# **Curriculum Implementation**

English

# ALNS English Curriculum

### A summary of our principles:

ALNS English Curriculum	Balanced	Rigorous	Coherent
Our curriculum is	Our	Our trouting	Our
designed to give students	curriculum	choices of	curriculum
a broad experience of a		texts,	has been
wide range of literature,	incorporates a range	topics and tasks have	designed to work
woven together through	of different cultural,	been very carefully	explicitly in harmony
thematic Schemes of	moral, spiritual,	chosen and developed	with a range of
Learning which take an	philosophical &	to ensure challenge,	Humanities subjects
intertextual	emotional aspects,	engagement and	(History, RE,
approach. Embedded	themes & ideas	support for students	Psychology,
into them, across both	through the range of	of differing abilities &	Sociology),
KS3 & KS4, are the key	fiction & non-fiction	starting points across	encouraging students
skills required for the	texts & related	both key stages 3 & 4	to make connections
four different GCSE	contexts across	allowing very clearly	and links between
English exams. These	students' five year	for progression in key	subjects and
skills have been	learning journey.	skills.	topics/themes
scaffolded so that they			covered across both
develop progression of			KS3 & KS4.
the key requirements in			
relation to the topics and			
texts being covered.			
Vertically	Appropriate	Focused	Relevant
Integrated	We ensure 🖉	We	Our
Each thematic	that tasks	teach	(1995 Jan 1995 Jan Paris
unit across	build	each unit	
each year	students'		
group builds and	confidence by being	thematically so that	curriculum is designed
develops the key skills	age-appropriate and	there is an over-	to engage students,
required, not only for	accessible as well as	arching focus for each	making links to real
GCSE (using the key	engaging, whilst	unit. Our premise is to	life situations,
assessment objectives)	ensuring that all	introduce each	employment
but also for growing	students are	thematic concept	opportunities and
students' comprehension	challenged, modelling	contextually, making	topics/ideas that are
and analysis in line with	excellence to all. Yet	connections to a wide	interesting and
theoretical/pedagogical	we include challenging	range of texts.	relevant to young
(Piaget) stages of	concepts and a broad		people and the world
development.	range of texts as well		that they are growing
	as choice.		up in.

## How does our English Department incorporate ALNS Teaching Principles?

Fostering a love of learningChallenge for All We have highFeedback for LearningLiteracy for Life We explicitly share key tier 2 & 3Our curriculum is designed to give students a broad to the top' approach in students a broad wide range of both KS3 & KS4 so that all literature, woven together through supported through supported through approach.Feedback for Learning our students receive regular verbal and written feedback which focuses clearly on the skills required to ensure progress and success.Literacy for Life We explicitly share key tier 2 & 3We have high using the trayer mixed ability classes at wide range of both KS3 & KS4 so that all thematic Schemes of Learning which take an intertextual approach.Interact for Life we averide to ensure students are challenged yet supported through supported through supported to reach 'the top'.We build students' confidence and skills in reflective, building their metacognitive skills in relation to their own elarning.Literacy for Life We evaluate the skills to decode tricky words.We are passionate about Literature and about providing our students with opportunities that they migh not other might not other wise key skills.Knowledge organisers and key progress and k
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theatre trips and is incorporated into the
poetry recitals. learning for Years 7, 8 & 9
using the 'Accelerated
We incorporate a Reader' programme.
range of learning Modelling Responsive Stickability
styles to suit We ensure <b>teaching</b> Our Schemes of
different learners that tasks We take a Learning
and regularly build students' confidence responsive approach to incorporate a range of
review our by being age-appropriate teaching, incorporating strategies, such as a thematic
Schemes of and accessible as well as lessons which respond to approach, interleaving,
Learning taking engaging, whilst ensuring common misconceptions spaced learning & cognitive
account of student that all students are identified through tagging to support the
feedback so that challenged, modelling 'Assessment for Learning' 'stickability' of students'
students feel excellence to all. strategies which include learning.
involved in their We take an 'I do – we do – questioning, whole class
learning journey. You do' approach to the marking for specific skills Our curriculum has been
modelling and learning at the formative stages designed to work explicitly in
process to build confidence and peer/self-assessment harmony with several topics
& resilience. using clear success across the Humanities
criteria. Interventions Department to encourage
are swiftly incorporated students making links and to
to ensure that progress is more deeply embed
maximised.
their long-term memory.

#### "You can't use up creativity. The more you use, the more you have." - Maya Angelou

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." — Albert Einstein

> "If you don't like someone's story, write your own." - Chinua Achebe

"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it."

- Harper Lee, To Kill a Mockingbird

#### **Curriculum Implementation**

The English Curriculum is designed to give students a broad experience of a wide range of challenging literature (thematically and technically) which is woven together through Schemes of Learning which have been designed to be thematic in their focus and which take an intertextual approach. Embedded into our Schemes of Learning across both



Key Stages 3 and 4 are the key skills required for the four different GCSE exams. These skills have been scaffolded so that they develop progression of the key requirements in relation to the topics and texts being covered.

