

# English

# Learning Journey

**Intent • Implementation • Impact**



# Curriculum Intent

## Our Vision

English is the gateway to understanding and interacting with the world. As such, the English curriculum equips students with the skills, knowledge, and cultural capital to read, write and speak confidently and critically. Success in English is about more than just exams; it enhances the opportunities and life chances of our young people.

## Our Purpose

The English curriculum at Parkside is being re-designed to:

- **Inspire a lifelong love of literature and language** by immersing students in a broad range of texts from different periods, cultures, and perspectives.
- **Build cultural capital** by exposing students to seminal world literature, ideas, and contexts that expand their understanding of the world.
- **Develop powerful communication skills** through explicit, structured teaching of reading, writing, and oracy.
- **Empower every learner** to think critically with independence, knowing that their unique views and perspectives matter.

## Our Approach

Above all, we want our students to become confident, independent and curious learners. We hope that the passion and enthusiasm we bring to our teaching nurtures a similar passion and enthusiasm in our students. We do this through:

- **Knowledge-rich, literature-led:** A coherent literature spine, underpinned by carefully articulated endpoints for each scheme of learning, aiming to enhance students' cultural capital and love of reading. This encompasses both contemporary works and classic voices across a range of genres.
- **Integrated Language and Literature skills:** Grammar, vocabulary, and writing skills are woven throughout all units. While we explicitly teach transactional skills, we do so within the context of a literature framework into which we 'hook' and contextualise these skills.
- **Progressive sequencing:** Learning is carefully mapped from Year 7 to Year 11, ensuring that each year builds on prior knowledge and prepares students for the next stage.
- **Inclusivity and stretch:** Responsive teaching ensures that all students, including those with SEND and disadvantaged backgrounds, can access the curriculum; high prior attainers are challenged to excel.
- **Consistency between classrooms:** While teachers are empowered to be responsive, and meet the differing needs of their students and classes, we teach a consistent curriculum and utilise the same resources and messaging to ensure a consistently high-quality of delivery, and clarity of message as students move between classes and teachers as they move through the school.

**S Kawalek – Senior Leader for English and Literacy.**

# Curriculum Implementation

Each term, the English Curriculum Learning Journey builds on previous learning and knowledge is strengthened, broadened and deepened over time. Our curriculum is implemented through a range of activities that are designed to both challenge and enthuse, our students.

Memory platforms and low stakes testing embed knowledge and uncover gaps in learning. A range of questioning strategies clarify understanding whilst providing stretch and challenge. Teacher modelling of complex writing tasks and close textual analysis develops confidence and an awareness of expectations. Interleaving supports retention of knowledge and again strengthens and builds student confidence. Teachers use positive framing to support behaviour, encourage learning and develop independence and resilience.

## KS3

At KS3, the curriculum follows a similar journey for each year group: the key topics – Short Fiction, the Novel Shakespeare, Poetry, Non-Fiction, Gothic Horror – provide opportunities for the key strands of reading, writing, speaking and listening to be taught in increasing depth and breadth.

This approach allows students to build on their existing knowledge, recover any gaps in learning, whilst also providing opportunities for stretch and challenge. It is aspirational, yet provides support where required.

## KS4

At KS4, we divide our teaching into the discrete GCSE subjects, Language and Literature. All of our Literature texts are taught in Year 10 alongside all aspects of the English Language specification. This allows us the opportunity to strengthen knowledge in Year 11, identify and recover gaps in learning, build resilience through our timed 'Friday Questions' and provide positive and supportive feedback both verbally and in writing.

The explicit teaching of Literacy is a fundamental aspect of our curriculum; it allows students to communicate clearly, accurately and precisely. We want our students to be taken seriously, both now and in the future. Strong literacy skills are essential for success across the curriculum and are a lifelong gift.

# Curriculum Impact

The impact of the English Curriculum will have a lasting impression on our students' lives. This impact is felt not just in English, but across all curriculum subjects. The success of our English Curriculum Learning Journey is defined through our students' ability to develop their knowledge in reading and writing and in their ability to apply the skills this knowledge will create. This can be determined through a number of measures:

☑ **Formative Reporting of Pupil Progress** are assessments that take place each lesson and include: questioning, whole class feedback, discussion and written activities. The faculty complete regular book looks.

☑ **Completion of homework** is essential to enhancing learning, but also in assessing how effective in-class learning has been and identifying gaps that need closing in lessons.

☑ **Summative Reporting of Pupil Progress.** GCSE style assessments take place in classrooms, under controlled conditions. In addition, Year 10 undertake end of year exams, involving full GCSE past papers in both Language and literature. In year 11 students sit their trial exams in November and following the marking and analysis of these results, Year 11 students undertake a past exam question every Friday in controlled conditions.

☑ **In-lesson learning, participation and belonging** is enhanced by our warm, relational approach. This is measured by continually monitoring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work scrutiny.

