



Curriculum Intent

Our through English curriculum aims to challenge students to become critical thinkers by being exposed to a range of ambitious and diverse text choices. We also wish to empower them through language to become articulate, confident and open-minded individuals. We believe that English is especially positioned to develop students culturally, emotionally and spiritually. Rudine Sims Bishop coined the phrase Mirrors, Windows and Sliding Glass doors as a way of explaining the importance of diversity in text choices and this is the key to our text selection.

We ask ourselves can students:

- see themselves reflected in the texts? Mirrors;
- see other worlds and experiences to compare to their own? Windows;
- enter these other worlds? Sliding Glass doors.

Through the English curriculum from EYFS to KS4 students will:

- discover information, develop thinking and understanding
- develop creativity, empathy and with this, personal growth
- understand the wider world for active participation in society
- build the skills to communicate confidently, enabling them to progress through key stages, access to further education, careers and a fulfilling life

Curriculum Implementation

Primary Phase

In EYFS, our children are taught to:

1. use their phonic knowledge to write words in ways which match their spoken sounds
2. read and understand simple sentences and use phonic knowledge to decode regular words
3. are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
4. use books and stories to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
5. express themselves effectively, showing awareness of listeners' needs and use past, present and future forms accurately when talking about events

In KS1 and KS2, our children are taught to:

1. speak fluently and confidently
2. make inferences about texts or characters
3. use evidence to support their opinions or the opinions of others
4. use appropriate punctuation for their age
5. link sentences and paragraphs together using cohesive devices
6. develop their own individual author's voice
7. reflect on and edit their work independently
8. write increasingly complex stories, poems and other text types, building on their knowledge of features each year

All pupils have daily exposure to Reading, Writing and Spoken Language. In EYFS and Year 1, they explore through a mix of play and formal lessons. In Year 2 and throughout KS2, English lessons are taught explicitly.

Children apply progressively more complex skills from their year group's objectives in a range of genres and write for a variety of purposes. We cover spelling, grammar and punctuation (SPaG) both discretely and alongside our writing units. There is a strong focus on oracy skills through reviewing of writing in either an independent, peer or group setting. This aims to bring literacy to life and give it purpose, whilst enabling us to make links to music, drama and performance. We develop the children's vocabulary with rich and engaging texts with many texts making cross-curricular links to other foundation subjects, such as our Humanities topics.

We also support and encourage reading at home and we appreciate the parental support that goes hand in hand with developing and fostering a love of reading. Reading also enables pupils both to acquire new knowledge and to build on what they already know. This, combined with the consistent teaching of progressively more advanced reading skills, means our pupils are given the tools required to be able to access classic texts and varied genres. In our reading skills lessons, pupils learn how to make predictions; investigate challenging vocabulary; retrieve information; draw inferences and summarise a wide range of texts.

As children's reading develops at different rates, our daily teaching is tailored to support and stretch according to ability and pupils have access to a free choice of text in our library and age-appropriate texts in the classroom and can choose from graphic novels, fiction, non-fiction, poetry and plays. Children read daily in the classroom, either independently, one to one, in a small group or whole class environment.

Senior Phase

Key Stage 3

The English Curriculum is broad and balanced, exploring genres of English Literature and use of the English Language from ancient times to modern. Students begin by studying *The Origins of Literature*, where compelling Myths and Legends are used as a basis to understand character and narrative theory – with story at the heart of a love of reading, something explicitly developed in the time given to AR Reading Lessons which occur throughout Key Stage 3. This first year ends with Shakespeare's *Romeo and Juliet*, focusing on the skills needed to explore a writer's methods, an area which is developed in Year 7 from first teaching at Key Stage 2.

In the second year, students study *Diverse Short Stories*, narratives of Dystopia, the Gothic and Romantic genre to develop and broaden understanding of key concepts and Literary movements. We finish Key Stage 3 in the third year with a study of *Animal Farm*, *Hamlet* and *Disturbed Voices* (where students explore the pre and post 1914 poetry), which allows students to apply what they have learnt about genre, context and analysis of a writer's methods.

In addition, important Reading, Writing and Spoken English skills are embedded throughout these first three years, allowing students to explore, re-visit and develop their literacy abilities – especially focused on the accuracy of Spelling, Punctuation and Grammar. This includes understanding of language change and the development and power of Standard English to encourage students to reflect on the importance of language to our identities. We aim to empower students by developing their creative writing skills exploring how different structures and methods can be used to engage, entertain and persuade readers.

Key Stage 4

With the national curriculum linked to the choice of GCSE English Literature and GCSE English Language and exam types, our schemes are shaped to ensure that both a balanced and relevant programme of work is in place. With the Literature, and Language GCSEs we are steadily introducing more diverse writers in the Unseen Poetry section of Paper 2, and both Language papers.

We continually review our assessment procedures and try to do a significant amount of mini assessments to support the student's progression in exam technique and home revision. Similarly, with assessment, we wish to move students away from only focusing on the grade and, therefore, have developed strategies where they follow guided instructions to highlight strengths and weaknesses and then engage in reflection.