

# ENGLISH RECOVERY CURRICULUM @NPCAT

**Literature should be the starting point for beginning to understand, unpick and eventually heal the damage that this trauma has inflicted, beyond just being a vital part of the English curriculum.**

All children are equal and have an equal entitlement to knowledge. The 2020 NPCAT English curriculum has been designed to further social justice by ensuring that all pupils have access to 'powerful knowledge' and therefore narrow the disadvantage gap.

The best English lessons allow children the space and voice to explore complex themes such as identity, change, difference, suffering and hope. This is an intrinsic part of the English curriculum in NPCAT schools and an aspect that is now, more important than ever.

## English Recovery Curriculum Plan:

### Relationships

**Effective communication will be key to establishing a positive reintegration to school for children.**

- The study and production of poetry is recognised as a therapeutic process. Using a carefully selected poetry anthology, thematically and sensitively linked to the mental wellbeing of students, in the first two lessons of the academic year students will explore, discuss and analyse a range of poems in order to help them articulate their own 'lockdown' experience. Students will then create their own 'lockdown' poem in order to support their social and emotional reintegration into school.
- Communication with parents and students beyond the physical and temporal restraints of the school day will be of vital importance and this will be achieved by: an engaging and regularly updated NPCAT English twitter and Instagram feed, weekly communication to Year 11 parents focusing on the shared reading of 'an article of the week', Year 11 parent and student revision sessions.
- A range of trust wide extra-curricular activities have been planned across the year to focus on the social and emotional development of children. Planned activities include NPCAT competitions in: creative writing, debating, poetry by heart and a spelling bee; author visits on National Poetry Day and World Book Day, theatre visits for 'A Christmas Carol' or 'Macbeth', school visits to Whitby (Y8 – 'Dracula') Saltburn (Y7 – 'Treasure Island') and Ripon (Y9 'A Christmas Carol')

### Recognise

**We need an adaptive curriculum to identify and react to the gaps in knowledge of our students and which will enable us to then plan, recall and teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:**

- Year 7: using the full package of GL assessments – CAT4, progress tests in English, maths and science, reading and spelling age tests, to effectively support transition from primary to secondary school.
- Years 7 – 11: carefully planned progression maps outline the skills and knowledge for each year group, recall tasks and low stakes testing based on the long term plan and progression maps will enable teachers to identify gaps in student knowledge to then adapt their planning. Formative assessment through skilful questioning and well planned teacher assessment of class work will inform future planning to prioritise the most important units for progression. Year 10 and Year 11 schemes of work have been carefully planned to interleave and reteach key knowledge and concepts.
- Years 7 – 11: Retrieval practice in form time. Y11 and Y10 will be revising and tested on English Literature texts that they have studied previously. Y7 – 9 will be revising and tested on literacy skills that link in with the literacy toolkit.
- Students will be assessed six times throughout the year. Each summative assessment will also include a MCQ on the core vocabulary for that half term to support vocabulary retention and recall.

### Routines

**We will implement a flexible, adaptive vocabulary rich, post lockdown curriculum that gives students the space and time to listen and practise their words again. We will immerse all children in a world of language and explicit teaching of vocabulary to address any language deficits.**

- We recognise that many children will need support with their handwriting after such a long absence from school. Handwriting practice will be a daily focus for identified children in Years 7 and 8. Book reviews will be used to identify children who continue to present with handwriting issues, parents will be notified and support will be provided.

