

TCEAT Curriculum & Assessment Overview: *English*

Course description and overarching aims (Intent)

Success in English is transformative for our pupils. It opens up future pathways and gives them the literacy skills that they need to thrive in all areas of the curriculum. It offers them transferable skills that they can take into any workplace: the ability to communicate effectively and process information. More than that, it offers them the opportunity to explore a range of texts, which act as a framework for them to engage in thought and discussion about some of the most important issues in society and to articulate their opinions coherently. Our aim is to demystify the practice of successful reading and writing for our students, to guide them through these skills through deliberate instruction and to empower them to be successful. We therefore take an integrated approach to the teaching of reading and writing and put literacy at the heart of the curriculum. The spiral curriculum model means that students can reinforce key skills and develop a strong basis of textual and contextual knowledge, also deepening their understanding of key concepts. Throughout KS3-5, students explore a range of ideas that relate to different forms of power and the relationship of the individual to society; these concepts are central to the narratives that they study and allow students to make links between literature and real-life issues.

Curriculum model overview (Implementation)

The English curriculum is structured to deliver the skills of reading and writing which are captured in the English objectives. Oracy skills (speaking and listening) are also vital in the process of learning within English. English lessons across the Trust follow a set of five key principles:

1. **Disciplinary knowledge is broken down** – we teach skills on a granular level and assess these continuously through in class AFL, as well as formative in class and quarterly assessments. These skills are derived from the English Grading Criteria.
2. **Every lesson has a narrow focus with precise use of outcomes to promote continuous, exacting AFL:**
 - Effective use of peer and self- assessment (often against models)
 - Effective whole class AFL
 - Effective in class feedback
3. We have **clarity over the key substantive knowledge being delivered** (as part of the **spiral curriculum**); this is captured through the knowledge organiser for each unit taught and includes the powerful concept vocabulary that needs to be taught.
4. We follow a five-step **sequence of learning**: retrieval, content, model, application, assessment
5. **Literacy routines are embedded:**
 - We use routine reading strategies: the reading skills grid for comprehension, text dependent questions for close reading and control the game' for reading aloud

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- Oracy strategies are part of lesson routines: students use art of the sentence as part of structured discussions and are talk for different purposes. Listening routines are embedded.
- Explicit teaching of (Tier 2 + Tier 3) vocabulary
- Sentence and paragraph level writing instruction is integral (using the Art of the Sentence)
- We offer explicit instruction on planning for extended writing at paragraph and whole text level.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, and Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. Students are encouraged to self-evaluate against the outcomes through the lesson. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
Write simple sentences accurately.	Bronze		
Write in simple and compound sentences accurately.	Silver	Bronze	
Use a variety of coordinating conjunctions within compound sentences.	Gold	Silver	Bronze
Write in complex sentences accurately.		Gold	Silver
Select different complex sentence structures for effect.			Gold

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and

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skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

Key:

- EO: English Objective
- RF: Reading Focus
- WF: Writing Focus

Reading	<p>EO1: Understanding texts and inferring multiple meanings</p> <p><i>A-Level Lit AO1, AO5</i> <i>A-Level Lang AO1, AO2</i> <i>GCSE Lang AO1, AO4</i> <i>GCSE Lit AO1</i> <i>KS3 RF1 and RF2</i></p>	<p>EO2: Language, form and structure</p> <p><i>A-Level Lit AO2</i> <i>A- Level Lang AO1</i> <i>GCSE Lang AO2</i> <i>GCSE Lit AO2</i> <i>KS3 RF1</i></p>	<p>EO3: Linking texts to their context</p> <p><i>A-Level Lit and Lang AO3</i> <i>GCSE Lang Not Assessed</i> <i>GCSE Lit AO3</i> <i>KS3 RF2</i></p>	<p>EO4: Making interesting comparisons</p> <p><i>A-Level Lit and Lang AO4</i> <i>GCSE Lang AO3</i> <i>GCSE Lit AO1</i></p>
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Writing	<p>EO5: Communicate clearly, effectively and imaginatively</p> <p><i>A-Level Lang AO5</i> <i>GCSE Lang AO5</i> <i>GCSE Lit Not Assessed</i> <i>KS3 AF1 and AF2</i></p>	<p>EO6: Write accurately</p> <p><i>A-Level Lit AO1</i> <i>A-Level Lang AO5</i> <i>GCSE Lang AO6</i> <i>GCSE Lit AO4</i> <i>KS3 AF3</i></p>
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Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:
 - Knowledge of narrative structure:** this includes viewpoint/ perspective, features of form for different text types, non-linear narrative structures & narrative structures associated with particular genres.
 - Knowledge of grammar and syntax:** secure knowledge of English grammar for comprehension & composition.

