"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." – *Nelson Mandela*

King Arthur's School

Subject: **English**

CURRICULUM INTENT
In the English Department, we aim to inspire in all learners a profound appreciation for the value of language in all forms, to form connection with the world around them both locally and internationally and to cultivate their ability to utilise language as a tool for a positive impact in their own and others' lives. We aim to nurture a life-long appetite to seek and appreciate the Cultural Capital available through literature to develop an outward-looking and aspirational mindset. We aim for an inclusive and challenging learning environment which champions diversity and respect for other individuals and cultures. Within our curriculum, we build in explicit cross-curricular links, including to PSHEE, King Arthur's School Aims and Mission, as well as British Values. Through language, we aim to cultivate learners who are thoughtful, critical, empathetic, and well-equipped to achieve their potential and participate fully as members of society; learners who develop the knowledge, understanding and skills that prepare them for the world beyond King Arthur's; learners who have aspirations beyond King Arthur's and develop a 'can-do' and 'will-do' attitude. The intent of the English Department is that every student will: • experience a safe, secure, and supportive learning environment where they are unafraid of mistakes, resilient to failure, willing to read and share work aloud, and leave their secondary education with both confidence and the functional language skills required for life. • develop an understanding of language and an appreciation of the range of ways language can be used as a tool of communication, both through oral and written work, ensuring accuracy in spelling, punctuation, and grammar. • be able to communicate effectively in a range of contexts. • become a life-long reader and be self-motivated to continue to seek the cultural capital they will need to become a well-rounded and culturally rich member of society.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." – *Nelson Mandela*

King Arthur's School

CURRICULUM IMPLEMENTATION
Our curriculum is designed to develop rational, critical, and analytical learners who possess the knowledge, skills and understanding to communicate articulately and in a variety of ways. Pupils will express these thoughts through a range of activities, with speaking and listening built into each lesson as well as regular opportunities to write discursive essays and creative writing. We habitually link our lessons to the faculties of Performing Arts and Languages, with whom we share the same values. Our main method of implementation is quality first teaching. In practise this means developing a dynamic and open-minded teaching team who work collaboratively and constantly strive to improve their practice. Teachers drive their own CPD and the CTL leads with high expectations, mentoring and regular feedback. We foster an 'open-door policy' and a developmental ethos. The Key Stage 3 Learning Journey exposes pupils to a diverse range of language in a variety of form, genre, and time periods. This ranges from the 16th century Shakespeare plays and poetry, to early 19th Century Gothic *Frankenstein*, through to the 21st century dystopian *Noughts and Crosses.* Built into these schemes of learning are related non-fiction texts. The skills taught and practised are based around GCSE Assessment Objectives but are also designed to ensure we deliver our more holistic curriculum intentions of providing cultural capital and developing life-long learners. The basic skills of spelling, punctuation and grammar are integrated into each lesson. Within our curriculum are the themes of diversity, the environment, history, and adventure. The Learning Journey is designed and sequenced in a way that ensures all learners study fiction, non-fiction, poetry, plays from a range of historical literary periods each year. The disciplines of English Language and Literature are not taught independently but woven together to foster an appreciation and understanding of the crossover of skills. We are pay particular attention to historical context in all our schemes of work, which we firmly believe helps our pupils appreciate the value and breadth of impact of language, as well as developing cross-curricular and wider links.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." – *Nelson Mandela*

King Arthur's School

We value the impact of reading widely and regularly on pupil progress and development, and we strive to feature reading aloud in every lesson, where appropriate. We lead several enrichment initiatives including a book club, tutor time reading and a reading award. While the prospect of significant pupil progress through reading drives us, we also appreciate the role of reading in cultivating young people with pride, open-mindedness, self-respect, empathy, curiosity, and a love of learning.

At Key Stage 4, we have continued to sequence the learning journey so there is regular revisitation to different literary periods and contexts. While we do run separate modules for English Language Papers 1 and 2, we weave language skills and AOs into our literature schemes of learning, so it is explicit to pupils the crossover of skills. Our chosen texts are 'An Inspector Calls,' 'A Christmas Carol,' and 'Romeo and Juliet' as well as 'Power and Conflict' poetry.

All learners will be regularly assessed within lessons as the learning happens. Regular and quality verbal feedback will be given, as well as whole-class feedback sheets that precede meaningful DIRT activities. We regularly quality-assure our feedback as a departmental team. There are 8 formal assessment points throughout the year, and we track each result with reference the Assessment Objectives, which allows us to identify and target specific skills in which are year groups are strong or deficient. All assessments are followed by AfL opportunities, as this is vital in developing independent and ambitious learners in line with our school aims and ethos.

We teach in mixed ability sets which helps foster an inclusive and collaborative learning environment. Within this setting, we offer high quality, personalised differentiation for lower ability and genuine challenge for higher ability. We encourage the more able to assist the lower able, and we believe this approach drives outcomes for all. We also offer a nurture group though Key Stage 3 for pupils who are below expected levels. This is an intervention which allows for appropriate differentiation and an effective opportunity for these pupils to progress up to their expected levels rapidly.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." – *Nelson Mandela*

King Arthur's School

YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
7	Pirates	Lord of the Flies	Lord of the Flies	Frankenstein/The Gothic	The Tempest	The Tempest
8	Noughts & Crosses	Noughts & Crosses	Much Ado About Nothing	I Am Malala	I Am Malala	War Poetry
9	To Kill a Mockingbird	To Kill a Mockingbird	Macbeth	Touching the Void	Love Poetry	Speaking & Listening (GCSE)
10	An Inspector Calls	An Inspector Calls	Poetry (Power & Conflict)	English Language Paper 1 Skills	Romeo and Juliet	Romeo and Juliet
11	A Christmas Carol	English Language Skills	English Language Paper 2 Skills	Unseen Poetry	Revision Period (revisit literature texts)	

IMPACT
Our aim is to make a significant impact on the outcomes for every learner. Our quality first teaching helps us achieve this. Learners have a clear understanding and appreciation for the study of English and know where on the learning journey they currently are and the direction of learning. They can make links between the different schemes of learning within the learning journey.

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs." – *Nelson Mandela*

King Arthur's School

The impact will be:

- Learners who can clearly articulate the importance of language study and relate it to their future lives outside the classroom, as well as the Learning Journey they follow.
- A positive impression of the subject through student surveys.
- A tangibly positive learning environment within the department.
- positive behaviour for learning that can be seen through the analysis of data from the behaviour system.
- A love of the subject and an appetite for lifelong learning and increased knowledge of other cultures, religions and diverse world views.
- Learners who can explain the learning journey and understand its rationale.
- an increasing number of pupils who enhance their love of English and go on to study English Language, Literature, or related subjects in further education.
- Learners who achieve at least national expectations in GCSE English Language and Literature.
- Learners who are openly passionate about reading widely and have an appetitive to read more challenging and diverse texts.
- Learners with increasingly high aspirations who have the self-confidence to genuinely believe they can actualise these.
- Learners who develop confidence in reading and writing, and who understand their value and credence in the world in which we live.
- Learners with the knowledge, skills and understanding necessary in preparation for the world beyond King Arthur's, a passion for reading and a love of learning that will continue beyond school.