

# Curriculum Progression Rationale



## ENGLISH

### Why is the study of English important?

The study of English is essentially concerned with communication. This means understanding how to communicate in a variety of forms (written or spoken, for example) and understanding how to do this effectively for a wide range of purposes and for a variety of different audiences. Effective communicating skills are important for enabling us to participate successfully in school, socially and in the workplace.

English also introduces students to other important SMSC skills for the future including general knowledge, cultural capital, history, politics, and encourages character traits believed—by educators, universities, employers and others—to be critically important to success in today's world. This is particularly true in higher education programmes, careers and workplaces.

Reading is a major focus for the department, at every level. Building on their previous learning at KS2, English at Scalby School aims to empower students to probe, question and explore a variety of genres, writers' styles and texts from a range of literary contexts.

We have also subscribe to a digital library, **ePlatform**, which allows students to access to over 1250 eBook and Audiobook titles.

The chosen texts at KS3 allow students to, confidently, examine how writers' personal, social, cultural and political experiences influence their writing. Students will learn methods to approach a text and practice their reading skills to gain confidence in their ability to select, analyse and respond. Students will be exposed to as broad as possible range of literary texts, novels and non-fiction texts in the classroom whilst being encouraged to read their own chosen books and texts.

Through a curriculum with a deliberate focus on broadening students' vocabulary, and consistent reference to key words, students are actively encouraged to experiment with the application, and use, of ambitious language and terminology throughout their studies—whether that be written or oral communication.

The development of analytical skills across KS3 also builds familiarity with the rigorous requirements of the GCSE examinations, including the heavy reading weighting and

non-fiction element. The skills, knowledge and understanding here provides a solid foundation for study at KS4 and post 16 A level courses.

The teaching of English across KS3 and KS4 is underpinned by the exploration and study of texts from across our literary heritage, a variety of cultures and those which tackle wider social themes. The aim here is to encourage engagement with a wide variety of challenging themes, ideas, characters and concepts, which will broaden and challenge their current world view. Within the study of English, students will question and analyse the methods that writers, and speakers, use to present their views and perspectives, and respond to these ideas using their personal ideas and opinions.

We believe that English allows the development of high standards of literacy and language so that students can effectively communicate their ideas, views and emotions with increasingly fluency and confidence in a world which demands those skills of all of us.

### What are the Big Ideas in English?

1. To speak confidently and accurately in a range of contexts
2. To participate confidently in discussions, presentations, role-play and collaborative group work
3. To develop the skills of exploratory, collaborative and purposeful talk as a means of developing and shaping understanding.
4. To write accurately for a range of audiences and purposes – using grammar, vocabulary, spelling and punctuation accurately
5. To use language as a means to persuade, clarify, explain, narrate and express emotion
6. To develop the skills of planning, drafting and editing
7. To acquire and use confidently a wide vocabulary
8. To read for enjoyment and information
9. To develop cultural awareness and knowledge of literary heritage
10. To develop interpretive skills and critical thinking

### What will you know and understand from your study of English?

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- Know and experience a variety of poetry, prose and drama from the literary canon, contemporary writers and wider sources
- Know and understand the conventions involved in reading and writing different texts
- Understand how to manipulate language for effect, for example, to persuade
- Develop an appreciation of how writers are influenced by the world that surrounds them, or context

### How does your study of English support your expertise in other subjects?

English underpins the entire curriculum.

The ability to participate and lead in discussion is a key skill for all subjects. Learning to listen to others, and consider alternative points of view, enables students to make informed judgements. Often group work (debates, group tasks and collaborative work) demands negotiating skills and the ability to articulate ideas clearly, articulately and concisely for it to be a success. Learning to respect others, develop self-discipline and have self-respect during the process are transferable skills and can have an impact on students' success across all subjects.

Writing with accuracy will have an undeniable effect on the quality of written work in most subjects. This is true for both short answers and more extended pieces. Being very clear and coherent is essential being able to use a wider vocabulary, sentence structure and a range of punctuation can elevate the quality of any written work.

Studying, reading and interpreting such a wide range of texts (whether in extract form or full text) means that students develop skills of analysis; knowledge of wider themes; experience language from across decades; develop an understanding of character; gain insight into social, historical and political change and even motivation and purpose of the text.

### How can you become an expert in English?

The best way to become proficient in English is to be a regular reader. This means choosing texts which not only interest (and are for pleasure) but challenge in terms of

language, content and theme. It is easy to get stuck into the same genre, author or style and taking yourself out of your comfort zone occasionally can really help stimulate those brain cells and improve technique.