# GCSE Overview

**Unseen/Conflict and Power Poetry:** Students start with Unseen Poetry to recap knowledge and analytical skills learned at KS3. They practice identifying writers' methods and ideas, while building confidence to tackle unfamiliar texts. Students are particularly encouraged to discuss and write about their own interpretations of the poems. In addition, they are challenged to consider possible metaphysical or universal themes to develop perceptive, conceptual responses. Students are also introduced the Power and Conflict poems chronologically, allowing them to make links by genre and time period. For example, Romantic Poetry (London, The Prelude, Ozymandias); the Victorian Poets (My Last Duchess, Charge of the Light Brigade), Realist/Naturalist Poetry (Exposure), Modernist Poetry (Bayonet Charge, Storm on the Island). These poems encompass all of the themes required for this anthology and enable students to explore and develop their skills of language and structural analysis. Students learn to link the methods used by poets to context, ideas and intentions. This scheme relies heavily on the groundwork that has been developed and embedded in KS3. The remaining poems will be taught in the Spring Term, before An Inspector Calls.

**Language Paper 1 Reading:** Students build skills and confidence to tackle unfamiliar fiction texts, linking to the skills they are simultaneously developing for Unseen Poetry. Using past exam papers and model answers, students learn what is expected in the exam and start to develop exam skills and strategies. The analysis of writer's intentions and methods is developed further, based on the knowledge embedded at KS3.

**A Christmas Carol:** Students read the novel in its entirety, focussing on the writer's intentions, language and other methods the writer uses. They explore the effects of writer's methods on the reader, and the impact and influence of social and historical context. Students look at the popularity of the ghost story genre and Dickens' use of social, moral and Christian values. Students develop their exam writing skills and use WHAT, WHEN, HOW WHY to assist them in structuring and developing extended exam-style answers.

**Language Paper 2 Reading:** Students become familiar with 19<sup>th</sup> Century non-fiction texts as well as 20<sup>th</sup> and 21<sup>st</sup> Century non-fiction. Students compare these texts based on themes, perspectives and feelings. The analysis of language and writer's intentions is developed further, based on the knowledge embedded at KS3.

**Macbeth:** Students read the play in its entirety, focussing on the writer's intention and methods. They explore the effects of writer's methods on the reader, and the impact and influence of social and historical context. Students develop their exam writing skills and use WHAT, WHEN, HOW WHY to assist them in structuring and developing extended exam-style answers.

**Language Paper 1 Writing:** Students build upon their writing skills developed at KS3. Using pictures and images as a springboard, students focus on planning, crafting and writing coherent and compelling pieces of creative writing that are well-organised and accurate.

**An Inspector Calls:** Students read the play in its entirety, focussing on the writer's intention and methods. They explore the effects of writer's methods on the reader, and the impact and influence of social and historical context. Students develop their exam writing skills and use WHAT, WHEN, HOW WHY to assist them in structuring and developing extended exam-style answers.

**Language Paper 2 Writing:** Students build upon their writing skills developed at KS3. Using different topical ideas or events as a springboard, students focus on planning, crafting and writing coherent and compelling pieces of opinion writing that are well-organised and accurate.

GCSE Chosen Texts:

Topic	Learning Outcomes
<p>Poetry Power and Conflict AQA Anthology</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to texts. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the relationships between texts and the contexts in which they were written. (AO3)</li> <li>• To write about and compare texts using WHAT, WHEN, HOW WHY (AO1, AO2, AO3)</li> </ul>
<p>A Christmas Carol</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the novel. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the context in which the novel was written and link this to the writer's ideas (AO3)</li> <li>• To write about the novel using WHAT, WHEN, HOW WHY</li> </ul>
<p>Macbeth</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the play. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the context in which the play was written and link this to the writer's ideas. (AO3)</li> <li>• To write about the play using WHAT, WHEN, HOW WHY</li> </ul>
<p>An Inspector Calls</p>	<ul style="list-style-type: none"> <li>• To read, understand and respond to the play. (AO1)</li> <li>• To develop a critical style (AO1)</li> <li>• To choose relevant and appropriate quotations. (AO1)</li> <li>• To analyse language, form and structure and their effects on the reader. (AO2)</li> <li>• To show understanding of the context in which the play was written and link that to the writer's ideas. (AO3)</li> <li>• To write about the play using WHAT, WHEN, HOW WHY</li> </ul>

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<p>Language paper 2 Reading and writing</p>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit information and ideas</li> <li>• Select and synthesize evidence from the text.</li> <li>• Explain and analyse language and structure and the effects on the reader.</li> <li>• Compare writer’s ideas and perspectives</li> <li>• Evaluate texts critically and support with appropriate textual references.</li> <li>• Communicate clearly, effectively and imaginatively.</li> <li>• Select and adapt tone, style and register to match form, purpose and audience.</li> <li>• Organize ideas using structural and grammatical features.</li> <li>• Use a range of vocabulary and sentence structures             <ul style="list-style-type: none"> <li>• Use accurate spelling and punctuation.</li> </ul> </li> </ul>
<p>Exam skills Revision (Macbeth, A Christmas Carol, language paper 2)</p>	<ul style="list-style-type: none"> <li>• See all of the above for Macbeth, A Christmas Carol, Language paper 2)</li> </ul>
<p>English Language Paper 1 Writing</p>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively.</li> <li>• Select and adapt tone, style and register to match form, purpose and audience.</li> <li>• Organise ideas using structural and grammatical features.</li> <li>• Use a range of vocabulary and sentence structures</li> <li>• Use accurate spelling and punctuation.</li> </ul>