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Knowledge of powerful vocabulary: this includes Tier 2 and Tier 3 Vocabulary; an understanding of etymology and morphology & the meaning and function of prefixes and suffixes, as well as specialised vocabulary for different types of text

Contextual knowledge: For literature, this might include background context or an understanding of genres and key concepts. Each unit's knowledge organiser will define what knowledge students need to access and develop a deeper understanding of the text.

Knowledge of plot and character: this will depend on the texts being studied, but students must be able to see these as constructs are relate them back to the writer's craft.

Discourse Knowledge: knowledge about the genre of writing and knowledge about how to carry out specific aspects of the writing process.

- **Disciplinary knowledge** in English is inextricably linked with **disciplinary literacy**. The main subject skills, procedures, thinking structures and behaviours of our subject are all based on students' ability to speak, write, or read coherently. Whilst each of the Trust schools has its own version of the seven-year plan in English, we are all committed to developing the core disciplinary knowledge as outlined below:

Our English Curriculum: intelligent engagement with the wider world'

Year 7		>	>	>	Year 11 >		>	>	growing independence	A-Level
<i>Students will revisit key English disciplinary knowledge throughout the curriculum and tackle new ones at different rates; it follows a spiral model rather than a linear one.</i>										
Formulate and express viewpoints confidently in speech and in writing	Be able to inform, argue and persuade	Persuasive language techniques Discussion skills: turn taking, elaborating on each other's ideas, listening actively and formulating meaningful questions. Acting as lead learners		Articulate ideas as part of discussion Rhetorical devices and speech writing Delivering a persuasive speech and partaking in debates		Confidently adapting language and structural choices for a variety of audiences: speeches, letters, leaflets, articles, essays. Writing for a specific purpose: informative, persuasive & argumentative writing			Lead discussions and question each other without support	
	Appreciate a range of texts, read critically and for enjoyment	Confident critical & analytical writing	Students are supported with handwriting Students build on KS2 comprehension skills to tackle new texts with confidence: Read fluently Using the Reading Skills grid Skimming, scanning Close reading through TDQs Annotation and note taking skills Expressing a viewpoint Analytical paragraph structure: Formulating points Making inferences Selecting evidence Explaining the writer's choices Exploring the effect of context on different readers		Essay structure: Introductions Conclusions Topic sentences (using AoS) in support of an argument Sequencing ideas coherently Students learn to plan, draft and revise essays.		Exploratory units in Literature develop secure subject knowledge of texts, then an evaluative approach, as students are encouraged to consider it from a different perspective.		Read challenging texts independently Form individual interpretations and make links between core texts, context and critical reading KS4: Lecture Series /A Level challenge reading KS4 and 5: Engagement with critics KS5: CASE/TAP Lecture series	
Understand the influence of context on the ways in which texts are written and understood				Use context to inform ideas about the writer's purpose at whole text level.		Explore ways in which context can shape the way a text is understood at whole text level		Evaluate different critical interpretations of texts using context		Independently research and read from a variety of critical and contextual sources.
Articulate ideas coherently verbally and in writing; adapt communication for audience and purpose.	Narrative and descriptive writing	Students learn effective planning methods Descriptive writing is taught as the foundation of good creative writing: students consider imagery and structural devices, learning to consciously craft a piece of writing.		Narrative writing: Writing to convey a moral or message Using different narrative viewpoints Developing narrative voice Managing shifts in tone and perspective Characterisation and dialogue Monologues			Develop a confident personal writing style Use other texts effectively as style models, but demonstrate originality and flair in writing. Use or subvert a range of features of genre within their own writing.			
	Write a range of texts confidently	Demonstrate high levels of literacy verbally and in writing	Secure knowledge of sentence types and punctuation builds on KS2 knowledge of Grammar		Understanding how to use grammatical structures for clarity and effect Secure control of syntax/ punctuation and its impact on pace and emphasis Use of nominalisation Understanding of the way that sentence level structural choice work alongside language and whole text structure					
		A range of Tier 2 and Tier 3 vocabulary is successfully embedded; structured discussion is used consistently to develop ideas. Students with a reading age below 10 on entry and enrolled onto the Literacy programme. All students are encouraged to read widely beyond the curriculum through reading lessons and unit specific reading lists. Students can write for the school newspaper or magazine and take part in public speaking events – students have the opportunity to go on relevant trips.								

