

- What is the importance of the subject? Why should students be studying it? Why should they care about it?
- What are the big ideas underpinning our teaching of the subject?
- In brief, what topics will the students be studying in each year group?

In English, our curriculum aims to build a love of our literary heritage, while equipping pupils with the fundamental building blocks of life. We aspire to produce learners who are not just literate but are also confident, resilient and able to succeed irrespective of gender, cultural or ethnic background. We have a diverse curriculum, which allows pupils to experience the world through the eyes of others, and the English department strives to ensure that pupils read for enjoyment in order to develop themselves in both an emotional and literate sense. English provides opportunities for the exploration of pupils' cultural heritage and the appreciation of literary works from other cultures. We are firm believers that those who read, achieve. Our sole desire is to ensure that all of our pupils leave school as rounded, self-motivated individuals with a passion to succeed.

How our English Curriculum builds over time.

By the end of year 7, we expect pupils to have built on pre-existing knowledge of the way texts are constructed, taking into account the typical features of each genre and showing an appreciation of writers' craftsmanship. They will develop the ability to identify literary techniques used for effect across a range of texts and will begin to apply these devices more effectively in their own writing.

They will be introduced to the concept of critical writing and how to apply their knowledge in an analytical essay. They will delve into the literary heritage of a range of cultures and time periods, using these texts as a basis to generate ideas and formulate their own consciously crafted pieces of fiction and non-fiction. By the end of the year, they will have continued to develop their oracy skills, building on their knowledge of different ways to communicate, while being given opportunities to become competent public speakers.

By the end of year 8, it is expected that pupils will refine the skills taught in year 7, developing a more critical style of writing when responding to a range of texts. They will begin to adapt their level of formality, using academic language to move away from simply identifying writers' methods and, instead, analysing the effect of these choices.

They should become familiar with strategies to use when exploring a text and will show competence in their analytical skills. They will be able to annotate texts more independently and will feel more confident, with support, when writing full essays.

Their knowledge of how to build and structure a range array of text types should develop throughout this year, with paragraphing and discourse markers used to support overall textual cohesion. Pupils will be more focused on being selective when crafting their writing, attempting - with support - to use punctuation, vocabulary, sentence structure and paragraphing for effect.

By the end of year 9, pupils will be prepared for the transition to the GCSE curriculum. They will have been exposed both implicitly and explicitly to the assessment criteria used at GCSE level. They will have gained a wide knowledge of writer's craftsmanship with a detailed understanding of the way texts are constructed –at word, sentence and whole text level. They will also begin to move from critical analysis of the methods employed by writers to making more evaluative comments on the overall effectiveness of texts. They should be confident in generating ideas and using planning much more effectively. A range of literary devices should be routinely employed with confidence, while the language and structural choices are used with intentional effect. We hope this will provide them with a firm foundation on which they can embrace the new challenges ahead.

During Year 10, pupils will continue to develop and refine knowledge gained during the previous three years of learning but with a more specific focus on the content of the GCSE course. They will complete their formal Spoken Language Endorsement and will predominantly focus on the Literature texts throughout this year. We will interleave this knowledge with the skills required for the English Language papers, using the texts as a stimulus for wider reading and topical discussions.

In the pupils' final year of study, they will complete the Literature course. They will then revise all concepts and knowledge previously covered, with a more stringent focus on building and refining a sophisticated repertoire of techniques to adopt when analysing texts and also when creating their own material.

By the end of this year, we expect pupils to leave feeling that they have excelled and achieved all that they can in English, while being confident that they have acquired the fundamental knowledge and skills to make their next steps in education and beyond.

How the schemes of work relate to each other.

The schemes of work have been mapped out in line with the National Curriculum and are underpinned by the assessment objectives to be explored in the students' final year of study. The students will focus on core reading, writing and oracy skills through a variety of individual units of work linked to a range of themes. The aim of each scheme is not only to develop functional skills but also to promote cultural awareness and build a well-rounded knowledge in our students.

Each year includes coverage of speaking and listening tasks, explorations in creative reading and writing, identifying writers' viewpoints and perspectives in reading non-fiction text types and communicating their own attitudes through transactional writing. Students will revisit and master these core skills, progressively increasing in difficulty, while new knowledge and skills, appropriate for their stage of development, are introduced.

In brief, how are the students learning and being assessed in this subject? How does the subject support the learning of ALL pupils (including stretch)?

Schemes of work plans clearly outline opportunities for formative and summative assessment. The English department use a range of formal and informal feedback approaches, including both the written and verbal form, and we implement a coded marking system across all year groups, enhancing metacognitive development in our students. We use a standardised bespoke feedback

form, which both staff and pupils use in order to create a common dialogue when assessing pieces of work.

Peer and Self-Assessment:

Each scheme of work will include formal teacher assessment of either reading, writing or oracy skills. Pupils will, therefore, complete peer and self-assessment on these core skills at regular intervals throughout the scheme. They will also peer assess for discretionary skills not being formally assessed by the teacher. Teachers will keep a record of the skills highlighted as bespoke strengths and bespoke targets in order to plan subsequent lessons and recover aspects requiring improvement.

