

## **English KS4 – Statement of Intent**

*“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 experience the 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 were 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’ (that the teacher sees but not students) provides differentiated reading and other opportunities for support in each lesson to give colleagues ideas.

Furthermore, in English we have differentiated and created personalised curriculum for our SEND students by ensuring we have a knowledge centred approach to enable every student to excel. We ensure that we have a rigorous approach to teaching plot and character with our SEND students so they have a coherent understanding of the literature they are being assessed on. Additionally, we provide writing scaffolds and modelled examples to ensure every SEND student can access the essay style and extended writing pieces which they complete. Finally, a clear understanding of basic language techniques is instilled within our curriculum to ensure that all students are able to complete analysis. All our SEND students work to their access arrangements to ensure that the conditions under which they sit examinations and assessments become normal working practices.

Finally, in English we support both SEND and High Ability students through utilising learning mats. These resources are topic based and for Year 10 they cover: A Christmas Carol; An Inspector Calls; Power and Conflict poetry anthology; and AQA English Language Paper 2. For Year 11 the learning mats cover: Macbeth, Unseen Poetry and the Power and Conflict Power anthology alongside learning mats for AQA English Language Paper 1 and 2. The learning mats themselves provide scaffolding and content reminders and on the reverse they provide theoretical and contextual challenges alongside ambitious vocabulary.

### **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 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 as well as dramatic techniques, to provide a social commentary on how Shakespearean themes prevail into the 21st

century broadening their cultural capital. Alongside this, students simultaneously study one lesson a week of poetry from the AQA Power and Conflict anthology. Within these lessons students analyse the ways in which society is impacted by those in power and how we are affected by global and individual conflicts. Students interleave language analysis with poetic techniques and are required to compare the ways in which poets present differing contexts and ideas within their poems. Finally, students explore unseen poetry learning how to apply structural, literary and linguistic devices to the expression of a variety of poetic forms.

### **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.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question analysis documents which are used by all staff. The gaps in December 2023 were:

- Synthesising key ideas from literary non-fiction texts and making focused inference.
- Analysing techniques alongside commenting on the writer's intended effects.
- Evaluating how successfully a writer presents an aspect within an extract.
- Comparing and analysing writers' ideas and perspectives.
- Writing creatively and persuasively using sophisticated vocabulary and structural features to engage readers for a specified audience and purpose.

In the final two weeks of the autumn half term, all students are given bespoke learning opportunities where their own unique learning gaps are addressed a personalised route through work booklets.