There are very many opportunities inside and outside of school to practice those writing skills. In fact, literacy is so important for development that other subjects also value clarity and accuracy. So much so, there are marks to be gained (or lost) for essay writing in History, Drama and even Geography. Being able to communicate in this way clearly is vital to ensure that ideas are coherent. It is a good idea to keep up with handwriting skills in this digital age too. No one should miss the opportunity to send a handwritten letter to a relative, take notes for revision or even write mum's shopping list.

Even when responding orally it is important to consider the purpose and audience. The level of formality, language and tone will depend on these things so think carefully before you respond.

### What opportunities are there to experience English beyond the classroom?

We try to offer a range of opportunities for students to experience English and (working with outside agencies) the school encourage our students to get involved in a variety of competitions and national events. Some of these include the Young Writer's competition, offering a Shakespeare Club, getting students involved in the National Poetry Day competition, holding a Book Cover challenge, World Book Day competition and a Year 7 Globe Theatre trip. Year 8 lessons involve students in Black History Month and their competition, and there is a Gothic fiction trip to Whitby planned.

At KS4 we take every available opportunity to enjoy the theatre. This varies every year due to local availability but in the past Year 11 students have seen Blood Brothers on stage in Hull, Year 10s have enjoyed Romeo & Juliet and Frankenstein at the Stephen Joseph Theatre and Year 9 enjoyed Animated Object's one-man version of A Christmas Carol.

### How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in English?

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English is blessed, as a subject, to have such a wide and rich range of topics, texts and themes as part of the curriculum offer.

All of our students study English Literature and are faced with situations, although fictional, that can be a powerful tool for exploring social, moral, cultural and spiritual development and well-being.

The Scalby School Mentor Reading Programme, introduced and led by English, allows students to experience diversity in a more informal way and encourages respect across our school community.

### **Spiritual**

We provide opportunities for students to develop insight into their own personal, and others, existence through careful selection of texts. This is particularly evidence in our English Literature course where our novels and plays, and sometime poetry, are selected to also show our students that resilience and character can enable us to find inner strength and rise above the challenges of everyday experience. Learning empathy for- and sometimes sympathy with- a wide range of characters and seeing how their beliefs and ideology combine with their experiences to create a personal identity is crucial in today's world. Students are often faced with texts that give us opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings and have links to wider themes such as religion and require a deeper spiritual approach than the literal meaning.

In English Language students are provided with opportunities to reflect on their own life (and even the lives of others) using diaries, journals, letters, biographies and autobiographies, from across the 21<sup>st</sup> and 19<sup>th</sup> Century. Students are also exposed to a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their wider reading, and considering how words, usage and meaning change over time.

### **Moral**

Moral development in English involves students exploring and analysing appropriate texts which

provide them with the knowledge, and ability, to question and reason. We feel this will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. In English Literature, for example, some of our Post-1914 play, 'Blood Brothers' presents students with fictional situations where what is right or wrong is not universally agreed. Novels and plays are selected with some thought to extending students' ideas and their moral and emotional understanding. Through reflection on the motivation and behaviour of characters, pupils are encouraged to form informed, and supported, personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books and plays read in class.

Texts with a strong moral message include: A Christmas Carol, Blood Brothers and Skellig.

In English Language they are also given opportunities to talk to their peers exploring a range of topics and they are encouraged to take different views into account and construct a fair but persuasive argument.

### **Social**

Social development in English Literature and Language involves students reading novels, short stories, plays and poems that offer perspectives on society and the community and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life, relationships, historical event and war, for example, looking at them through the context of time and through contemporary eyes. We can also expose them to the difficulties faced in society by those people considered to be in minority groups and ask them to consider the role we can each play in society to ensure they are not marginalised.

Texts with a deeper insight to how other people live, community and relationships include; Blood Brothers and Skellig; a number of the poems from the Eduqas anthology are also particularly rich for this purpose.

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In English language we use up-to-date newspaper articles, for example, to provide students with another perspective on society. Some resources recently have been around the 'selfie' society, the impact of technology on children's lives and whether soldiers would make good teachers. These can provide students also with subject matter for their own persuasive writing and enable them to form measured opinions.

### Cultural

Cultural development in English involves short stories and plays being selected which encourage students to empathise with the feelings and experiences of others. This is so that we can help develop their understanding of other people's attitudes, ideas and behaviour, beyond the confines of the local area. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through or poetry from other cultures.

