

## Curriculum Overview – English Language

**Intent:** The English curriculum aims to empower students to probe, question and explore methods of communication across a range of contexts. The teaching of English across KS3 and KS4 is underpinned by the facilitation of passionate debate, discussion and exploration of texts from across a range of fiction and non-fiction. Our aims are to galvanise students to personally engage with a wide variety of challenging themes, ideas, characters and concepts which will broaden and test their current world view. Within the study of English, students will question and critique the methods that writers, and speakers, use to present their views and perspectives, and respond to these ideas using their personal ideas and opinions. Students will be prompted to utilise, borrow and experiment with methods employed by great writers and speakers in order to develop their own communication skills. The chosen texts at each key stage allow students to confidently examine how wide-ranging ‘voices’ respond to personal, social, cultural and political contexts and critically interleave their understanding of a variety of literary lenses- honing their ability to select, critique and thread together interesting trends and tropes across different written texts. Students will be required to purposefully explore for themselves a broad a range as possible of non-fiction and fiction texts. Through a curriculum with a deliberate focus on broadening students’ vocabulary, something that is supported by our knowledge organisers and utilised by all year groups, students are actively encouraged to experiment with the application and use of ambitious language and terminology throughout their studies- refining and honing their selection of appropriate and impactful vocabulary within their personal communication. The development of analytical skills across KS3 also builds the required familiarity with the rigorous requirements of the GCSE exams and frequent and purposeful practise of key exam questions and styles is built in for termly review.

The overarching **concepts** for English Language at Shaftesbury School are:

- **Reading and writing fiction and non-fiction**
- **Exploring the contexts of texts**
- **Learning and practising skills of analysis and evaluation**
- **Learning and practising skills of inference and deduction**
- **Considering writer’s viewpoints and perspectives**
- **Exploring writer’s choices of language devices**
- **Developing skills of communication in both writing and speaking**

- **Implementation:**

The study of English Language is the foundation of all communication, learning and knowledge. It facilitates the ability for learners to express, explore, analyse and evaluate how information and ideas are conveyed across a wide variety of texts, media and contexts.

Studying English Language is a discipline that is both rewarding and challenging. The subject nurtures and develops students’ ability to use: inference and deduction, to understand the purpose, form and audience of a text and to explore texts from a writer’s viewpoint and perspective.

Curriculum Overview (Knowledge and skills) English (Language)						
Term	1	2	3	4	5	6
Year 7	FICTION- writing	FICTION- Reading	NON-FICTION- Reading	NON-FICTION- writing	NON_FICTION- Speaking, Listening, responding	FICTION- Writing
Year 8	NON-FICTION- Reading	NON-FICTION- Writing	NON-FICTION- Speaking and writing	FICTION- Reading	FICTION- Reading	FICTION- Writing
Year 9	NON-FICTION- Reading	NON-FICTION- Reading	NON-FICTION- Writing	NON-FICTION- Debating	FICTION- Reading	FICTION- Writing
Year 10	FICTION PAPER 1: Inference and explicit reading skills LANGAUGE DEVICES AND STRUCTURE Writing to describe or Narrate	NON-FICTION PAPER 2 SUMMARISING AND SYNTHESISING Writing an article, speech or letter	PAPER 1 AND 2 SKILLS EVALUATION AND COMPARISON	Focus on writing Skills on Paper 1 and 2: Writing to describe or Narrate Writing an article, speech or letter	PPE PREPARATION PPE Paper 1: language, Structure and Evaluation skills.  Writing to describe or Narrate	SPEAKING NEA Re- visiting paper 2 Skills
Year 11	PPE PRACTISE PAPER 1 AND 2 SUMMARISING, EVALUATION, SYNTHESIS COMPARISON	PPE REVISION Paper 2 LANGAUGE DEVICES , SUMMARISING AND SYNTHESISING COMPARISON	PAPER 1 AND 2 PRACTISE LANGAUGE DEVICES AND STRUCTURE. EVALUATION, SYNTHESIS COMPARISON	PAPER 1 AND 2 PRACTISE LANGAUGE DEVICES AND STRUCTURE. EVALUATION, SYNTHESIS COMPARISON	PAPER 1 AND 2 PRACTISE LANGAUGE DEVICES AND STRUCTURE. EVALUATION, SYNTHESIS COMPARISON	EXAMS

## Impact

**By the end of Key Stage 3:** students will be able to confidently express themselves in a variety of forms and genres. To be able to recognise how writers use language to shape meaning in a range of different contexts.

**By the end of Key Stage 4:** students will become perceptive and thoughtful in the responses they produce to both fiction and non-fiction texts. They will have refined their skills from KS3 to be able to summarise and evaluate texts in a coherent and considered way.