



Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

English

Intent We believe that the study of English Language and Literature is a window into life itself – a key that unlocks every door. To master the skills of speaking, listening, reading and writing will ensure success across the curriculum and will provide the foundation for success at college, university and beyond. We want students to love our subject and enjoy coming to English lessons because they can express themselves and have some fun as they learn. We want to build their cultural capital and help them develop as individuals. English opens minds, develops analytical and reflective skills and through this, students learn to develop their own voices.

Skills English is about so much more than when to use a colon or how to recognise a sonnet: it's about stepping inside other people's shoes and walking around in them; critically analysing diverse texts from around the world and from across the centuries; developing creativity and empathy; recognising bias and the challenge of new technologies; honing communication and literacy skills which are essential to access the whole curriculum. Becoming a confident communicator with an awareness of what is going on in the world will enable our students to become successful global citizens.

Purpose of Study English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Assessment *Explain how students are assessed at Key Stage 3 and 4 and what impact this has on their future learning.*

The English team at RLS use WWW (What Went Well) and EBI (even Better If) to give written feedback to students.

Students in years 7 and 8 are assessed using RLS skills grids with numbers 1-4. Wherever possible, students complete a formative assessment, upon which they are given feedback and opportunities to improve their work before the final assessment. Staff then adjust their teaching, use starter activities and further lesson time to secure skills in areas which need attention. Students then complete a common summative assessment, which is marked and they are given further chance to respond to feedback, using DIT (directed improvement time) to improve their answers. These marks are recorded centrally to track progress.

In year 9, students are assessed using GCSE grade criteria. A similar process to the lower years in KS3 occurs, whereby students are given a formative assessment, have feedback, subsequent teaching to address areas highlighted by the formative task and then complete a common summative task which they also respond to using DIT. These marks are recorded centrally to track progress.

At KS4, students are assessed using GCSE grade criteria and complete common end of unit assessments related to the learning in that part of the course. They are given feedback and opportunities to respond and improve their answer or repeat those skills in a similar assessment.

We are also introducing Knowledge Organiser mini-assessments at both key stages to check students' understanding of the knowledge related to that topic which will be completed at the end of the unit.

Rationale We never stop learning and developing the skills of reading, writing, speaking and listening. Therefore, the English curriculum is spiral in composition; skills are revisited and developed across the key stages. At Key Stage 3, each year students study a set class novel and a wide range of other fiction and non-fiction texts. Key skills are revisited and developed as students move through KS3 enabling them to access all the assessment objectives they will encounter in their GCSE Literature and English Language courses at KS4.

The department shares centralised schemes of learning but these are personalised for the needs of the students being taught.

At KS3 we are currently updating our schemes of learning to engage students and consolidate key skills required for KS4 and life beyond school and Cornwall. These updates are giving us the opportunity to incorporate more contemporary and diverse texts to engage students.

The year 7 curriculum begins with an engaging unit that fosters the love of reading established at KS2; it encourages students to practise their skills of analysis and enables them to explore the text as a whole. This is followed with a diverse exploration of poetry allowing students to develop their own understanding of cultural diversity and apply analytical skills to different forms of writing. Students are introduced to a Shakespeare text and explore it through drama and creative responses so they enjoy interacting with extracts from the text.

In year 8 students further develop their analytical skills and begin the year exploring a whole novel, again fostering a student's love of reading. They are encouraged to consider the power of language in the unit 'Protest and Identity' and explore different genres: dystopian fiction, the Gothic and science-fiction.

In year 9, the focus is on preparing student for KS4, whilst ensuring KS3 is a separate entity. The class reader is 'Animal Farm', which allows students to explore layers of meaning, context and the writer's intention. They also cover a range of poetry, a modern play and a Shakespearean comedy, in preparation for GCSE Literature.

At KS4, all students are entered for GCSE English Language and Literature. Students are taught Language and Literature as two discreet subjects with separate teachers for each one. Literature begins with 'Romeo and Juliet' and Language focuses on the writer's craft in fiction texts. Poetry is woven into the Literature units with the speaking and listening element of the Language course embedded into the exploration of non-fiction texts.

Year 11 begins with the consolidation of the poetry element of the Literature course. The remainder of the year is spent consolidating all the skills required for the two sets of internal 'mock' PPEs, revising all texts in preparation for the GCSE examinations.