

## Curriculum Statement - Striving for Excellence

*A successful English student in our learning **community** is one who **aspires** to be the best student they can be. They will be an avid reader, and a critical thinker. They will develop a passion for life-long learning, and build the **resilience** to achieve academic and personal **excellence**.*

### Intention

We intend for students to have the very best experience of exploring Literature and Language. Schemes of learning are annually reviewed within the framework of 'abandon, adapt, adopt' to ensure our curriculum is fit for purpose. At the same time stretch and challenge is embedded within the schemes to allow students to be pushed - and push themselves - towards their potential: we want students to aspire to be the best. We use the National Curriculum as our starting point and are also guided by (but not restricted by) the examination requirements.

### Implementation and Impact

Building knowledge and deepening understanding of concepts over time underpins our curriculum: students start their 'journey through literature' in year 7 to gain an understanding of how stories have evolved and how branches reach out through historical eras and geographical boundaries to reflect and challenge the times in which the writers and readers are living. Our key stage 3 curriculum has strength and status, it is not merely a training ground for key stage 4 and exams.

Student progress is measured through question and response, listening to peer to peer discussion, frequent quick quizzes and key assessments. The level of skills acquired by students are measured against assessment objectives, which in turn are sampled in assessment (and exam) papers. The skills for Language and Literature include the ability to read, understand and respond to different texts; to identify, interpret, summarise and synthesise explicit and implicit information and ideas; to write critically using textual references expressing an informed personal opinion, using relevant subject terminology where appropriate; to analyse how a writer crafts language, form and structure to make meaning and influence the reader; to show understanding of the relationship between a text and the contexts in which it was written; to compare writers' ideas and perspectives, and evaluate texts; to communicate clearly, effectively and imaginatively; to organise information and ideas into a coherent and cohesive piece of writing; to use a wide range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation. We also develop oracy skills where students learn to listen and respond appropriately in a presentation, speech and discussion setting using spoken standard English effectively.

The joy of learning and the thrill of discovery drives all decisions around planning, teaching and learning. We teach Language and Literature because we love Language and Literature. We have thought deeply about the experiences we want students to have in our lessons. We do not want to produce young adults who feel their value solely lies in performance and exams. To this end we have adopted texts and teaching approaches that allow students to:

- ❖ engage in narratives that aren't their own and prepare them for a diverse global community when they leave school
- ❖ wrestle with 'big' ideas that engage with the world around them to find their own voice and become self-determined citizens
- ❖ weave the study of fiction (prose, poetry, drama) and literary non-fiction (article, speech, auto/biography, essay, letter) allowing deeper, critical understanding
- ❖ become self-assured and enthusiastic readers, supporting them to make good choices with their independent reading

Education is a creative and critical process; it is also a collaborative process between school and home. We work positively with students, parents and carers to nurture our students to become reflective, self-reliant and accomplished individuals with much to offer their communities.