





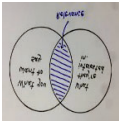









ALNS English Curriculum

A summary of our principles:

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

How does our English Department incorporate ALNS Teaching Principles?

<p>Fostering a love of learning </p> <p>Our curriculum is designed to give students a broad experience of a wide range of literature, woven together through thematic Schemes of Learning which take an intertextual approach.</p> <p>We are passionate about Literature and about providing our students with opportunities that they might not otherwise experience, such as live performance, theatre trips and poetry recitals.</p> <p>We incorporate a range of learning styles to suit different learners and regularly review our Schemes of Learning taking account of student feedback so that students feel involved in their learning journey.</p>	<p>Challenge for All </p> <p>We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes at both KS3 & KS4 so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of texts, topics and tasks have been very carefully chosen and developed to ensure challenge, engagement and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.</p>	<p>Feedback for Learning </p> <p>Our students receive regular verbal and written feedback which focuses clearly on the skills required to ensure progress and success.</p> <p>We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.</p> <p>Knowledge organisers and key progress indicators are used in lessons to assist students in their own self-regulation of their learning.</p>	<p>Literacy for Life </p> <p>We explicitly share key tier 2 & 3 vocabulary at the start of each new ‘Scheme of Learning’, using the Frayer model to ensure a breadth & depth of understanding of language & key terminology as well as giving students the skills to decode tricky words.</p> <p>Oracy is integral to students’ learning and ‘Let’s Think in English’ lessons are a regular feature in KS3 learning, developing students’ comprehension & metacognition as well as their oracy skills. These LTE have been utilised so that they are also incorporated into SoL at both KS3 & KS4.</p> <p>Regular reading for pleasure is incorporated into the learning for Years 7, 8 & 9 using the ‘Accelerated Reader’ programme.</p>
	<p>Modelling </p> <p>We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.</p> <p>We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.</p>	<p>Responsive teaching </p> <p>We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p>Stickability </p> <p>Our Schemes of Learning incorporate a range of strategies, such as a thematic approach, interleaving, spaced learning & cognitive tagging to support the ‘stickability’ of students’ learning.</p> <p>Our curriculum has been designed to work explicitly in harmony with several topics across the Humanities Department to encourage students making links and to more deeply embed information and ideas into their long-term memory.</p>

“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

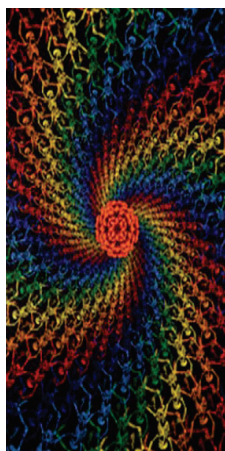
“If you don’t like someone’s story, write your own.”
- Chinua Achebe

“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’.

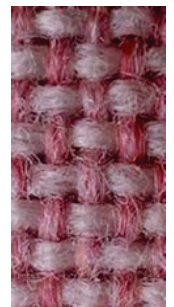
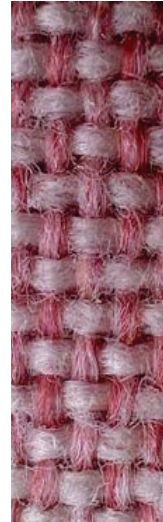
We deliver a varied and creative curriculum, allowing all students the opportunities to flourish. Through the teaching of transferrable skills and strategies, we enable students to achieve in our subject and others, as well as in their lives beyond school.

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.