Our Poetry anthology allows for students to learn about other cultures from history, other countries, different beliefs, ethnic groups and races and how these different cultural backgrounds have influenced the writers and the text. The anthology allows our students exposure to a diverse selection of writers.

Where possible, students are given the opportunity to see live performances including a one man show of A Christmas Carol, Blood Brothers theatre trip, A 'live' screening of Macbeth from the RSC and meet writers, including Alan Gibbons, to experience the reality of story writing and storytelling.

### Key Assessment Objectives

#### Reading (50%)

##### AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

##### AO2

Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

##### AO3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

##### AO4

Evaluate texts critically and support this with appropriate textual references

#### Writing (50%)

##### AO5

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

##### AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

#### Spoken Language

##### AO7

Demonstrate presentation skills in a formal setting

##### AO8

Listen and respond appropriately to spoken language, including to questions and feedback to presentations

##### AO9

Use spoken Standard English effectively in speeches and presentations

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### How will you be assessed in English?

In Years 7 and 8 (or Key Stage Three) there are a number of reading and writing opportunities for students to be assessed, across a range of topics. Weekly spelling tests and mastery lessons help embed literacy skills.

Following a baseline assessment and reading age tests, our Year 7 students embark on a programme of 'faster reading', fiction and inference. These skills are tested formatively through extract questions, orally and other low stakes assessment.

Year 8 study Gothic literature, story writing, poetry and non-fiction across the year where they will have in class assessments over all topics and skills. In the summer term, Year 8 are also taught memory skills in our poetry unit.

In Year 9, 10 and 11 students study a range of texts in order to learn the skills for both English Literature and English Language and in order to complete the content required for the public examinations. There are regular- but short- in class assessments which help us track the progress of the student's learning. This may be an end of unit test on the Unseen Poetry, a question on an extract from the novel/play you have been reading or even a writing assignment where you are asked to write a story but they will have been prepared for this.

**Year 10 have a Trial Examination in the summer term on Macbeth and Poetry (English Literature.)**

**Year 10 have a Trial Examination in the summer term on Component ONE (English Language.)**

**Year 11 have Trial Examinations in the autumn term on Component TWO and in the spring term on Component ONE (English Language.)**

**In Year 11, for English Literature, Trial Examination style papers are undertaken in the classroom periodically throughout the year.**

### How can the study of English support students beyond school?

English provides a strong foundation for any job or profession that involves communication, writing and/or literary knowledge. These include advertising and marketing, writing and journalism, law, teaching, performing arts, government, linguistics, foreign languages, media and design. Careers in the sciences, engineering, technology and maths also need English and in fact any profession that requires analytical thinking, strong verbal and written communication, imagination or creativity can draw on the key skills acquired whilst studying English. Careers that the study of English supports include:

- Journalism
- Teaching
- Publishing: copy editor / proof-reader
- Editorial Assistant
- Law: solicitor / barrister/ paralegal
- Librarian / Archivist
- Screenwriter
- Marketing & advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management
- Research Roles

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### **The Six Principles of Nurture**

#### **Language is a vital form of education**

In English we follow the whole school focus on vocabulary. We use Keywords boards in each classroom where we display them each lesson. We encourage the use of formal academic language and the correct use of grammar during oral questioning.

#### **The classroom offers a safe base**

In the English department we have a high expectations with regards to behaviour and engagement in lessons. We follow the Scalby School behaviour for learning system, we use a Matrix timetable for students who are causing concern and we use the SLT active patrol if necessary. Our teachers are highly competent in the use of the systems.

#### **Children's learning is understood developmentally**

Students are set according to ability and regular assessment allows changes to groups in consultation with the student and the parent/carer. Each class in the English Department has an SEN Provision Map which links to the SEN Register and My Profiles.

#### **The importance of nurture for the development of wellbeing**

Relationships between teachers and their students are vital in the English classroom and building trust is essential to ensure we can give students the opportunity to be the best they can be.

#### **All behaviour is communication**

The school systems are applied fairly and consistently. Good behaviour is an expectation and the calm and productive climate for learning is essential for the best outcomes for all.

#### **The importance of transition in children's lives**

We use data from primary partners and our own testing on entry in year 7. We allocate staff to groups according to the needs of the group and the expertise of the teacher, whilst also considering professional development opportunities and career development.

Any setting changes are handled sensitively and the needs of the student takes priority.