

Statement of Intent - English

“Great books help you understand, and they help you to feel understood” John Green

In English, our curriculum is designed to explore, rationalise and instil a lifelong reminder of our Academy vision of *‘Living Well Together with Dignity, Faith and Hope.’* Pivotal to our curriculum is the importance of voice: through both the impact that writers bygone and current have on our understanding of society, to the value we place on each individual student’s expression through their written and spoken command of the language. We hope that through the stories and accounts of novelists, poets, dramatists and inspirational writers, students will resonate with the resilience, courage and determination these writers strove for in their pursuit of a society that will *‘Live well together.’*

Students are exposed to the rich heritage of literature that both Britain and the world possess; both fiction and non-fiction from the 19th century to the present day is critiqued, debated and analysed to enable students to explore the triumphs we as a global community have achieved, and the areas in which their voices can contribute to change. We hope that through an exploration of the inspiring writers on our curriculum, students will have hope and faith that the world around them has, and can change. Central to the philosophy behind our curriculum is the belief that by empowering our students to reflect upon society, challenge ideas and formulate knowledge-based answers, they can live a life of dignity on the path of great authors who precede them.

To ensure that all of our students can access the world-widening impact of English Language and Literature, we will ensure that our pupil premium budget is spent on providing access to novels, plays and non-fiction covered in our inspirational modules. Furthermore, extra-curricular trips to see live literature – from Shakespeare and Dickens to creative writing focus workshops, will ensure that our students are given the cultural capital to develop them as well-rounded individuals. Within lessons support scaffolds, amendment of assessments and differentiated work booklets are provided to ensure that each and every one of our students, SEND, PP or High Achievers, not only progress but are able to reach their full potential.

Research informed practice in Languages (English)

Recent research by UCL (*Teaching English grammar in school, 2020*) has informed planning across all key stages and has seen the introduction of a specific SPAG lesson every week for year 7, year 8 and year 9. The content at KS3 has been changed to reflect a higher proportion of female and BAME authors, and new unit on inspirational women in year 8, after School Library Association research (2022) was published which highlighted the importance of this to making lessons more relevant and appropriate. This research has supplemented recent thinking that emphasises the importance of personal empowerment at KS3 and that highlights working class background and culture (Education policy institute, disadvantage gap is increasing; S.Tierney *Educating with Purpose*). This too has led to a wider breadth of study in year 7 and 8 as we move away from the typical “white middle class” curriculum that we were taught when we at school.

Specific support planned for SEND students:

In English key words are used to support specific tasks in the lesson. Teacher support is highlighted in pink pen in exercise books, and other immediate support is given during the lesson. The teacher actively checks and supports during the assessment for learning and independent practice parts of the lesson. Learning mats are used at both Key Stage Three and Key Stage Four to support learning. The 'hidden slide' provides differentiated reading and other opportunities for support each lesson.

Year 10

Substantive Knowledge

In their first year of GCSE, students read '*A Christmas Carol*' in their English literature lessons - utilising their understanding of the Gothic, linguistics and literary conventions that they learnt in Key Stage 3. However, now students will link thematic and contextual (societal, literary and political) knowledge with semantic and grammatical evaluation. Coinciding with the study of '*A Christmas Carol*' is an interleaved study of Language Paper 2 Non-Fiction Writing – writing for change in society through their own individual voice. Progressing from this, students then encounter the social and personal responsibility for vulnerable people in a 20th century play: '*An Inspector Calls*'. In language lessons, students conduct analysis of a range of non-fiction reading comprehension from speeches, articles and letters. Year 10 finalise their first year of KS4 by completing their NEA speaking and listening endorsement alongside a study of Power and Conflict Poetry. In their poetry lessons, students combine analysis of form, meter and rhythm with literary techniques and contextual information. In their Spoken Language Endorsement, students apply a wide range of paralinguistic and rhetorical devices to engage an audience on a topic of their choice (assessed by the exam board).

Disciplinary Knowledge

In the Key Stage 4 English Literature curriculum, students refine their linguistic and literary analysis by considering the themes, structure and language in plays, novels and poems; they are also required to interleave contextual knowledge demonstrating an awareness of the writers' social aims in their literature. Additionally, when encountering texts rich in British heritage, students must also evaluate the lessons we have learnt, and the lessons we have still yet to learn. In English Language Key Stage 4, students will be required to analyse the impact of individual lexical choices and the expression of writers in their analysis of a variety of non-fiction sources. Furthermore, in their writing and Spoken Language Endorsement, students will need to consider how a writer can engage the audience through lexical choice, rhetorical devices, paralinguistics and their own ideas.

Year 11 (21-22)

Footnote: the curriculum distribution has changed for Year 10 entering Year 11 22-23. A further Intent Statement details the relevant changes below.

Substantive Knowledge

In their final year of Key Stage 4, students study Charles Dickens' '*A Christmas Carol*.' Here students explore the impacts of social injustice and deprivation on the novel, through both a linguistic and historical context that they have honed in Year 10. This then enables students to focus their revision, in their remaining time at ASAD, on the key components of the English language papers: exploring writers' presentations of society and presenting a piece of writing that explores their descriptive and opinionative abilities. Furthermore, students revise the Shakespearean content of '*Macbeth*,' the Edwardian content of '*An Inspector Calls*' and the element of unseen poetry.

Footnote

Due to the Covid-19 Pandemic, the Department of Education instructed all secondary schools to remove one component from the GCSE English Literature curriculum and 2021 examination. All Saints' English Department have taken the decision to remove the Poetry Anthology; therefore, students will not revise or sit an exam for this component.

Disciplinary Knowledge

Students continue to interleave structural and literary analysis with contextual analysis across their new learning and revision. Students consider ideas of New Historicism considering how audiences in their respective eras would have received the texts; furthermore, students will also need to consider modern and contemporary interpretations and receptions. As students enter their revision period of the curriculum, they show resilience in English Literature by recalling quotations and analysis from the texts they have studied (*Macbeth*, *An Inspector Calls* and *A Christmas Carol*). They also are equipped with the analytical tools to approach unseen poetry. Finally, students recall structural, analytical and evaluative requirements for their language exams by identifying and recalling specific techniques in unseen language extracts.

Year 11 (22-23)

Substantive Knowledge

Students begin their final year of Key Stage 4 by studying *Macbeth*. This exposes them to 16th century politics, societal organisations and questions about the themes of ambition, power and manipulation. Students are required to refine their analysis of linguistics, dramatic techniques to provide a social commentary on how Shakespearean themes prevail into the 21st century broadening their cultural capital. Alongside this, students simultaneously undertake their learning for English Language Paper 2 evaluating a range of non-fiction texts to explore the ways in which writers employ rhetorical devices and paralinguistics to express their ideological stances. Students also are required to develop their own persuasive argument in transactional writing. Using a sophisticated repertoire of vocabulary and variety of persuasive techniques, students develop how to express their ideas with a controlled syntax and command of written expression. Finally, students explore unseen poetry learning how to apply structural, literary and linguistic devices to the expression of a variety of poetic forms.

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evaluative requirements for their language exams by identifying and recalling specific techniques in unseen language extracts.