



Department: English

We aim to deliver the Mission Statement of the school by:

- By the end of year 7, we want students to be able to articulate who they are (their own identity) and to have a knowledge and understanding of our own culture and other cultures around the world, becoming familiar with terms like diversity and individuality.
- By the end of year 8, we want students to have explored the theme of power through the texts they have studied, understanding how power can be abused or used to change the world for the better.
- By the end of year 9, we want students to have a solid understanding of the term 'injustice' and to have considered the effects of injustice in society through the study of a range of different characters in a range of text types.
- The JPP virtues are embedded into all of our SOW at KS3 and KS4. We have a real focus on developing students' understanding of the JPP and using the Frayer model, alongside our 'Elaboration' words, we are helping students to understand the JPP ethos and to develop their wider vocabulary.
- Our curriculum is broad, ambitious and challenging and develops students' knowledge of their community, their country and the wider world –this is integral to our curriculum. Students explore a wide range of Literature texts and experience theatre through film adaptations of Shakespeare, prose and modern plays we study in lessons. Live streaming of Shakespeare productions are used to engage students at KS3. Students are provided with reading lists at KS3 to encourage their wider reading. A Level reading lists are shared with KS4 students who wish to take English at KS5.
- In order to provide a broad and balanced curriculum, our KS3 curriculum aims to expose students to a range of authors and genres from different cultures and different time periods. Each unit of work is tailored to meet the KS3 assessment objectives, building on prior learning at KS2. The KS3 curriculum will help students to develop a comprehensive understanding of a range of cultural texts, seminal world literature and non-fiction from the Literary heritage cannon and more contemporary texts. The curriculum will enable students to have a wider understanding of what we mean by culture, identity and diversity and how people may have faced persecution because of who they are or what they believe in. Each unit of work is tailored to meet the KS3 assessment objectives and continually helping them to develop and elaborate their responses to texts both in their writing and verbally.
- The English curriculum is planned and sequenced to build on prior learning at KS2 and reading skills build on blooms taxonomy of skills (identify through to evaluate) For writing skills, students develop various aspects of transactional writing moving from letter writing to broadsheet newspaper articles. Creative writing is sequenced to develop 1st person narrative to a 3rd person omniscient narrator, which is a more challenging concept. KS3 students have a 'Sequence of learning' flowchart in their exercise books to refer to throughout the year and help them to identify and understand the next steps in their learning.
- We have adapted our plans for Year 7 in order to ensure that our students have caught up with any work they missed at KS2 due to the lockdown, this has been through our flashback lessons and with KS2 spellings. We have developed a Transition unit 'Getting to know you' to help students' emotional wellbeing as they start their KS3 learning journey. For lower ability students, we have incorporated short stories as opposed to full novels. At KS3 we have adapted our SOW to build on key skills and develop a wider understanding of social, historical and



cultural contexts when studying Literature. Assessments have been scaled back to allow students to develop writing skills and we have separated reading and writing SOW to fully embed skills. At KS4, curriculum maps have been edited to make allowances for the GCSE exam changes and setting has been strategic to ensure students are targets according to the needs of their abilities. Year 11 tutor time is used to ensure missed learning is covered. Choice of novels is differentiated to meet the needs of students. Some Year 11 PP students are offered additional tutoring through the 'My Tutor' initiative.

- Our KS3 Curriculum builds on prior learning at KS2, we contacted partner primaries to ascertain gaps in students' knowledge and developmental areas linked to reading, writing and oracy, this then informed our planning.
- At KS4 we have built in Throwback Thursday lessons to help students consolidate prior learning and to revisit literature texts studied. Students also complete low stakes recall quizzes each week on SENECA as part of their HW. Interleaving of Literature and Language skills are implemented through the year, for example, students will practise language analysis questions using extracts from the literature texts they have studied.

To achieve our Mission Statement, our curriculum:

- The English curriculum is structured to ensure that students are compassionate, loving, ambitious and strive for excellence. Through our class discussion of literature and the JPP words linked to each SOW, we help teach students the Catholic values which are central to the mission statement. We have department policy for achievement and rewards. Behaviour for learning in English is good and students understand the high expectations staff have. There is mutual respect with staff and students, students appreciate the compassion and care the English dept have and strive to achieve their best and fulfill their potential. Behaviour issues in English are very few. We endeavour to instill a love of literature in our students, and this is evident with the large number of students who go on to study English at KS5.
- At KS3, all SOW have built in opportunities for Oracy. This year we have developed Oracy assessment tasks looking at a range of oracy skills including role play, discussion and debate and public speaking. We have also created half termly HW tasks enabling students to develop Oracy presentation skills. At KS4, students have to complete a spoken language assessment and so develop presentation skills which are developed in lessons and linked to communication skills required for KS5 and life after school – this is linked to the Gatsby Benchmarks.
- Promoting reading for pleasure is a key focus in the English department. Reading lists are shared with students and parents, and regular book recommendations are posted on our social media platforms. Year 9 students participate in the Reading for success' scheme in which they complete a regular reading record and receive achievement points for reading.
- Writing skills are integral to our English curriculum from year 7-11. As a dept we insist on high expectations for writing in line with the whole school 'St Joseph's Writing Standards'. We have developed 'slow writing tasks' to help students think about the writing process, develop cohesive written responses and demonstrate a wide range of tier 2 vocabulary in their writing.
- Our curriculum is differentiated to ensure all students, regardless of starting point or learning needs make good progress. For our SEND students, teachers work alongside the SEND dept and use IHCPs to help plan and differentiate their lessons. Scaffolding, word banks and sentence starters are used to help support students, literature texts are also differentiated. PP students are targeted in lessons first with key questions. Staff make regular contact with parents of PP students and PP students' books are regularly sampled in work scrutinies. All KS4 PP students are provided with their own Literature books.
- We are very lucky to have 6 English specialists in the dept who have a wide range of experience and expertise. One member of staff is also an examiner. We work collaboratively as a dept to help develop curriculum plans, lessons and assessments, tapping into the expertise in the dept. Internal dept CPD is carried out in dept meetings with sharing of resources,



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standardising and moderation and dissemination of whole school CPD and initiatives. We also work collaboratively with colleagues across the county via the English Subject Leader Network meetings.

- The English dept implement various Meta-cognitive strategies to help students know, understand and apply more. Students have built in opportunities for reflection on their learning, this is often linked to RYG lessons. At KS3 and KS4, dialogic teaching is common practice in the English department allowing students to question and reflect on learning. Whenever we teach writing skills, staff use the 'thinking out loud' method where we model the writing process, explaining each step and verbalising our writing decisions as we go along – this links in with the 'slow' writing' practice we are developing with students. Mind-mapping is a key technique we used to help students develop essay planning skills.
- Students have lots of opportunities to review learning to challenge misconceptions and interleave prior work, this is through Flashback lessons at KS3 and throwback lesson at KS4. The use of quizzes and HW booklets for KS4, allows students the opportunity to reflect on prior learning. The testing of elaboration words in KS3 at the start and the end of a SOW enables students to reflect on learning.
- Each half term students have calendared assessment opportunities to review knowledge, skills and understanding. Students have a 'practice' assessment which is taught, students prepare for the assessment collaboratively though class discussion, teacher modelling, exemplar answers, scaffolding and sentence structures etc. Following on from teacher feedback and RYG/ DIRT time, students then complete an 'unseen' assessment to demonstrate learning, knowledge and skills. This is for reading, writing and oracy. Ongoing low stake assessments such as spellings and elaboration words tests at KS3 take place, with SENECA recall quizzes at KS4.