

Marshland Curriculum Overview

English

Curriculum Intent

The West Norfolk Academies Trust English Curriculum is intended to teach students the skills they need to be confident and successful communicators, being able to articulate their views sensitively both orally and in writing, whilst also reading and listening carefully and analytically to a variety of written and auditory texts from across the ages. Our broad and balanced, Knowledge-Rich and inclusive curriculum focuses on the teaching of an explicit set of skills which are both distinctive and carefully interwoven with the study of a wide range of fiction and non-fiction texts from the origins of English narrative and poetry, through Shakespearean and 19th century texts to modern day non-fiction, short stories, poetry and novels.

Through reading we give all students the opportunity to develop cultural awareness, as well as becoming socially and emotionally literate: widening their vocabulary and understanding of how language can be manipulated for effect. Through speaking activities, students are able to develop their knowledge of vocabulary, grammar and sentence structure, and prepare for written composition, whilst also considering the impact of body language and intonation on an audience's understanding and interpretation of ideas. Central to our teaching of writing is the process of crafting: planning, drafting and revising texts to reflect, review and improve their intended impact on the audience.

Our curriculum is sequenced to ensure key procedural and substantive knowledge is revisited from KS2 and further built on through KS3. In preparation for GCSE study. Linguistic processes, grammatical skills and vocabulary are developed throughout KS3, with each unit building on prior knowledge, whilst also consolidating and evolving understanding and analysis of key literary techniques with a focus on one central text each term in each year of KS3 study. As students reach KS4, they apply all this knowledge to their GCSE studies, engaging in texts at a personal level to explore the writers' choices and intentions, as well as the wider themes, ideas and context being reflected in them.

How does our curriculum build upon previous learning?

KS3

The English KS2 national curriculum covers basic knowledge and skills within the focuses of communication: reading, writing, spoken language and spelling, punctuation and grammar. By the end of Y6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the Y7 curriculum, across all subjects and not just in English, however there is a continuing requirement for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience, form and purpose of their writing by selecting appropriate vocabulary and grammar.

Students are prepared for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Our KS3 curriculum aims to build upon these foundations of communication and writer's intentions to develop understanding of the subject of English as a discipline, and the impact different factors have on the creation of literature and non-fiction. They explore how to think and write analytically about a text and then how they can emulate and apply these concepts in their own writing styles. Students sequence through key elements that underpin English as a subject, layering, applying and connecting their learning as they go. Grammar and writing are taught and integrated throughout, as is the explicit teaching of key

How does our curriculum build upon previous learning?

	vocabulary. Students experience a wide range of literature and non-fiction including varied genres, historical periods and authors. By the end of KS3, students should be fluent in reading and writing to be able to manage the rigour of GCSE texts. They should be competent in understanding the various factors that influence a writer and the choices they make. They should be able to write analytically about the choices made by the writer and the wider ideas these choices reflect.
KS4	In KS4, students apply their conceptual knowledge of the subject of English to their GCSE course, exploring and analysing key literature texts forming personal interpretations and engaging deeply with the author's intentions and influences. They apply their knowledge of writing styles, forms and purposes to practise writing for impact both in readiness for their final exams and for life outside of the classroom.

What do students do with this knowledge or these skills?

Students use their knowledge and skills in a variety of activities within lessons:

- Answer comprehension questions - learning to summarise, clarify and respond with a personal opinion
- Make predictions about texts based on prior learning
- Make connections between texts / prior learning
- Explain their own and other people's ideas with references
- Write accurately and creatively, applying and emulating different writing styles
- Answer low stakes quizzes on knowledge
- Evaluate the impact of writer's choices
- Make comparisons with references

How do we help students secure this knowledge in long-term memory?

Securing knowledge in long term memory is the vital goal of our course, in fact, it is by our definition, learning. Some examples of how we achieve this are listed below. It is crucial to note that this is not a tick list and not all of these (or perhaps any of them) will be observed in a given lesson. English teachers will use these, as appropriate, to the context of what they are teaching.

- Explicitly connecting current and prior learning to develop secure, connected schemas
- Quizzing for memory retrieval practice, both in lessons and homework
- Repeating processes and gradually removing scaffolding
- Targeted questioning in class that supports pupils in engaging in retrieval practice
- Modelling thinking patterns and processes
- Diagnostic tests
- Question level analysis of tests giving specific, targeted areas of development

How does our curriculum align to the national curriculum?

Our curriculum matches the ambition of the national curriculum. We also seek to develop and raise the profile of some specific areas: for example, the inclusion of more non-fiction and increased diversity within our chosen texts. Thematic links connect poetry and Shakespeare throughout our curriculum, building connections between fiction and non-fiction in different forms.

Within KS3 students are guided to read increasingly challenging material independently. They are taught to understand increasingly challenging texts and create personal critical responses to them. Students use exemplar texts to develop their ability to write accurately, fluently, effectively and at length, consolidating and building on their knowledge of grammar and vocabulary. Oracy is built into our curriculum to develop students' ability to speak confidently and effectively.

How do we check student understanding and monitor progress?

Understanding is checked regularly within lessons through

- regular retrieval quizzing and low stakes testing
- the use of live marking allows staff to identify gaps quickly and for students to respond immediately within their piece of work
- targeted hands-down questioning allows teachers to have a good understanding of their pupils and their ability to express their knowledge of a subject.

Misconceptions can be addressed quickly before they become concreted into the long-term memory.