Teacher Assessment:

This will occur on a minimum of one occasion per half term. Marking is not limited to these occasions and there is an expectation that, for pupils requiring additional support or challenge, other forms of feedback will be used –whether it be live marking in class, verbal feedback, whole class crib sheets etc. The main formal assessment is outlined in the scheme of work. Pupils are not expected to complete any of these tasks as cold assessments during KS3, as they need to be taught exam techniques during this key phase. Therefore, the assessments will be part of a sequence of lessons, which provide guidance, planning and preparation tasks, as well as writing frames and sentence stems. As pupils move into KS4, they will still be exposed to supporting frameworks but these will be reduced and, subsequently, removed as their independence and confidence grows.

Interim and End of Unit Assessments:

Due to the nature of the linear courses, all end of unit assessments will be standardised across the cohort. All pupils will sit the same assessment; however, planning frameworks will be provided, which can be suitably adapted to support or challenge students. Students who require additional support or have access arrangements will receive these provisions and will be provided with the necessary scaffolds and frameworks. We intend to use all assessments as a method to encourage and support progress, building their independence and resilience as pupils transition through the curriculum.

Feedback and Intervention:

Following each of the specified tasks in the long term plans, time has been allocated in the schemes of work to re-visit the core skills and target areas requiring further development. Pupils will be shown bespoke strengths and targets to support progress towards the next stage of development, using a standardised department feedback form. This will include activities pupils can complete in order to master the subject and make long lasting improvements. They will become aware of their own personal learning objectives, taken from the teacher's feedback on the assessment, and this will be used throughout future lessons, and in personalised home learning tasks, to remind them how they can continue to make improvements. Teachers will spend time re-teaching core skills pupils struggled with, involving a number of activities that address barriers to progress and help move learning forward.

How we enrich the subject for higher ability students:

In English, we aim to meet the needs of all students, including higher ability students, and therefore ensure stimulus materials are thought provoking, of high quality and challenge our pupils. In schemes of work, we outline further resources to encourage independent study at home, and provide project-based home-learning tasks that require extended research to be conducted. We offer a range of extra-curricular activities to enrich the lives of our higher ability students. These include -but are not limited to -theatre trips, work with A-Level students, production company workshops, external poetry competitions and extended writing competitions. We are also fortunate enough to be able to provide a range of intervention opportunities to either support higher ability pupils in need of some additional attention to achieve their challenging targets, or to stretch students further who we feel could aspire to exceed their targets.

How we support SEN students:

In English we set work which is both accessible and challenging to all students. We plan and deliver lessons focusing on the concept that all students should meet the objectives of the lesson but it is our duty to ensure we create suitable activities that support pupils on their path to achieving them. Our curriculum is designed to incorporate a range of multi-media models so that pupils are exposed to challenging content in a variety of ways, allowing individual learning needs to be catered for. In order to help the students who require additional support, scaffolding is provided, while questioning is adapted to meet the needs of individuals. As a school, we are also fortunate to work closely with Teaching Assistants, assigned to work with individual pupils. By ensuring they know the focus of the work in advance, it allows them time to prepare their thoughts on how they can best help and guide students within the lessons.

How can pupils progress in this subject, as in opportunities at KS5 and beyond?

English teaches fundamental, lifelong skills and is a gateway to many careers and university courses. Employers recognise that one of the most valuable things they look for in the people who work for them is good communication skills -whether that be in the written form or verbally. Being able to write a good cover letter, which is free from mistakes, can also be key to securing a prospective career, and the ability to read with fluency and interpret the content of texts is equally important. Studying English Literature helps to sharpen analytical skills, while exposing them to a breadth of knowledge related to history, culture, philosophy and even human behaviour, promoting a mentality of open-mindedness and acceptance; qualities essential to the successful future of their world.

How we enhance the school's delivery of British Values and Spiritual Moral, Social and Cultural aspects through the English curriculum:

The texts we study in English Literature allow our pupils to explore and debate a wide range of issues such as racism, sexism, oppression, social class and slavery. The breadth of study, which spans from the 17th Century through to present day, allows students to critically explore how attitudes and behaviours have shifted and evolved across the centuries whilst exploring how social reformers, such as Dickens, use storytelling to challenge the status quo. Our curriculum allows pupils to develop discerning, personal opinions on a range of topics, via unseen extracts from texts such as newspaper articles, travel writing and letters. Pupils are encouraged to hone their interpersonal

skills, alongside independent learning and speaking and listening skills, from Year 7 through to GCSE, promoting confident, articulate and critical thinkers. Group tasks encourage pupils to recognise the importance of listening and being respectful of one another, alongside the benefits of democratic working environments, in order to move ideas forward and collectively thrive.

How do the faculty team keep their knowledge up to date?

Despite having a wealth of experience within our department, we, as English staff, are firm believers that learning is never complete and, therefore, welcome the opportunity to further our own skills. We participate in regular CPD that focuses on refining both teaching and learning pedagogy, and also subject specific pedagogy. This includes discussion and implementation of EEF recommendations, such as those related to the guidance reports on metacognition and self-regulated learning, and teacher feedback to improve pupil learning. We also use the previous year's 'question level analysis' to identify areas our pupils need greater support with and build that into our own professional training programme, using external agencies and the South Lakes Federation as part of our network.