



Our vision for English at Lister:

We empower our students to secure and to navigate a promising future beyond Lister.

1. We aim to inspire a love of reading, thinking, and learning, exposing students to concepts and ideas beyond the limits of their individual imaginations or current experiences
2. We aim to instil a confident command of verbal and written communication

What do we teach in English?

The English Curriculum at Lister Community School provides students with Powerful knowledge that stretches backwards and forwards within the subject. Through the study of a wide range of forms and genres. Every student learns about the literary, linguistic, and cultural heritage of the English language shared by all. Furthermore, our chosen texts require students to explore important themes that, as well as holding significant academic interest, also help prepare them for many aspects of life. Literature itself is an exercise in empathy, and it invites pupils to reflect on broad themes and emotions including, but not limited to: relationships, race, gender, sexuality, religion, conflict, violence, redemption, death, dilemma, ambition, rage, temptation, deceit, and grief. Through reading, writing, and discussion, these ideas develop our students' knowledge of the subject, themselves, and the world that they live in and experience. Attached to this is the importance of an ever broadening vocabulary. The practical aspects in terms of communication and reading comprehension are obvious, but an individual's vocabulary is the sphere within which they experience life. Without the appropriate words to understand and delineate them, many of the emotions and experiences above remain undefined and unexamined.

Curriculum structure

With the exception of Y11, we follow a four part structure, with writing units attached to each. The writing units are taught as distinct units, with deliberate connection to the preceding reading unit.

The Novel: The diverse range of novels taught at Lister are all read in their entirety, with the exception of Frankenstein at year 8 (where we use an abridged version). The programmes of study cover core knowledge about the authors, their methods, their contexts, and their readership, whilst also leaving almost endless opportunities for our expert teachers to apply their own considerable knowledge to broader themes or ideas. After reading and analysing the novels, students are taught to write their own narratives. This is a meticulously planned process that challenges pupils to be accountable for their linguistic and structural choices. They receive direct instruction on how to write creatively, build interesting characters, adjust their tone to different audiences, make deliberate and judicious language choices. Alongside this, direct instruction on the technical side of writing works to constantly improve spelling, punctuation, and grammar.

Non-Fiction: Each year group study a non-fiction anthology of texts by a diverse range of writers, the skills they are practising have increasing levels of challenge:

Y7: Travel writing: Non-fiction texts - skills: identifying and commenting on writers' viewpoint

Y8: Identity and voice: autobiographical texts - skills: comparing writers' viewpoints

Y9: Assorted non-fiction pairs of texts: comparing writers viewpoints and synthesising texts

We study persuasive writing skills alongside non-fiction, because this purpose is being modelled to them through these writers.

Following the study of non-fiction, pupils are taught to write transactionally: to persuade, inform, or to entertain, as well as to defend, justify, or criticise. This is a vital skill for school and for life, and allows our pupils to more thoroughly understand how the language they use impacts and influences others. It also offers a valuable opportunity for pupils to reflect on how language may influence them, whether in their everyday lives and relationships, or when consuming news and media.

Shakespeare: We use both dram and direct instruction to enable students to access the challenging material, and film clips compliment this unit and demonstrate the text in real performance. Every year we take one year group to the Globe to watch a Shakespeare performance, while other year groups are treated to a live theatre performance by a touring theatre company in our own assembly hall. We study persuasive writing skills alongside Shakespeare and writing tasks are inspired by the themes of the plays. As with all literature, pupils are challenged and invited to consider and explore the plays as commentary on the human experience.

Poetry: Each year group study an anthology of poems, with the exception of Y8 who study a verse drama which compliments the drama they have studied for Shakespeare. Poems are of increasing levels of challenge and there are contemporary and pre-1914 examples. All students practise poetry in performance and have the opportunity to compete in the Poetry by Heart competition. As with all units, our poetry curriculum demands a high standard of analysis. Pupils are taught how to take small features of a text and to extract various layers of meaning, considering how culture, individual experience, history, religion (among many other factors) may affect a writer's aims, or a reader's subjective experience.

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