

Curriculum Intent Statement for English

Intent

The English curriculum at GM School seeks to build confident writers and readers, who in turn can use their own liberated voice to make an exciting contribution to the world.

The curriculum is designed to take pupils on a thematic journey - giving them a fascinating insight into human nature through a breadth of different literature.

Implementation

EYFS

Our Early Years children are given plenty of opportunities to develop their speaking, listening, reading and writing skills, often through play and free flow activities. We have themed areas and activities where children can explore different units of work through storytelling, role play, adult-led games and carpet sessions. They learn basic skills around pencil grips, mark making, initial sounds and reading aloud. Children have explicit phonics lessons, following the Read, Write Inc. scheme. They also have explicit writing sessions on the carpet, that feed into activities in continuous and enhanced provision. Reading for pleasure is prioritised in the EYFS, with daily adult-led reading and inviting book corners that children can access freely.

KS1

At KS1 level, we have implemented a highly structured phonics programme in accordance with Read, Write Inc., which is designed to support early literacy development and build fluency. Upon successful completion of the phonics programme, students progress to the Read, Write Inc. comprehension programme, before moving to our bespoke Reading Gems curriculum, which provides a comprehensive framework for building reading skills across five key domains. Our writing curriculum is structured around high-quality texts, which pupils explore in depth before planning, drafting, redrafting, editing and publishing their own pieces of writing. They learn to write across a wide range of fiction and non-fiction genres. Pupils continue to be exposed to a wide range of texts and books to develop their love of reading.

KS2

Our KS2 reading curriculum is based around the 8 Reading Ladders from the One Education Reading Gems programme. Reading is taught daily; 60% of the lessons follow Reading Gems reading skills and 40% promote a love of reading through enriching and highly engaging lessons. KS2 children who have not passed the phonics screening test also receive intensive phonics interventions to support their reading skills. Our writing curriculum is structured around high-quality texts, which pupils explore in depth before planning, drafting, redrafting, editing and publishing their own pieces of writing. They learn to write across a wide range of fiction and non-fiction genres. Pupils continue to be exposed to a wide range of texts and books to develop their love of reading.

KS3

Year 7	<i>Mythology</i>	<i>Animal Farm</i> by George Orwell	Poetry
Year 8	<i>Of Mice and Men</i> by John Steinbeck	The Gothic	<i>Romeo and Juliet</i> by Shakespeare
Year 9	<i>Dystopian Literature</i>	<i>Othello</i> by Shakespeare	Unseen literature

Key Stage 3 follows the National Curriculum and is taught in mixed ability groups over 7 hours per fortnight (including a library reading lesson). The long-term plans echo an ambitious three-year 'knowledge-led' curriculum with the intent to offer an enriching experience, exposing pupils to a wide range of reading including embedded non-fiction and poetry. Conceptual links build progressively challenging concepts, knowledge, and skills sequentially between units with regular retrieval practice year on year to show how knowledge is reinforced in the long-term memory.

Our text choices reflect the context of our students showing careful thought to the pupils in relation to spiritual, moral, social, cultural, and global values.

KS4

KS4 follows the AQA GCSE exam board specification and is taught in mixed ability groups over 8 hours per fortnight. In English Language, pupils will study non-fiction texts from the 19th to 21st century including travel writing, diary entries and quality journalism. Pupils are taught how to write in a variety of forms such as narrative descriptions and argumentative essays. As part of the Spoken language component, they will develop presentation and discussion skills.

In English literature, pupils analyse a range of fiction texts including Shakespeare's *Macbeth*, J.B Priestley's *An Inspector Calls*, Charles Dickens' *A Christmas Carol* as well as the 'Power and Conflict' cluster from the Anthology of poems.

Pupils will learn by:

- taking part in exploratory activities designed to develop confidence in reading and writing
- being involved in group discussions, arguments and debates to develop critical opinions regarding literature
- building confidence in reading skills by encountering a range of non-fiction texts across three centuries
- having the opportunity to read and enjoy literature from a range of times and genres
- encouraging personal responses to literature through analysing unseen texts
- developing a precise and accurate writing style through practising technical aspects of written and spoken expression

	Term 1	Term 2	Term 3
Year 10	Modern Text: <i>An Inspector Calls</i> by J.B Priestley AQA English Language Paper 1	19c text: <i>A Christmas Carol</i> by Charles Dickens AQA English Language Paper 2	Anthology Poetry: Power and Conflict AQA English Language Paper 1-2
Year 11	Shakespeare: <i>Macbeth</i> AQA English Language Paper 2	19c text <i>A Christmas Carol</i> by Charles Dickens AQA English Language Paper 1	Revisit Anthology Poetry/ <i>An Inspector Calls</i> GCSE Writing Paper 1-2 Question 5

AQA GCSE English Language and Literature – use the links below for more details:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702> <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Assessment

Primary

Pupils' writing is assessed through on-going formative assessment strategies, leading to adaptations to planning as required. At the end of each unit, pupils produce a final piece of writing. This is assessed against the school's writing framework, leading to a teacher assessment judgement at the end of each term. These judgements inform future planning and intervention. In reading, pupils sit a standardised PIRA assessment at the end of each term. Phonics is assessed half-termly. Data from these assessments are used to inform future planning and intervention.

Secondary

Baseline assessments take place to determine starting points of all pupils. Formative assessments take place during the lesson and may be seen as questions, tasks, quizzes or more formal assessments. Units of work end with summative assessments to measure what a pupil has achieved at the end of a period of time. Teachers are able to feed-forward based on identified misconceptions and gaps identified in knowledge or skills.

Enrichment

All pupils have the opportunity to take part in cultural and enrichment trips. These include, visiting Shakespeare's Globe Theatre and the Museum of London; taking part in Jack Petchey's Speak Out Workshop and Challenge and Young City Poets; University Writing competitions and visits to post-16 taster days and workshops.

Supporting your Child

- Retrieval practice
- Cornell notes
- Flashcards/ mind maps/ timelines
- Essay planning and practice paragraphs
- Wider reading
- Google Classroom access to lessons and resources
- Revision guides/ online education videos and websites

Where could English take you next?

Possible careers in English can be - Public Relations and Marketing, Business Administrator, Sales, Graphic Designer, Teaching and more!