In addition, summative assessments are used throughout the academic year in the form of 'cold writes' which identify key gaps to be addressed within a unit or topic; 'hot writes' which demonstrate ability and highlight progress made during that topic; and reading extended answers, allowing students to practise analytical writing skills.

Curriculum sequencing

Year	Autumn	Spring	Summer
7	• Characters Establishes the different ways characters are created within texts. Exploration of Literary heritage through a ballad, Beowulf and a modern novel. Key Texts: Selected literary heritage extracts and ballad examples, and the novel <i>The Graveyard Book</i> by Neil Gaiman.	• Time and Place Focuses on time and place within different literary forms. Spring term 1 will study a poetry anthology and Spring term 2 will explore non-fiction 'travel writing'. Key Texts: Poetry anthology; Extracts from <i>Bill Bryson</i> and contemporary non-fiction examples.	• Introduction to Shakespeare Focuses on introducing core knowledge about Shakespeare from our Literary heritage and the context from which he writes. Key Text: <i>Much Ado About Nothing</i>, by William Shakespeare.

Curriculum sequencing			
Year	Autumn	Spring	Summer
8	Power We consider how the theme of power and powerlessness is presented in a key text. Within this student build on Y7 and their work on characterisation and symbolism. Key Text: <i>Journey's End</i>, by RC Sherriff. <i>This play offers a clear perspective on war shaped by experience and trauma. Written by a war veteran, we see how realism is used to create an authentic representation of life in a dugout, and how power is explored through the characters.</i>	Rhetoric & Political Poetry This scheme explores the fundamental principles of rhetoric, teaching students that through language and structure, the text can be used to influence the reader or audience's perspective with that of the writer or speaker. This then builds into exploring political poetry. Key Text: <i>selected contemporary non-fiction</i>. <i>This selection of rhetorical texts exemplifies the significance of rhetoric in relation to context. Political poetry will involve exploring poems from a variety of backgrounds and time periods.</i>	Power We continue exploring the theme of power in a modern novel. The students explore changing and developing power through characters and situations. Students will also explore context and writer's intentions. Key Text: <i>Refugee Boy</i>, by Benjamin Zephaniah. <i>This text allows us to consider the impact of a context and differing cultural viewpoints in relation to power.</i>
9	Relationships Explores different relationships and the conflicts that can arise within them. This builds on the Y7 introduction to Shakespeare by studying a Shakespearean tragedy. Key Text: <i>Romeo and Juliet</i>, by William Shakespeare. <i>We use this Shakespeare text to explore how relationships and conflict are presented, associating key themes of the plays with context and characterisation. We practice analytical skills on selected extracts.</i>	Morality We consider in depth how the impact of context social situations can affect people and communities through the characters and their changing relationships. Key Text: <i>Heroes</i>, by Robert Cormier. <i>The characters and relationships of this text makes for an interesting exploration of social contexts and their impacts. It is also a great opportunity for study of structure and suspense</i>	19th Century literature The final scheme of KS3 will culminate in revision of all concepts studied, exploring selected 19th Century short stories and poetry. Their building independence in the study of these will help them to prepare for GCSE study. Key Text: <i>A range of diverse short stories from C19 texts including the full text of Arthur Conan Doyle - The Adventure of the Speckled Band and an anthology of C19 poetry.</i> <i>These texts allow students to explore concepts in a range of contexts as well as exposing them to our rich literary canon, ensuring students become more familiar and confident with the challenges and linguistic styles of texts from this period.</i>

Curriculum sequencing			
Year	Autumn	Spring	Summer
10	English Language: Eduqas Component 1 English Literature: Edexcel 19th Century Novel: A Christmas Carol (includes English Language skills of analysis of language, structure and evaluation);	English Literature: Edexcel study of poetry from a selected anthology including analysis and comparative responses. Unseen poetry study.	English Language: Eduqas Component 2 English Literature: Edexcel modern text study: An Inspector Calls (includes exploration of themes and ideas across the text as a whole)
11	English Language: Eduqas component 1 - fiction reading and creative writing English Literature: Revision in preparation for PPE1 Edexcel Shakespeare: Macbeth (includes analysis of language, structure and wider themes)	English Language: Revision in preparation for PPE2 (in response to common issues identified in Y10 and October PPEs) English Literature: Revision in preparation for PPE2 (in response to common issues identified in Y10 and October PPEs)	English Language: Revision in response to common issues identified in Spring PPEs and preparation for final exam English Literature: Revision in response to common issues identified in Spring PPEs and preparation for final exam
Rationale for this sequencing	Our curriculum is sequenced to ensure key procedural and substantive knowledge is revisited from KS2 and further built on through KS3, in preparation for GCSE study. Linguistic processes, grammatical skills and vocabulary are developed throughout KS3, with each unit building on prior knowledge, whilst also consolidating and evolving understanding and analysis of key literary techniques with a focus on one central text each term in each year of KS3 study. As students reach KS4, they apply all this knowledge to their GCSE studies, engaging in texts at a personal level to explore the writers' choices and intentions, as well as the wider themes, ideas and context being reflected in them.		

How does our curriculum prepare students for the transition to post-16 pathways?
The depth of knowledge of English as a discipline, as well as the style and challenging nature of the texts studied leads students directly to A Level English Literature, while the complementary study of literature choices and concepts alongside creative writing and emulation of styles connects to the combined English Language and Literature course.