

Intent

A key priority of our English curriculum is increasing the cultural capital that our students have. The guiding principle behind our curriculum is Emily Style's notion (1996) of the "curriculum as mirror and window" – a mirror for students to be able to identify their own experience with, but also a window to see beyond their own experience to a greater, richer understanding of the world around them. This balance has been integral to our choice of texts and topics. The aim of our English Curriculum at Oswaldtwistle school (which is consistent with that set out in the National Curriculum Programme of Study for KS3 and KS4) is, to promote high standards of language and literacy and equip students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

English teaches students to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Literature plays a key role in the development of our students, as it is through reading, that students have a chance to develop in all aspects of life that are important, such as culturally, emotionally, intellectually, socially and spiritually.

The content of our English Curriculum builds upon skills in reading, writing and spoken English and enables students both to acquire knowledge and to build on what they already know. The sequencing of our curriculum has been designed to allow all our students, irrelevant of ability, to progress successfully through the content of what is taught. Sequencing enables students to recall prior knowledge and understanding from the content, thus allowing them to apply and extend further. Our aim is to encourage students to develop and use their long-term memory, expanding the productivity of their short-term memory so that they can interact with new material that is being taught.

The KS3 National Curriculum for English states that all pupils must study: "a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors".

This is further broken down into:

- high quality prose and drama from pre-1914
- high quality contemporary prose
- seminal world literature
- re-reading books
- studying at least two authors in depth each year
- oracy (speaking and listening)

At GCSE for English Language, pupils are expected to:

- analyse extracts of fiction – selecting information from a text, inference, language analysis, structure, evaluation
- analyse non-fiction extracts - selecting information from a text, inference, language analysis, structure, evaluation, comparison, synthesis
- produce their own narrative of 450-600 words
- write six pieces of transactional writing – a formal letter, informal letter, article, review, report, speech, leaflet

Writing expectations are broken down into pupils being able to:

- write accurately for a wide range of purposes and audiences, including formal and narrative essays, poetry of their own creation, scripts, narratives and non-fiction texts such as letter writing and speeches.
- summarise and organise material, including how to support an argument
- apply a growing knowledge of grammar, vocabulary, punctuation and text structure to their writing
- draw on their knowledge of literary and rhetorical devices and apply these to their own writing to increase its impact
- plan, draft, proof-read and edit writing

Whilst studying English, students will read a variety of texts, in the hope that students will develop an appreciation and love for reading.

The KS3 texts studied this year are:

- The War Game by Terry Deary
- A Christmas Carol
- Gothic narratives – The Tell-Tale Heart, The Woman in Black and Frankenstein
- Coach Carter
- Non-Fiction texts – Animals in Captivity

The KS4 texts studied this year are:

- Of Mice and Men
- I am a Minotaur
- Great Expectations
- Non-Fiction texts – Crime and Punishment
- War of the Worlds

Year 11 students do not study a whole text, instead they build upon their reading skills nurtured at Key stage 3 and developed further in Year 10. Year 11 students read shorter texts - which we will be both historical and contemporary, to identify the literary devices used to engage the reader. Our dedicated English staff will strive to encourage students to read increasingly challenging material independently, to read in-depth and to read for pleasure and information. Thus, by encouraging reading, we are confident our students will develop a life-long appreciation for Literature.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of our pupils' reading and writing during key stages 3 and 4. Our aim is ensuring that our students are presented with opportunities to use conventions for discussion and debate, to develop their skills in working collaboratively with their peers and to discuss reading, writing and speech across the curriculum. Enhanced confidence and competence in spoken language is of paramount importance for the development of our students and the whole curriculum.

Whilst engaging, exciting and broadening students' literary horizons, our aim is to equip our students with the necessary skills to write. Writing for "real" audiences and for various purposes, allows students to master functional skills and grammatical accuracy, whilst also encouraging them to foster a passion for creative writing. Throughout the academic year, all year groups will study various types of creative writing, varying from newspaper articles, diary entries, letters, emails, speeches, leaflets and reports and they will continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They will be encouraged to write formal and academic essays as well as writing imaginatively and writing for a variety of purposes and audiences, across a range of contexts.

This requires an increasingly wide knowledge of vocabulary and grammar. Students whose linguistic development is more advanced will be challenged by being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent will consolidate their knowledge, understanding and skills, including through additional practice.

Many of the students at Oswaldtwistle school have encountered negative experiences of the educational system and this very often impacts on their attitude towards learning. Therefore, it is paramount from the outset that students are made to feel that they can succeed. A positive approach from the onset encourages students to develop a growth mindset towards all new learning experiences. By embracing a nurturing and positive approach we help to develop strong, professional relationships between staff and students, leading to trust and confidence and progression in learning.

