

English Subject Intent

A key priority of our English curriculum is to increase the cultural capital of our students. 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 to both acquire knowledge and to build on what they already know. The sequencing of our curriculum has been designed to allow 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 – formal letter, informal letter, article, review, report, speech and leaflet.

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:

- Non-fiction – Author Study: Autobiographies: Roald Dahl
- A range of poems both fiction and non-fiction
- The Tempest
- Non-fiction - Bullying and its impact on Mental Health
- Frankenstein.
- Non-fiction – Is Artificial Intelligence a threat to the human race?
- Stone Cold
- Non-fiction – modern day poverty and homelessness

The KS4 texts studied this year are:

- War of the Worlds
- Non-fiction- Have Aliens Landed on Earth?
- Non-fiction-Prisons in Victorian Times
- Great Expectations
- Around the World in Eighty Days
- Non-fiction – Travel Writing: Blogs, websites, newspaper articles, essays, journals and autobiographies.
- Non-fiction – Serial killers.

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 English Subject Statement 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).