviews are a quick and accessible way of measuring progress and to track the students' learning journey.

Student voice

Whilst data and grades ultimately underpin progress being made by students, it is important for us a department that we have honesty and communication with our pupils. As a result, the students in all year groups, will be surveyed 3 times a year asking for their thoughts on lessons, teachers, subject matter and progress. All teachers will be expected to ask their groups to carry out the survey and the data and findings will be scrutinised as a department. This is not a punitive measure or a policy that will be used in performance management targets, but is merely a way of the English staff communicating with their classes and ensuring that we are getting the best from our pupils.

Enterprise skills

In line with the whole school drive to implement enterprise, the department will explicitly teach creative and listening skills. The students will track their progress (in tutor times).

Assessment cycle

