

English Curriculum statement

INTENT:

At GWA, the English Department strives to deliver high-quality, enriching and challenging lessons across all key stages, which gives the students the opportunity to engage with a range of texts from different eras, cultures and modes. Our aim is to ensure that all students are confident and critical thinkers, who develop their own voices and ultimately acquire a love of language and literature. Students should question and explore concepts and ideas whilst becoming confident in decoding hidden meanings in texts and the world around them. We also recognize that the written mode is not the only form of communication, and as such, we endeavor to instill a love of public speaking into our students in order to make them confident orators. These skills are embedded within our curriculum and enrichment activities offered by English teachers. Furthermore, our department is understandably a strong advocate for whole school literacy; we believe that it is our duty to ensure that students are equipped with high level literacy skills that are easily transferrable into the real world! Ultimately, whatever stage of learning our pupils are at, we are confident that they when they leave the English department, they feel happy, challenged and supported.

Key stage 3

The key stage 3 curriculum is designed to prepare the students for GCSE, as we view the students' time at secondary school as a five year course on the journey towards their exams in year 11. Through exciting and challenging lessons, the students hone their skills from the outset in year 7, so that the exams and expectations of GCSE are familiar by the time they start year 10.

Each academic year in KS3 is separated into three modules, which have overriding themes. Within these modules, the students study both literature and language skills that will actively prepare them for their GCSEs: students experience challenging GCSE level texts so that they become confident critics of texts that span the 19th, 20th and 21st centuries. The texts studied at KS3 have been carefully selected with enjoyment, challenge and impact within mind. We of course want our students to be engaged with the texts, but more importantly, we have chosen many legacy GCSE texts to ensure challenge and relevance. Furthermore, the choice of form has been carefully thought about, so that they pupils are exposed to a healthy range of novels, plays, poems and non-fiction texts. We have ensured that creative writing receives a balanced amount of focus within our curriculum due to the substantial weighting it holds on the Language GCSE.

Summative assessment occurs at the end of every six weeks and is used by teachers to help inform differentiation, student progress and teacher practice within the classroom. These assessments are all GCSE style questions; students will receive advice and guidance about how to improve their written answers in line with GCSE success criteria. The English department is also committed to developing the students' Enterprise Skills. We have planned into our schemes of learning explicit teaching of creativity and listening; as such, the students should be able to reflect on their use of these skills in these lessons and update their record.

Key stage 4

The key stage 4 curriculum is still a work in progress, as it is not officially required for another couple of years. Nonetheless, as already stated, the English department's ethos is that all year 7-11 students are on a five year journey to their exams. As such, the KS3 curriculum is designed with the AQA GCSE exams in mind – the exam board we intend to go with at KS4. The GCSE courses will officially start from year 10, where Language and Literature skills will be interweaved throughout the two year course: although there will be specific modules focusing on the Language papers that will be thematic, language skills will be covered throughout the modules focused on the key texts in the Literature papers. The Literature texts will be taught across the two years to allow for students to hone their analytical skills and hopefully show deeper maturity with their interpretations in the latter of their course. Furthermore, we believe that it's important to interweave both papers across the two years in order for students to retain knowledge. Like KS3, teachers will follow the assessment cycle to ensure that students are all receiving regular, timely and effective feedback.

Key stage 5

Likewise, the A-level curriculums in both Language and Literature are challenging and ultimately prepare the students for higher education. Both A-levels follow the AQA exam board which are engaging and up-to date specifications that approach the reading and study of literature and language through the lens of genre and theory. Thus, encouraging the independent study of a range of texts within a shared context, giving logic and meaning to the way that texts and language are grouped for study.

The Language A-level endeavours to teach the students foundation in linguistics, whilst also ensuring that they understand change and development in the English language across hundreds of years. As such the students will study: sociolinguistics, child language acquisition, meaning and representation in texts and language change.

For the Literature A-level, we have chosen AQA specification B, due to the solid grounding of literature study that it will provide the students. Specification B seemed more suitable for the demographic of students applying to GWA Sixth Form and should stand them with a good grounding if they wish to study Literature at university.

IMPLEMENTATION:

Please see the links below to our KS3 long-term plan and medium plans.

Medium term plans include:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum with direct links to assessment cycle
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities
- Lesson ideas to support excellent teaching linked to resource bank

Medium terms plans: [here](#)

Please see the links below to our KS5 long term plan and medium term plan.

KS5 documents: [here](#)

IMPACT:



Assessment cycle

