



GREENWOOD ACADEMIES TRUST



## **English Intent document**

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

## Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

## Our English Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

### 1. Our vision

**Weston Favell Academy's** mission is to enable all students to flourish in English. We have designed a broad and ambitious curriculum so that students' progress from Year 9 as confident and literate readers and critical and accurate writers. We don't shy away from teaching students' difficult texts – within each year students will read a whole Victorian novel, explore one of Shakespeare's plays and a range of poetry. We focus on exposing students to a range of values through selection of texts and will explore fiction and non-fiction texts from a wide range of cultures and contexts to help our students understand how the world around them is represented in different forms.

This knowledge rich curriculum ensures that by the end of their key stage 3 journey, students will know more about the foundational texts in literature, will be able to remember more about English Literature's social and historical context and will be able to do more creative and critical writing. This will prepare students for the rigors of GCSE as we have already embedded the key knowledge and skills throughout this period – we have planned the curriculum to ensure that the key knowledge is retaught and developed each year to ensure that the knowledge is embedded.

As an English department it has been our aim to ensure all students are given the opportunity to broaden their cultural capital and ensure they are culturally rich. Each year group has had an opportunity to be part of theatre visits or in-house performances allowing them to see a show which would be otherwise inaccessible to them.

For those students who are not secondary ready at the start of KS3 we ensure a context specific curriculum that enables staff to adapt the schemes of learning being taught to the rest of the year to focus on the skills these students need to work on. We focus on developing their basic literacy skills through specific grammar units teaching the fundamental basics that students need to understand in order to access the whole curriculum. We also have access to an online reading program that allows students to work at their own pace developing reading skills, this allows teachers to target specific skills on a one to one or small group level.

### 2. Our key concepts and core domains of knowledge

KS3

- The NC states that students should have the opportunity to read a range of whole texts both for pleasure and to gather information. Therefore following on from key stage 2, students will study the foundational texts of English Literature such as 'Oliver Twist' and 'The Tempest'.
- For students to be able to read and understand a text, they need to be experts in its domain. Having a strong understanding of the text's context, plot, purpose and author enables them to make connections and solidify their understanding.
- Our curriculum is cumulative and integrated. All of the content and knowledge is connected so that students form a firm foundation of literary and linguistic knowledge that enables them to read and write accurately and critically.

- Our focus on **literary heritage** ensures students know more and remember more about the texts' historical and social contexts. Students then learn the skills and GCSE assessment objectives allowing them to broaden their knowledge of authorial intent, effect on the reader and subject terminology.
- Alongside these literary heritage texts we teach a range of linked texts (both fiction and non-fiction) to develop students' abilities to respond to a range of forms. These shorter texts also build up the cultural knowledge and understanding needed to engage with the core texts studied.
- The NC states that students should have the opportunity to develop their writing skills and develop the resilience to write at length. We continually focus on developing students' understanding of grammatical concepts through regular grammar lessons for KS3; these explicitly teach the grammatical ideas and then students apply this understanding through their own work. We teach students to write a range of forms and allow students the opportunity to regularly redraft work to continually improve.

#### KS4

- Students work through the AQA English Language and Literature GCSEs over the course of two years. We spend the majority of year 10 explicitly teaching the key texts to enable us to revise exam skills and strategy within year 11.
- The contextual knowledge builds on the knowledge acquired within KS3 to ensure that students can understand why a text has been written and how it reflects the context in which it is set.
- We begin the year teaching the 19<sup>th</sup> century novel in order to introduce the skills needed for Paper 1 – we then apply the same skills when we begin exploring Shakespeare as the questions for both are very similar.
- Students will have started to study the modern text in year 9 giving them an insight into the main plot and characters and this is built upon in year 10 via knowledge recall activities to ensure students remember the key information. This is important as this question does not have an extract or copy of the text.
- Throughout the teaching of the set texts we introduce the skills needed for English Language (exploring anthology poetry builds the skills needed for comparing viewpoints, structure is taught through the modern text), we explicitly teach the papers at regular intervals across the year to ensure that students have the skills and abilities to approach the unseen element of the exam.

#### KS5

Students will study either English Language or English Literature or both if they are English enthusiasts.

- English Literature focuses on developing the skills learnt at GCSE to explore a wider range of texts and look at the ideas in more depth. There is a greater focus on comparison across texts and genre to understand how key ideas (love) are illustrated in a range of text. Students are encouraged to widen their reading through the NEA and explore texts at a more conceptual level.
- English Language at A level is more correctly a Linguistics A Level and so is very different from GCSE. At the beginning of the course, the tools of discourse analysis are introduced: Grammar, Semantics, Phonology, Discourse, Lexis, Pragmatics and Graphology. This underpins a highly precise approach to language analysis where context, purpose and audience are also formative in exploring meaning and representation. Problem-solving skills and absolute clarity in of language transfers also to develop the highest possible literacy levels in students' own use of written and spoken language. Students develop social and cultural awareness, a historical context to language and deep enjoyment of understanding the power of language. The NEA is a very significant element of the course and fosters degree level language investigation, of a topic of genuine individual interest.

### 3. The end points of our curriculum

Our pupils will have:

- A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes
- The ability to use Standard English accurately and effectively
- Skills in literary criticism using a range of texts from different periods, styles and genres
- Strong powers of expression, both written and oral (grammar)
- A passion for reading and a love of literature.

KS3

- Established basic skills of reading and writing by the end of KS3
- Clear awareness of different forms and contexts by the end of KS3
- Had the opportunity to write at length and attempt to write for a range of different purposes.

KS4

- Achieved at least a standard pass in English Language and Literature at KS4
- Achieved at least a pass in the spoken language component

KS5

- Achieved at least a Grade C at A Level
- In English Language students will have gained an understanding of the power of language and developed curiosity in terms of social, cultural and political representation of individuals and groups in society, events and organisations, while also developing their own literacy skills to the highest possible level.
- Explored a range of texts and made effective links between them for English Literature