#### Our Vision

Our vision for English is that, by placing culture and curiosity as well as learning at the centre of everything we do, we continually reflect upon the world that we live in and the place that English Language & Literature have in our world, as well as reflecting upon developing our own practice and seeking opportunities to enhance teaching and learning.

Our purpose is to inspire and motivate students, fostering a love of all things English and broadening and enriching their minds and hearts. We want to cultivate critical thinkers for life who can see the relevance of English Language and Literature in relation to their lives. We aim

for our curriculum to be one which empowers students, creates opportunities for them and enables them to see themselves, in relation to the world around them, as global citizens and to be 'better people'.

We deliver a varied and creative curriculum, allowing all students the opportunities to flourish. Through the teaching of transferrable skills and strategies, we enable students to achieve in our subject and others, as well as in their lives beyond school.

We aim to empower our students to become effective independent learners through supportive, skills-based feedback and next steps, swift interventions, and responsive teaching which, together, develop students' skills and challenge them to aspire beyond their expected progress.

#### Our principles behind our approach to English lessons:

#### We want to:

- Take an 'intertextual' approach to English, encouraging students to make links between different styles and types of texts which have been written and used across different periods of time, reflecting changing attitudes, a range of purposes and different audiences.
- Take a multi-modal approach to learning so that students maximise their use of ICT facilities available, such as the Google Classroom, Google Docs, Jamboards, Show My Homework & Kahoot, as well as using (and creating) moving images, dramatic performances, pictures and photographs alongside written texts.
- Be responsive in our teaching so that we swiftly intervene to address misconceptions.
- Encourage students to be able to use transferable skills: skills that can be utilised, reinforced and remembered in other lessons across the curriculum.
- Enrich students' experience of English, providing challenge for all as well as fostering their love of learning and giving them literacy skills which they can use throughout their lives.
- Provide a clear sense of purpose to tasks, making them 'real' and relevant to their everyday lives and, thus, supporting the 'stickability' of what they are learning.
- Encourage students to take ownership of their own learning through their response to feedback, therefore building confidence, independence and resilience as learners.

#### How is the Curriculum planned?

The English Curriculum is planned to build a broad understanding of a wealth of texts in a wide range of different forms: articles, novels (& extracts from novels), letters, speeches, poetry and so on. These texts span the Literary Canon from the sixteenth century through to the twenty-first century. Most texts span the nineteenth to twenty-first centuries, covering both fiction and non-fiction. In addition, students study four of Shakespeare's plays across their five years.

Texts and assessments have been planned to build key skills relating to the GCSE success criteria: comprehension, synthesis, comparison, contextual links, writers' methods and intentions.





#### All students will gain these experiences through:

- Thematic Schemes of Learning which, whilst focusing on key texts, embrace a range of different texts exploring the key themes in differing styles, forms and from a range of different times, offering an array of differing perspectives and viewpoints. This will, therefore, enrich their engagement in English Language and Literature through a more intertextual approach.
- Literacy and Accelerated Reader embedded into lessons at Key Stage 3.
- *Let's Think in English* lessons, fortnightly, which develop students' cognitive development through group work, discussion and questioning.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of texts.
- A progressive approach to the curriculum and the key skills required for GCSE so that students are able to embed and develop their comprehension and analytical skills as they progress through the key stages. Within our tailored curriculum across key stages 3 and 4, texts are challenging, incorporating a range of forms from different centuries, yet scaffolded so that students can develop confidence as they progress.



# How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

The content of the English Curriculum directly supports key content in Humanities' subjects, such as the teaching of the Holocaust and anti-Semitism in Year 8 using a range of literary and non-literary fiction and non-fiction, complementing the Year 8 History curriculum. In addition, key concepts such as the human condition in Year 10, explored before studying *Lord of the Flies* and considering the practices of eminent social psychologists, such as Philip Zimbardo and Stanley Milgram, and their recognised experiments, such as the Stanford Prison Experiment and the Milgram Experiment, again support content and concepts from the Psychology GCSE. Ideas about society, societal issues, such as social class, woven into the English curriculum at both Key Stages 3 and 4 (in particular) complement the curriculum content in Sociology. In addition, culture and religion, not only link well with Sociology but also Religious Education. Collaboration with Science has focused on key vocabulary which is common to both English and Science as a means of supporting stickability and development of students' confidence in expressing themselves articulately and clearly, as well as improving comprehension skills.

In all cases, our intention to broaden students' depth and breadth of knowledge of the world that they live in, developing their enquiring minds and deepening their understanding of concepts pertinent to their lives, is at the core of every Scheme of Learning. Thus, through newly developed Schemes of Learning, such as Year 9's *Myths & Legends*, modern poetry from the recent Poet Laureate, Carol Ann Duffy, is explored alongside Greek Mythology, further deepening students' cultural capital together with their awareness of topical issues such as feminism and patriarchy in society. Furthermore, philosophical thinking has been woven into Schemes of Learning, again addressing and engaging concepts which can be applied to all and any texts studied.