



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.

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

The English Faculty has 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.



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 9
Alison Bartlett - English teacher (literature specialist) and temporary Sixth Form Student Progress Leader
Matthew Carter - English teacher (language specialist) and Associate Sixth Form Student Progress Leader
Lucy Smith - English teacher (language specialist)
Olivia O'Donnell - English teacher (literature 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