



Curriculum Statement: English

Once you learn to read you will be free forever. - Fredrick Douglass

Curriculum Rationale

- To provide breadth and balance across two disciplines, Language and Literature
- To make links between the disciplines
- To establish a level of 'cultural capital' which allows students to develop transferable skills and knowledge
- To teach the skills of analysis and interpretation which allow for success at all levels
- To ensure students can write accurately and with growing sophistication.
To offer support as necessary to ensure students have the skills for the 'mechanics' of reading and writing through the teaching of basic literacy

Curriculum Progression & Strategies

- In Year 7 students are taught about literary allusion which forms a bedrock for understanding of texts as their career as students of English develops.
- Texts (fiction and non-fiction) become increasingly challenging. There is differentiation at Year 7 in terms of complexity of novel but all students are expected to be exposed to a range of texts including those across the literary canon. (Shakespeare, Orwell, Stevenson, Dickens etc)
- The approach taken at KS3 is similar to the approach taken at KS4, but the examination skills are taught in sequence with the most challenging questions not being addressed until Year 9
- We do not have a 3 year KS4 in terms of texts as this limits the breadth of the curriculum. However, skills are taught from Year 7 which support success at KS4.
- Connect tasks (starters) link to prior learning or application of learning in the 'real world'
- An interleaved approach is taken to embed language skills through the delivery of literature. E.g.: Lang P2 non-fiction taught as context for Literature texts.
- Modelling and Direct Instruction are used across the KS3 and KS4 curriculum so students understand the thought process behind written responses.
- Homework is set weekly and is differentiated according to class needs and progress. Students are also encouraged to read daily and take quizzes on what they are reading using the Accelerated Reader programme.
- Connect Tasks use retrieval practice to connect aspects of the curriculum and ensure students secure learning in their long term memory.

Curriculum Enrichment

Year 10 – Theatre Trip (London), Year 11 – visiting theatre company