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Curriculum seven-year plan:

Each Trust school has a curriculum map specific to their school. You can find individual course overviews for each school [here](#):

[Ada Lovelace]

[Ealing Fields]

[Twyford]

[William Perkin]

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning. The use of modelling is also central to AFL in English.

English teachers in our Trust routinely check students' understanding **of** literacy, but they also routinely use literacy strategies **for** AFL:

- Teachers check understanding of concept vocabulary and key terms occur multiple times throughout each unit. Teachers check that students can use the word in context and manipulate key vocabulary into its noun, verb, adjective or adverb forms.

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- Teachers use precise sentence parameters to ensure that students can articulate core content knowledge.
- Teachers use our 'art of the sentence' grid to offer students different ways of developing their ideas in depth.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length for KS3-4, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson. In KS5, students may be set up to an hour's work for each of their lessons.

Standardised assessments (sometimes known as Assessed Homeworks)

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homework, or completed in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. There are two types of standardised assessment in English:

- **Closed question quizzes:** These are completed in books or online and might be automatically marked or peer-assessed. These tests help teachers to assess where students might have gaps in substantive knowledge. Students will know their score and teachers will revisit key areas of misconception.
- **Extended writing tasks:** These might be paragraphs or more extended writing tasks, depending on the key stage. These will be teacher assessed and students will receive individualised targets and whole class feedback, which offers an opportunity act on key misconceptions.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed for teachers and students to take the next steps in their learning.

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	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Quarter 1 Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.	Formal assessment for Q1 based on one paragraph of writing and a single reading or writing skill. These are 30 minute in class assessments.		Students complete a knowledge based multiple-choice exam.	Students complete separate Literature and Language assessments.	Students complete one section of their Literature/ Language exam paper in full.		Students complete one essay based on a section of their course.
Quarter 2 Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports	This exam is based on cumulative content, so we assess reading and writing at KS3, Years 7-9 and both Literature/ Language at KS4. In KS5, pupils will cover one whole section of an exam paper.						
Quarter 3 All subjects assess in Q3 using a formal in-class assessment. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets.	Students are assessed on either reading or writing for Q3 and the opposite skill for their standardised assessment.	Students in KS4 and 5 will complete an in class assessment. In KS4 this will represent one section of a Literature GCSE paper and a separate Language exam (Spoken Language for Year 10). In KS5, students will complete an essay to cover one section of a Literature/ Language paper.					
Quarter 4 Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports	This exam is based on cumulative content, so we assess reading and writing at KS3, Years 7-9. For Year 10 Literature, students complete the equivalent of a whole literature paper and whole language paper. For Year 11 and 13, final GCSE and A Level exams.						

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Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books.

Teachers routinely offer whole class feedback following extended writing tasks and therefore focus on key areas of development, teaching students how to make the most meaningful improvements. Modelling is absolutely central to the feedback process in English in order for students to make qualitative judgements about their work.

External examinations.

KS4 exam board: *AQA*

KS5 exam board: *Edexcel*