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- 'Tricky Twenty' spelling lists, focusing on the key spellings from Years 5 and 6 and the core vocabulary from the English curriculum will be introduced from Years 7 – 9. Half termly spelling tests will take place alongside the launch of three key spelling strategies: memory hook, break the word and read, write, cover, check.
- Explicit vocabulary instruction is at the heart of our 2020 English curriculum. Tier two and three words have been identified for each half term in every year group. These words will be explicitly taught in lessons using the 'Freyer model'. Teaching will focus on prefixes, suffixes and the etymology of the word in order to improve pupils' ability to recognise and decode unfamiliar words.
- We will use a consistent approach to the teaching of SPAG across KS3 and KS4. Branded NPCAT slides will be used to reduce in school variation and therefore improve transition from one year to the next.
- Years 7 and 8 will begin the year by studying their class novel for the full autumn term. Whole class reading will facilitate class discussion and promote a love of reading for pleasure again for students who may not have picked up a book during the school closure. The texts, 'Wonder' in Year 7 and in Year 8, deal with universal themes and issues such as transition, identity, resilience and trust to support students to reflect upon their own experiences of returning to school. A full term will be dedicated to studying the novel in order to give students the time and space in lessons to read the full story and reflect upon the issues raised.
- Beginning with the study of literature in Years 7 – 10, will also enable teachers to creatively embed SPAG and comprehension skills into a coherent series of lessons. For example, in Year 9, students will study a diverse range of 'World Literature' fiction whilst also learning to apply more complex descriptive and narrative techniques into their own writing.
- In Year 10, students will begin with a focus on English Language, Paper 1 Section A. Teachers will choose a diverse range of engaging, appropriate and exciting fiction extracts to stimulate and reignite passion and enthusiasm in the subject of English. Alongside this, students will also begin to study the poems from the 'Power and Conflict' anthology. Many of the poems deal with themes such as suffering, loss and conflict and will provide a platform for students to articulate their own Covid 19 experiences.

## Recall

- Low stakes recall tasks have been systematically planned across the curriculum. Recall tasks will focus on core vocabulary, SPAG and core knowledge.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum, e.g. in Year 11, 2 out of the 9 lessons a fortnight will be spent on revising Blood Brothers. Recall tasks have been systematically planned to interleave subject content.

## Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff should refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling is crucial. Consider the use of visualisers and planned WTM's particularly for Year 11.

## React

- Where appropriate, in and after school intervention will be provided to students. This will be based upon a careful question level analysis of relevant and up to date data. Interventions will be carefully planned to focus on the specific needs of students.
- Year 11 intervention will continue to focus on: 'golden paragraphs', 'grade 9 introductions', '25 key moments' and key quotations from each set text.





# CURRICULUM RECOVERY AT ST PETER'S

## OFQUAL guidance on the changes to 2021 Examinations

### Subject: GCSE English Literature

#### Current AQA GCSE English Literature Specification

The AQA Specification for English Literature requires that students study 4 texts which are examined on two papers. Centres can select from a range of texts for each paper. St Peter's follows this pathway:

|                                                                                          |                                                                                                                                                                                 |                            |                                                                                     |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------|
| <b>Paper 1:</b><br>Shakespeare and the 19 <sup>th</sup> Century Novel<br><br>40% of GCSE | <b>Section A: Shakespeare Study</b><br>students will answer a question by exploring an extract and the play as a whole.                                                         | Romeo and Juliet           | <b>Assessment:</b> 1 question: 30 marks plus 4 marks for SPAG.                      |
|                                                                                          | <b>Section B: 19<sup>th</sup> Century Novel Study.</b> Students will answer a question by exploring an extract and the novel as a whole.                                        | A Christmas Carol          | <b>Assessment:</b> 1 question: 30 marks.                                            |
| <b>Paper 2:</b><br>Modern Texts and Poetry<br><br>60% of GCSE                            | <b>Section A: Modern Text</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.                                         | Blood Brothers             | <b>Assessment:</b> 1 question from a choice of two: 30 marks plus 4 marks for SPAG. |
|                                                                                          | <b>Section B: Anthology Poetry</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. | Power and Conflict Cluster | <b>Assessment:</b> 1 question: 30 marks                                             |
|                                                                                          | <b>Section C: Unseen Poetry</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.                            | Unseen                     | <b>Assessment:</b> 2 questions: 24 marks plus 8 marks                               |

#### OFQUAL Changes to the arrangements for the assessment of AQA GCSE English Literature

##### Summary of decisions

- Shakespeare and Unseen Poetry will be compulsory
- Centres have a choice of selecting two of the following: 19<sup>th</sup> century novel, modern text and / or anthology of poetry.

#### Implications for Students at St Peter's

- Year 11 students will **NOT** study Section B: Anthology Poetry from Paper 2 Literature.
- Consequently students will be examined on:
  1. Paper 1, Section A: Shakespeare and Section B: 19<sup>th</sup> Century Novel
  2. Paper 2, Section A: Modern Text and Section C: Unseen Poetry
 Or another option can be to move exam boards to Edexcel where students will not have to complete the unseen poetry section.