

What is the importance of the subject? Why should students be studying it? Why should they care about it?

Language is at the heart of almost every aspect of human life. Therefore, fluency in English is a fundamental skill that enables pupils to develop their confidence, express their views and lead a fulfilling life. English is unique in its ability to enable pupils to reach their potential in all aspects of education both during school and beyond.

English is also unique in its ability to contribute to a pupil's personal and social development. Through the study of a range of fiction and non-fiction texts, pupils are able to learn about the ways in which life has been experienced across time and by diverse groups. By opening their eyes to the wider world, these stories can help pupils to develop their sense of identity. A rich and varied curriculum should encourage pupils to become confident, fluent, life-long readers who feel empowered and enriched. The aim is to foster a love of the power, effectiveness and beauty of our language and its rich cultural heritage. Pupils should thus become effective and skilful communicators who can adapt their use of language purposefully and accurately.

• What are the big ideas underpinning our teaching of the subject?

There are three interrelated conceptual areas that underpin our teaching of English: reading, writing and spoken language.

Reading

- Know how writers use language to achieve effects
- Know how and why writers work within a range of genres
- Know how writers seek to achieve a purpose and target audiences through a range of literary forms and genres
- Know a range of literary terms and concepts that underpin the study of English literature and language
- Know that writers explore universal themes across texts, genres, forms, place and time
- Know that contexts can powerfully influence the shape, meaning, purpose and readings of literary texts
- Know that literature is rich and varied
- Know ways to find literature that can ensure it caters for our changing needs, tastes and experiences throughout our lives

Writing

- Know how to adapt language for different purposes and audiences, including writing formally and informally
- Know how to plan and structure writing in range of forms
- Know how to adapt the language and structure of writing to ensure that it effectively meets its purpose, conveys a message or responds to a given task
- Know how to comment on how writers use of language to achieve effects
- Know how to write accurately and for effect

Spoken Language

- Know how to adapt spoken language for different purposes and audiences, including informal and formal situations
- Know how to structure extended spoken language speeches to achieve a desired outcome
- Know how to listen and respond in appropriate ways and adapt these responses to different situations

• In brief, what topics will the students be studying in each year group?

By the end of Key Stage 3, pupils should be confident and reflective readers, able to grasp the dominant attitudes and ideas in texts and explore the process of 'crafting' in an independent and critical way. Their writing should demonstrate a high level of competence in technical accuracy and an ability to write confidently across a range of genres.

In Year 7, students will secure and develop the knowledge and skills they have been learning during KS2. They will build on their linguistic knowledge in engaging ways by analysing a range of literary texts. Pupils will study Gothic literature as a way to develop a love of the power of English to engage readers. This will also be used as a way to enable them to develop their ability to write accurately, effectively and imaginatively. Through the study of a range of short stories exploring 'Heroes and Villains', pupils will further develop an understanding of the connections across literary texts by exploring 'the hero's journey'. By developing an understanding of a central concept within literature, pupils will learn to see patterns in the construction of 'the hero' right through to their studies at KS5. This unit will also enable pupils to study fictional texts from across time and continents, including some seminal works. Knowledge of grammar will be consolidated through a study of 'English Through Time'. This will enable pupils to recognise the organic nature of language as well as developing knowledge of the rich ways in which it has grown into the form of English they know today. Through the exploration of a range of non-fiction texts, collected around a theme of 'Finding my Voice', pupils will explore how opinions are expressed. This will allow them to begin to develop a personal voice.

In Year 8, students will build on their knowledge of ways to analyse and write in different formats through an exploration of poetry and travel writing that has been inspired by the Lake District. The study of poetry enables students to further build their analytical skills, developing ways to comment on poetry, whilst making some early connections across poems. They will also explore how travel writing has developed over time, and through this they will further enhance the ability to write non-fiction texts. Overcoming obstacles faced when reading older texts will support pupils in building up confidence and resilience for the GCSE courses. The study of the science-fiction text enables students to explore a different genre, including seminal works. Through this unit, pupils will build on their ability to analyse texts, which will further develop their understanding of how narratives are structured at word, sentence and text level. They will explore different types of narrator and consider how these impact on their readings along with beginning to touch on how contextual factors shape literary texts. This will provide a foundation that will be built upon in Year 9 and into KS4. Studying Shakespeare's 'The Tempest' will allow students to explore a play in engaging ways by using some Royal Shakespeare Company resources to act out parts of the play and consider it from the perspective of an audience. This will also give them the opportunity to build on their understanding of how contexts influence readings over time. The year will end with pupils exploring different types of persuasive writing that allows them to hone their writing skills. This unit will also include elements of spoken language that will build on Year 7 work and seek to foster confidence in pupils finding their 'voice'.

Year 9 is a year that seeks to consolidate pupils' confidence, sense of self and personal voice. This is to provide them with the tools required for their next steps into KS4. The study of protest writing explores a range of issues that writers have protested about in the nineteenth, twentieth and twenty-first centuries. This further secures confidence in reading older texts in readiness for KS4 and explores issues that relate to GCSE studies. Furthermore, this unit encourages pupils to develop a personal voice, written and spoken, that has power and impact. This is built on through the exploration of 'Poetry with Teeth' where we seek to engage pupils through protest poetry. This exposes pupils to a range of voices that explore issues of power and oppression. This anthology continues to build on pupils' ability to find connections across literary texts, in the form of a poetry collection, helping to prepare them for similar studies at GCSE. The study of 'Animal Farm' or 'Of Mice and Men' and Shakespeare's 'Henry V' will further build on ideas of power and protest themes that will be studied at GCSE. These units also build on their ability to analyse texts as they begin to write more extended pieces of analysis. The year will culminate in pupils consolidating their skills by writing and performing a persuasive speech on an issue of their choice.

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 study some of the poetry anthology, beginning with war poems. Pupils will then focus on elements of the English Language course, developing knowledge of the types of questions they will be required to tackle when analysing unseen texts. Developing knowledge of transactional writing will help consolidate these skills. Pupils will also study 'A Christmas Carol' as part of their Literature course before returning to study some more poems and the second English Language exam unit. The year will end with the completion of the formal Spoken Language Endorsement and preparation for Year 11 by reading 'Macbeth'.

In the pupils' final year of study, they will complete the Literature course – 'Macbeth', 'An Inspector Calls', the final anthology poems and unseen poetry. This year will include further development of skills for the English Language examinations. A key focus of Year 11 is on exam craft to prepare students for the pace and resilience required to success.

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 Learning 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?

We seek to provide small tasters of the types of issues explored in A Level English Literature through our KS3 curriculum. As the course centres around studying texts through genres, one of them being protest writing, pupils are encouraged to recognise that a study of English at KS5 can be enriching and engaging. Furthermore, these linked themes provide opportunities to discuss the subject at KS5 and enable students to recognise begin to aspire to study English beyond KS4.

Studying English Literature helps to sharpen analytical skills, while exposing young people to a breadth of knowledge related to history, culture, philosophy and even human behaviour. Our choice of A Level English Literature specification encourages pupils to develop a sense of open-mindedness and acceptance; qualities essential to the successful future of their world.

English teaches fundamental, lifelong skills and is a gateway to many careers and university courses. Employers recognise that one of the most valuable assets that 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. We are explicit in our teaching of the importance of the subject to the lifelong success and encourage reading for pleasure and information as fundamental in securing their goals.

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.