

Subject

Key Stage 3

Intent

All students have access to an ambitious and rigorous provision to speak, read and write in English: unlocking meaning and building confidence in creating their own meaning. Students build rich skills, knowledge and cultural capital cumulatively through every year. As a department, we have a shared vision which celebrates aspiration and challenge: our students will be equipped to analyse, interrogate and create in the world around them.

Students begin their English curriculum at PHS by unlocking and creating meaning in a variety of forms which will become the pillars of study in KS3 & 4. Our curriculum is underpinned by big ideas and questions; each year focuses reading and writing around a fundamental question.

We introduce key threads in the curriculum in Year 7 by asking students 'why am I me?' Through a sequence of units we address beliefs about how the world is structured, how we treat others and how we understand ourselves in relation to them.

Year 8 builds on and revisits the threads and skills of Year 7, asking students 'what does it mean to be included?' The texts studied deepen their collective understanding of what creates the boundaries between us, our views and treatments of groups, how we change as we age and what makes a true hero.

Year 9 marks the culmination of the threads fostered through KS3 English and allows students to confidently engage with the challenges of KS4. We address what makes us want to change the world. How can we achieve this? What risks come with such ambition and responsibility? Can we change who we are?

Implementation

- English lessons follow an aspirational and cumulative curriculum, layering skills and knowledge.
- Our staff are aware of the need to introduce new skills and knowledge in the context of students' prior learning – we use FLASHBACK questions regularly to build learning and check students' progress through every lesson. We pace learning to challenge and consolidate.
- Lessons foster students' cultural capital as teachers constantly enable students to connect the texts and knowledge studied to both the past and present. This enable students to master concepts and skills by applying them to a range of situations creatively.
- We scaffold learning so that students are exposed to exemplary models of reading and writing; these being gradually removed as students gain confidence and creative independence.
- Students are encouraged to question each other, themselves and the texts we study, fostering analytical and exploratory learning. Lessons are underpinned by rich talk through discussion, debate and formal presentations.
- Planning effectively, executing thoughtfully and editing reflectively are the cornerstones of great writing. We train students in best practice to structure and review their creative as well as analytical writing to identify their own targets and next steps in progress.
- We assess formally at the end of each unit and use this data to shape intervention and give students personal feedback on their strengths and next steps.
- We are aware of our duty to prepare students for a terminal exam system, but we phase this in gradually and with support.

Impact

Effective teaching will lead to students acquiring, retaining and applying curriculum knowledge in the classroom and beyond.

All students at Patcham High school go on to study KS4 English.

Key Stage 4

Intent

All students have access to an ambitious and rigorous provision to speak, read and write in English: unlocking meaning and building confidence in creating their own meaning. Students build rich skills, knowledge and cultural capital cumulatively through every year. As a department, we have a shared vision which celebrates aspiration and challenge: our students will be equipped to analyse, interrogate and create in the world around them.

Year 10 deepens and expands English as a subject as students begin their GCSE programme, as we immerse them in a range of influential and aspirational texts from literature; students have built the required skills and resilience through KS3 to unlock and explore Shakespeare, Stevenson and Priestley, as well as write and deliver a speech of personal importance to them.

By Year 11 students have covered the majority of the content for their GCSEs, enabling focus on the poetry unit with the maturity and independence they have developed. Using the data from the Year 10 mock exams, teachers specifically target the skills individual students need to work on, creating bespoke interventions and revision plans to challenge every learner.

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- We assess formally at the end of each unit and use this data to shape intervention and give students personal feedback on their strengths and next steps.
- We are aware of our duty to prepare students for a terminal exam system, but we phase this in gradually and with support.
- We use data intelligently and target intervention at students who require additional support at different times, whether with their teacher or one of our specialist English Coaches.
- Students sit mock papers at three points in their KS4 English course, covering all aspects of both Literature and Language, in a manageable and graded way to build confidence, exam and revision skills: at the end of Year 10, then the November and February of Year 11.

Impact

The English Department are committed to supporting all students to make progress and attain at least their target grade.