



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 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.

At Key Stage 3 (KS3), All assessments will be marked out of /50 in accordance with the new reporting system. This means that students will be banded, with a GCSE grade allocated to each band. Students will then be assigned appropriate targets that will enable them to progress through the banding towards the next level. Assessment will combine both summative and formative approaches to build students' reading and writing skills progressively. Every half-term, students will complete a summative assessment, alternating between reading and writing tasks.

Formative assessments will complement the summative ones by acting as preparatory steps. Teachers will use them to identify key skills and knowledge areas to focus on, helping students understand and improve specific skills before their final assessment. This will include live marking and real-time feedback during lessons, as well as regular book checks to monitor and support progress each half-term.

At Key Stage 4 (KS4), students follow a structured assessment schedule that balances teaching and feedback. For English Language, students complete mini-mock assessments every two weeks. In the first week, they tackle teacher-led approaches to exam questions, and in the second week, they receive whole-class feedback. This model provides targeted, relevant tasks designed to address class needs and enhance progress.

In English Literature, students write three assessment objective (AO) paragraphs per text, building a deeper understanding before completing a final, full summative assessment at the end of each unit. This summative assessment is marked out of 30, aligned with the assessment objectives, and feedback is provided using a 'target by numbers' system. This rigorous approach helps students internalise assessment standards and build towards higher-level responses, supporting their future academic progression.

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.

The Year 7 curriculum begins with a transition unit based on *Lost in Gibbon Island*, a novel given to all students to read over the summer to encourage independent reading. This is followed by *Boy 87*, which helps students engage with themes of displacement and resilience. Students then explore *World Voices*, a unit combining poetry and non-fiction writing that develops their understanding of cultural diversity. The year concludes with an introduction to Shakespeare through *A Midsummer Night's Dream*, explored through drama and creative responses to support enjoyment and accessibility.

In Year 8, students begin with *The Summer We Turned Green*, which builds on their ability to engage with character and theme. This leads into *The Unknown*, a unit that introduces gothic conventions before moving into dystopian fiction. The year ends with *Revenge and Tragedy*, where students study *Macbeth* alongside tragic poetry, deepening their understanding of Shakespearean tragedy and its wider connections.

In Year 9, the curriculum is designed to develop both creative and transactional writing through the *Imagination to Persuasion* unit, ensuring students build versatility and control over their writing style. This is followed by a study of *Animal Farm*, where students explore layers of meaning, context and writer's purpose. The year finishes with an introduction to poetry focusing on the Romantics, alongside selected conflict poetry, providing a foundation for GCSE Literature study.

At KS4, all students are entered for GCSE English Language and Literature. In Year 10, we have adopted a mixed-ability setting allowing all students the opportunity to be challenged and maximise their potential. Scaffolding and modelling techniques are used to support lower prior attainers and SEND pupils where needed. For Literature, students study entire texts with the class, using the visualiser to annotate and make detailed notes. Every student has their own copy to support active learning.

Year 10 English Language follows the weekly Monday mini-mocks schedule; the remainder of the week explores the Literature text according to the long term plan. This is the same as Year 11, however in the spring term a robust revision schedule is followed by all classes focusing on Language and Literature.