



# Curriculum Intent and Implementation



## **English Curriculum Intent:**

Our English Curriculum intends to expose students to a wide range of rich, diverse and quality texts from a range of genres: to stretch and challenge; to engage their curiosity to build their cultural capital; and create high aspirations for themselves. This reflects our belief that ability is not fixed. The curriculum is sequenced so that students can master the skills of reading, writing and spoken language - then revisit and develop these - to prepare them for success in an age of communication. Students gain powerful knowledge from our engaging content that will help them to be successful - not only in school - but in the world beyond. Students are explicitly taught ambitious vocabulary and content, and a love of reading for pleasure is nurtured. High levels of emphasis are placed on students becoming independent and autonomous learners; capable of critical thinking and taking responsibility. Diversity, respect and empathy are key themes, creating a SMSC-rich curriculum that prepares students to be aspirational, kind, resilient and well-rounded individuals.

The English Curriculum is designed to give our students access to powerful academic knowledge, as well as the skills to succeed in these key areas:

- Engage with a range of texts to evaluate the writer's craft and methods to create layers of meaning and to explore the 'big ideas' and concepts in what they are reading.
- Develop control and formality in both written and spoken language, so that students can discover the power it has in the wider world and find their voice as a writer.
- To develop an appreciation of literary and cultural heritage and using English as a means to look beyond their own experiences.

## **English Curriculum Implementation:**

The English Curriculum uses a spiral curriculum where students revisit the key skills of reading, writing and spoken language to gain confidence, make progress and make learning 'sticky'. Bloom's Taxonomy structure is applied to all lessons for progressive challenge and to promote higher order thinking. SMSC Opportunities and Cultural Capital are central to lesson content and curriculum design.

The English Curriculum supports whole school Literacy strategies and engages students to take responsibility for editing, checking and improving, through the use of The Proofreading Code. The Word Power initiative aims to tackle deprivation of vocabulary, allowing students to both understand and articulate themselves.

## **Key Stage 3**

A three year KS3 is favoured to broaden students' horizons. KS3 uses a thematic approach to allow an exploration of fiction, non-fiction, poetry and writing for different purposes to expose students to a wealth of texts to prepare them for the skills and knowledge required for both Language and Literature in KS4 and KS5 but also fosters independent critical thinkers and a passion for reading. In Year 7 students will study: Money Matters, Myths and Legends, and Around the World. The Year 8 themes include: War and Conflict, The Gothic Tradition, and Space and 'Of Mice and Men'. Finally, in Year 9 students will explore: Being a Teenager and

Dystopian Worlds before embarking on a skills building term to fully prepare them for GCSE through the study of 'To kill a Mockingbird'. As part of English lessons, students will also have a Grammar and Vocabulary lesson to build literacy skills, as well as a Library lesson once a fortnight. The use of extract booklets allows for breadth but also depth of knowledge and skills to be developed.

#### **Key Stage 4**

KS4 capitalises on the skills and knowledge gained in KS3 with students approaching both Language and Literature simultaneously with the subjects split on their timetable. GCSE begins in Year 10, however some key knowledge and text are used in KS3 to support a spiral curriculum. For example, Shakespeare appears in all years, '*Frankenstein*' appears in Year 8 as part of the thematic unit on The Gothic Tradition and Poetry & Non-Fiction appear throughout. Our set text and extract choices reflect our values of diversity, respect and empathy. By teaching Language and Literature simultaneously students are able to gain confidence and to transfer skills more aptly.

#### **Key Stage 5**

KS5 sees students specialise and further develop their skills and knowledge. At Wilsthorpe we offer AQA English Language and AQA English Literature Specification B. Students are encouraged to be independent, evaluative thinkers becoming 'experts' in their subject. Discussion and debate are central, alongside students engaging with critical theory and academic articles, preparing them for degree level study and the work place.

