



English Language Curriculum Overview

What are the aims of the English Language curriculum?

Our English language curriculum provides learners with knowledge, understanding and development of key reading, writing and communication skills through the study of fiction, non fiction and the spoken word.

At key stage 3, our students study a range of texts from a range of genres, cultures and time periods as well as different text types.

This is further developed at key stage 4 where students are introduced to more challenging texts and encouraged to become more independent in their analytical skills, more creative in their writing and more assured in their expression of ideas in both the written and spoken form.

At key stage 5, these skills are developed even further as language is explored in context through themes and concepts such as age, gender and occupation.

How does the English Language curriculum support the Seaton Valley Federation's curriculum vision and intent?

The English faculty have a policy of inclusion. We believe that there are many important areas that can be developed alongside the students' ability to read and write. This includes an appreciation of life and relationships as well as an analysis of our role in society. These concepts are also debated through the study of language where an analysis of the use of persuasive language and rhetorical techniques develops important life skills for all students. Content is both challenging and engaging in order for learners to be stretched, challenged and have high aspirations.

How is the English Language curriculum sequenced to support pupils to make effective progress and how is transition managed between Year 8 and Year 9 and between key stages?

At key stage 3, learners are introduced to many of the key concepts and ideas which are later developed in key stage 4. Learners follow a sequenced curriculum whereby each academic year key skills are further enhanced.

How is assessment and feedback used to aid progress? How is moderation and standardisation achieved within the English faculty?

A range of assessments take place throughout key stages 3 and 4. These include oral assessments as well as formal reading and writing assessments. Learners are formally assessed in class at appropriate points in the unit of work with written teacher feedback provided. At key stage 4, students have formal trial examinations in both years 10 and 11 in addition to their classroom based assessments and in line with ACHS exams timetable for the academic year. Similarly, in key stage 5, students complete a range of formal in



class assessments. This leads to an AS level examination at the end of year 12 and an A level examination at the end of year 13.

The English faculty regularly meet to moderate and standardise student work. Moderation can also include staff from the feeder middle schools to ensure consistency across the key stages. The faculty includes a range of external examiners for both language and literature across the key stages and regularly completes exam board training on marking and feedback to ensure our approaches are up to date and inline with external requirements.

How is staffing organised within the English faculty?

Michelle Chadkirk - Head of English (literature specialist)
John Hamilton - English teacher (literature specialist) and Student Progress Leader for Year 11
Alison Bartlett - English teacher (literature specialist) and Sixth Form Student Progress Leader for Year 12
Matthew Carter - English teacher (language specialist)
Lucy Smith - English teacher (language specialist) and SENDco
Olivia O'Donnell - English teacher (literature specialist)
Charlotte McGonnell - English teacher (language specialist)
Carly McLeod - English teacher (language specialist)

Examined courses – exam board and course code (exams and controlled assessment elements)

AQA GCSE English Language 8700

Paper 1 (1 hour 45 mins) Explorations in Creative Reading and Writing
Paper 2 (1 hour 45 mins) Writers' Viewpoints and Perspectives
Spoken Language Endorsement

Pearson Edexcel English Language 8EN0 and 9EN0

AS Level

Paper 1 (1 hour 30 mins) Language: Context and Identity
Paper 2 (1 hour 30 mins) Child Language

A Level

Paper 1 (2 hours 15 mins) Language Variation
Paper 2 (1 hour 15 mins) Child Language
Investigating language coursework