



Powerful Knowledge

IN.

ENGLISH



Creating a  
community of  
choices & chances

# ENGLISH

## Departmental vision statement:

### **Giving all students the tools, skills and knowledge for success.**

Education has the power to provide all students the opportunity to succeed in a modern, democratic society. Reflective adults should support all young people in fostering a love of knowledge and a desire to learn. An effective English curriculum will achieve this purpose by identifying opportunities to secure literacy skills, to read an extensive breadth and width of literature, and, to develop the oracy skills required to be an effective, active participant in society.

Each topic of study is designed not only to promote a love of exploring language and literature but also to increase student exposure and experience of cultural phenomena in order to fill knowledge gaps resulting from the student demographic. The importance of having a strong, shared vision across English staff lies in collaborative discussions, group co-planning and reflection. Such circumstances enable staff to have a high impact on the shaping of students' future selves and this coupled with quality first teaching allows students to escape a pre-determined fate: we transform students into individuals able to function and succeed "anywhere" rather than "somewhere". Equally, the goal is to empower staff as the experts in the field to understand their influence and importance in developing students as learners and individuals.

## Curriculum Intent

The curriculum is designed to enable all students to flourish in English. We have designed the curriculum so that students continue to KS5 as confident and literate readers and critical and accurate writers. By the end of Key Stage 3, they will have explored a range of Literature styles; they will have covered an expanse of historical texts dating back to Greek Literature and the oldest surviving epic poem – Beowulf - right through to 21st Century poetry whilst also looking at how genres of writing have changed over time for example, during their study of Gothic Literature into Dystopian Literature, and accessing a range of texts from the Literary Canon too.

The curriculum focuses on interleaved practices so that content and skill is mastered; they will be able to know more, remember more and do more. Reading and writing skills are interleaved so that their literature study enables accurate analytical, interpretive, and expressive writing but so that they have the grammatical and structural 'know how' for accurate and imaginative creative and transactional writing skills.

Oracy skills

The range of styles amongst the chosen texts and the defining messages within them, such as Dickens' desire for a fairer society in 'Oliver Twist', will support students' future study of English and other subjects whilst embedding the importance of the application of Fundamental British Values. They will study texts which create firm foundations for literature at GCSE but also texts which allow delicate and exploratory insight into modern societal agendas including sexuality, race, gender and social class thus helping students to develop culturally, emotionally, intellectually, socially and spiritually through the texts they study. Furthermore, in order for students to be able to read and understand a text, they need to be experts in its domain. Having a strong understanding of the text's context, plot, purpose and author enables them to make connections and solidify their understanding.

Creativity and originality emerge from a deep understanding of a subject's foundations. By implementing explicit grammar instruction regularly and routinely, students gain the foundational knowledge from which creativity can emerge. Being able to use subordinate clauses accurately enables students to compose multi-faceted narratives, articles and essays in English and in other subjects. Students also need explicit instruction in high-utility tier 2 and tier 3 vocabulary to make them better readers. Reading ability is strongly correlated with vocabulary knowledge. If students know more words, they will be able to understand and access more literary texts and more challenging texts across the curriculum, and be able to do more with them. This in turn will also open opportunities for more accurate expression and to allow students to develop a 'persona' or an 'agenda' learning to use vocabulary and structure in their writing in a more powerful way.



“  
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Greek Literature



Oliver Twist



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