The wider intent of the curriculum incorporates several cross curricular themes, which serve to enrich the personal development of our students. These include SMSC experiences and British Values, with opportunities to capitalise on careers being a focus four times a year. Appropriate articles from the RRSA charter are also discussed in Form Time every week and throughout the academic year, in the form of article/reports/ debates that are used to supplement lessons. Further to this, we will broaden our student's experiences through theatre/cinema/Museum. Through the delivery of English, we introduce the students to cultural elements of the wider world, including films, books, places of interest and famous people, all of which link to the topic they

are studying at the time (Beyond the Curriculum). Literacy and numeracy are also promoted as core cross curricular skills, this is especially the case for reading and writing in line with all cross curricular literacy initiatives. Spelling is also a feature of each topic, with every student being expected to spell, define and use correctly up to 12 essential words by the end of every topic. This is done to widen the vocabulary bank of each student which we believe improves their life chances. We also work hard to develop resilient learners (Ella Woods) with a growth mindset (Carole Dweck).

Implementation

Our teaching and learning approach, aims to support our students by ensuring that lessons build on prior knowledge and provide sufficient opportunity for both guided and independent practice. Our practice in the classroom reflects Rosenshein's '10 principles of instruction', which serves to underpin the implementation of our curriculum. The principles comprise of: Sequencing and modelling of concepts, the reviewing of taught material, questioning, and the stages of practice, from guided to independent. The format of a lesson would therefore consist of: Demonstration by the teacher, guided practice with models, prompts and scaffolding, leading to independent practice with monitoring and feedback. In English, we pay particular attention to the recollection of key skills and concepts. Retrieval exercises are commonplace and given concurrently throughout the academic year. This ensures embed learning of knowledge and skills that are essential for long term success.

Horizontal sequencing with other subjects can influence the timing of topic delivery as we fully appreciate the value of cross curricular links given the difficulties faced when trying to establish vertical links in a short stay school. We are certainly of the belief that if students can see the links between subjects it helps support the embedding of schema and knowledge.

In English, we strive to ensure that each student's progression should be based on the security of their knowledge, skills and understanding. Therefore, 'Objectives' are shared in lesson to give students a clear target to achieve. All objectives are laid out in a systematic way to make them simple and easy to follow. They also clearly define each learning target for students. Students, for example, with a target of a grade 1 will be assigned end points for grades (1) and for the next level higher (2). Children are naturally competitive, so equipping them with a higher level encourages them to strive for that higher level. Students are assessed formatively against the success criteria on their academic tracker and in a summative manner with the use of baseline and impact assessments. Academic trackers are used to assess the degree of mastery gained by each individual student in relation to the end points on their academic tracker. Progress is recorded by entering a red (emerging), amber (developing) or green (secure) against each end point on their tracker. The trackers are constantly monitored over time (so that any intervention can be put into place) and end points are revisited through retrieval and interleaving exercises until a student secures their targeted end points. Students are encouraged to track their understanding by RAG rating themselves after completing an assessment.

Optimum teaching is key to successful learning, so CPD plays an important part for the delivery of English. As English can be taught by several staff (some non-specialists), it is imperative that staff are confident in what they teach. Non-specialists are supported by the Lead English teacher within school and an English Specialist that is affiliated to the school. In addition to this, good practice is shared between staff in weekly/half-termly meetings and all CPD is used to inform teaching and learning across the department. The redevelopment of 'Schemes of Work', allows teachers to delve deeper into the implementation of English at Oswaldtwistle.

Impact

Our curriculum has the means to ensure that our students excel in English. The intent clearly sets out our aims, which are to promote high standards of language and literacy and equip students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We, as a department, have implemented the tools in which to nurture the skills and knowledge of all students, so that they can succeed in all aspects of English.

The impact of teaching and learning within our school is assessed and reviewed in various ways, throughout the academic year. Progress is reviewed at each data capture point and if the progress has exceeded expectations or has been disappointing, then it presents the opportunity for staff to analyse the intent and implementation of the Curriculum, so that it does nurture the needs of all students.

As a department, we want our students to leave us, be it at the end of Year 11 or when they move onto another school setting with the skills that will enable them to confidently progress onto a new path. We want to ensure that as staff, we have equipped them with the tools to approach any given situation and think, 'Yes, I can do this'. This is achievable, as our Intent and Implementation have all the ingredients to nurture students, many of them disenchanted, so that they excel culturally, emotionally, intellectually, socially and spiritually.