

English Curriculum Intent: intelligent engagement with the wider world': development of disciplinary knowledge

Year 7

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Year 11

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growing independence

A-Level

Students will revisit key English skills throughout the curriculum and tackle new ones at different rates; it follows a spiral model rather than a linear one.

Formulate and express viewpoints confidently in speech and in writing	Be able to inform, argue and persuade	Rhetorical language techniques modelled in a range of non-fiction texts. Discussion skills: turn taking, elaborating on each other's ideas.	Rhetorical devices and speech writing Delivering a persuasive speech and partaking in debates	Confidently adapting language and structural choices for a variety of audiences: speeches, letters, leaflets, articles, essays. Writing for a specific purpose: informative, persuasive & argumentative writing		Lead discussions and question each other without support
	Confident critical & analytical writing	Tackling New Texts with confidence: close reading Expressing a viewpoint Analytical writing: Topic sentences Selecting evidence Making inferences Explaining the writer's choices Exploring the effect of context on different readers Writer's craft <i>Learning the technical language for the methods used and expectations of different genres and forms</i>	Formal essay structure: Introductions Conclusions Topic sentences in support of an argument Sequencing ideas coherently	Exploratory units in Literature develop secure subject knowledge of texts, then an evaluative approach as students are encouraged to consider it from a different perspective.		Read challenging texts independently Form individual interpretations and make links between core texts, context and critical reading
Appreciate a range of texts, read critically and for enjoyment	Understand the influence of context on the ways in which texts are written and understood	Use context to inform ideas about the writer's purpose at whole text level. Writer's craft <i>Learning the technical language for the methods used and expectations of different genres and forms</i>	Explore ways in which context can shape the way a text is understood at whole text level	Evaluate different critical interpretations of texts using context		KS4: engagement with wider reading/ critical essays KS4 and 5: Engagement with critics KS5: CASE/TAP Lecture series
	Write creatively in response to reading in a range of forms and genres	Notice the features of expert writers and replicate them in their own writing. Show understanding of feelings, attitudes and ideas in their reading by 'writing back' to the texts.	Language units expose students to a range of non-fiction texts that enrich their contextual understanding of the GCSE Literature texts. They build cultural capital and engage with 'big ideas' that are relevant to Literature study.		Independently research and read from a variety of critical and contextual sources.	
Articulate ideas coherently verbally and in writing; adapt communication for audience and purpose.	Narrative and descriptive writing	Descriptive writing is taught first as the foundation of all good writing: students consider imagery and structural devices, learning to consciously craft a piece of writing.	Narrative writing: Writing to convey a moral or message Using different narrative viewpoints Developing narrative voice Managing shifts in tone and perspective Characterisation and dialogue Monologues			Develop a confident personal writing style Use other texts effectively as style models, but demonstrate originality and flair in writing.
Write a range of texts confidently	Demonstrate high levels of literacy verbally and in writing Enjoy English and apply literacy outside of lesson context	Secure knowledge of sentence types and punctuation builds on KS2 knowledge of Grammar	Understanding how to use grammatical structures for clarity and effect Secure control of syntax/ punctuation and its impact on pace and emphasis Use of nominalisation Understanding of the way that sentence level structural choice work alongside language and whole text structure			
	Range of Tier 2 and Tier 3 vocabulary successful embedded; structured discussion is used consistently to develop ideas Students with a reading age below 10 on entry and enrolled onto the Literacy programme All students are encouraged to read widely beyond the curriculum through reading lessons and unit specific reading lists. Students can write for the school newspaper or magazine and take part in public speaking events – students have the opportunity to go on relevant trips.					

Curriculum maps: While we each share the same intent, each school has a bespoke curriculum intent map which models how **substantive Knowledge** is incrementally built over the course of ks3 – ks5 (OR IN SOME CASES KS4)

Implementation

At the Twyford Trust, we follow an adaptive teaching model, with assessment feeding into practice. Department CPD enables us to constantly refine our approach, with dedicated department time, collaborative planning and specific sessions aimed at developing teacher subject and subject pedagogical knowledge.

Key principles of unit planning

- The sequencing of the curriculum means that students should be able to develop schematic connections as they work through the units, building up their knowledge as they progress through each year.
- Each unit is accompanied by a unit overview and knowledge organiser which define the knowledge to be mastered and skills to be developed.
- Skills are progressively introduced to students.
- Three tiered outcomes allow teachers to break skills down at a granular level. The outcomes are also designed to offer differentiation within the lesson, rather than sequencing the learning.
- Every lesson therefore has an application/ reflection task within it which supports students to get precise feedback regarding their success towards the objective.
- Structured discussion is an integral part of learning; students are given ample opportunity to discuss key concepts in pairs, groups and as a class.
- Students are regularly given the opportunity to look at model responses or to construct these as a class.
- Tasks in lessons include challenge and support tasks which help them to develop their thinking.
- Lesson prep is set consistently and either consolidates learning, retrieves prior learning or prepares them for the next lesson.
- Language and Literature skills are taught in an integrated way in Years 7- 9, with students studying a range of non-fiction texts that offer context and concepts that apply to their Literature units.

Impact

Key assessment principles

Routines within English lessons are set up to ensure that they are plenty of opportunities for low stakes testing; students are used to using mini whiteboards and traffic light cards to give teachers regular opportunities to assess their learning. Teachers make frequent use of live marking and visualizer live feedback to give students on going feedback. Students are well versed in peer and self- assessment routines. They are also given the opportunity to reflect on their progress at key assessment points in the units, following standardised and quarterly assessments.

The spiral design of the curriculum means that we regularly ask students to recall information and knowledge learned in previous units. Teachers also use regular low stakes testing to ensure that students have secure knowledge.

Every quarter, key stage leads within the department use their analysis to highlight issues with the curriculum or assessment frameworks. Teachers are also encouraged to identify key skills and knowledge gaps for their own students and to use this to inform their medium and long term planning. We also monitor this through regular book scrutiny, which allows us to reflect on students' progress in their English lessons.

The key principle within English is that assessment is consistently used to inform our teaching practice. Assessment points are used to assess students' progress against key skills and to ensure that we adapt curriculum resources or lesson routines to enable them to make better progress.