



## Curriculum Intent

English  
Miss S. Russell

### Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3. The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr

Be Ready, Respectful and Responsible for themselves and others around them.

### Department Vision

#### **Creativity of Learning and Learning of Creativity for a love of literature and cultural heritage.**

The English Department equips students with deeper grasp of language and literacy, the importance of critical reading (applying certain processes, models, questions, and theories that result in enhanced clarity and comprehension) and effective writing, and the diversity of literature, both past and contemporary. We aim to teach students how to effectively speak, read, and write. Students will be encouraged to think critically and reflect on what they have learned. We will instil a passion for learning and a respect for education.

## Subject Intent

### Key Stage 3

We are passionate about literature and language - we want to instil that passion and love of learning in the students we teach. Although test results are crucial, our goal is to transform our children to become lifelong learners by building on the foundation of our well-crafted Key Stage 3 curriculum. We want to produce English scholars, students who approach texts with an open mind and a critical eye; who confidently pick up a pen and write down their thoughts; and who argue, discuss, and share their opinions with conviction. In order to achieve this, we vouch to:

- Create a cohesive curriculum where strong links can be identified through Scheme of work, big picture, big picture questions, key terms, lessons and knowledge organisers.
- Implement effective teaching strategies that will support engagement.
- Implement effective teaching and planning strategies that will support SEND students so that it reflects evidence informed practice.

### Key Stage 4

Years 10 and 11, the levels of challenge will reflect higher expectations of students. Pupils receive bespoke Literature and Language lessons. In Each task they are set will ultimately be preparation for examinations. Speaking and listening is assessed separately from the GCSE.

#### English Language

There is a strong focus on writing accurately, for extended periods of time, for different purposes and audiences. It is also essential for students to become independent and critical readers of a wide range of texts from different time periods. Responding to literary texts forms a crucial part of all English exams.

#### English Literature

Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Through the study of English literature, students will read widely for pleasure and as a preparation for studying literature at a higher level.

GCSE English Language and Literature Intentions for our students:

- read a wide range of texts, fluently and with good understanding. For GCSE Literature, students must make connections across their reading.
- read in depth critically and evaluatively, using knowledge gained from wider reading to inform and improve their own writing. Also, so that they are able to discuss and explain their understanding and ideas.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly, punctuate and spell accurately.
- develop the habit of reading widely and often.

### Key Stage 5

The English Language and Literature A Level is an engaging course which will allow students to develop and broaden their interest in and enjoyment of all aspects of English.

Students will have the unique opportunity to study a diverse range of drama, poetry, and prose across a plethora of genres as well as perfecting their own creative writing skills; learning how to write like accomplished novelists and investigative journalists. Students will also learn how to analyse and appreciate writing techniques, developing a sophisticated understanding of how writers evoke powerful emotions in readers using only the written word. Finally, they will also get the chance to explore the psychology behind the English language, discovering the subconscious rules that govern our everyday conversations.

Students will be encouraged to develop their interest in and enjoyment of English as they:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the
- analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how
- the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts
- explore the ways in which texts relate to each other and the contexts in which they are
- produced and received
- develop their skills as producers and interpreters of language
- develop their interest in and enjoyment of English as they undertake independent and

	<ul style="list-style-type: none"> <li>• appreciate the depth and power of the English literary heritage.</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</li> </ul> <p>In addition, they must enable students to: listen to and understand spoken language, and use spoken Standard English effectively.</p>	<ul style="list-style-type: none"> <li>• sustained studies to develop their skills as producers and interpreters of language.</li> </ul>
<b>Curriculum Specification</b>		
<u><a href="#">Key Stage 3 National Curriculum</a></u>	<b>Academic GCSE:</b> <a href="#">AQA English Language</a>  <a href="#">AQA English Literature</a>	<b>Academic A Levels:</b> <a href="#">AQA English Language and Literature</a>

<b>Wider Curriculum Contribution</b>	
<b>Our approach to supporting learning</b>	<b>Our approach and opportunities to stretch and challenge students</b>
<p>We consider supporting students as a high priority when planning and delivering English lessons. Our approaches to supporting learning include:</p> <ul style="list-style-type: none"> <li>• Introduction of key terms/ new vocabulary in context – we make use of the Frayer model and ‘say it, spell it, understand it’ to provide an in-depth exploration of vocabulary essential to each unit.</li> <li>• Pre-reading activities.</li> <li>• Scaffolding.</li> <li>• Modelling opportunities embedded in schemes,</li> </ul> <p>Students that require additional support have an alternate provision through key stage three where literacy intervention is in place through additional English lessons; all key stage three students also receive Accelerated Reading lessons to support reading and comprehension skills, and early phonics is available for students with low literacy skills to assist them in access texts.</p>	<p>We have adopted the belief that all students can produce excellent work once they know what it looks like and are given appropriate tools and support to make it happen. In order to ensure our students are challenged appropriately, we embed the following strategies into our practice:</p> <ul style="list-style-type: none"> <li>• Explicit learning intentions – we pose ‘big questions’ with the expectation that students will be able to answer these in detail.</li> <li>• Independent activities – to promote resilience, we embed various extended writing tasks.</li> <li>• Questioning and discussion - students are given the opportunity to respond to challenging questions posed to them, we believe this to be integral to accelerating students’ learning.</li> <li>• Modelling – our students are shown great examples before attempting their work, so they know the standard.</li> <li>• Feedback – student receive feedback frequently and are provided with the tools to move their own learning forward by using this feedback to develop their knowledge, skills and understanding.</li> </ul>
<b>Our contribution to Careers Education, Information and Guidance</b>	<b>Our contribution to Literacy and Reading Development</b>
<p>Careers are subtly explored from the perspective of successful writers and dramatists. Exposure to both fiction and non-fiction texts allows students to explore the roles of journalists, poets, and novelists. Additionally, students are exposed to the benefits of transitional skills in English speaking countries in addition to non-English speaking countries.</p>	<p>Our department understands the importance of literacy and embed activities throughout our schemes to ensure key literacy skills are taught. Our expectations are high and we allow our students to explore challenging texts from year 7 onwards; although these are taught at an appropriate level to suit students’ ability. Disciplinary reading, writing, speaking and listening are covered across the years with an even mix of knowledge and skills.</p>
<b>Our contribution to Environment and Sustainability</b>	<b>Our contribution to Safeguarding and Prevent</b>
<p>Our curriculum explores the environment across key stage three and four, particularly in our poetry units. Here, we delve into perspectives on nature and encourage students to: develop an appreciation for nature, understand the power of nature, and promote environmental awareness.</p>	<p>Our curriculum explores issues relating to safeguarding; promoting awareness of various topics. These include:</p> <ul style="list-style-type: none"> <li>• Crime – explored explicitly in our ‘Society’ unit where we look at articles relating to crime and consequences.</li> <li>• Media – exploration of how media is presented and the impact/influence it may have on audiences.</li> <li>• Morality – this is explored continually throughout our units and in a variety of forms.</li> </ul>

<b>Our contribution to Social, Moral, Spiritual and Cultural development</b>	<b>Our contribution to Character Education (Citizenship)</b>
<p>The curriculum is designed to consider the British Values within the texts studied; considering how these values are reflected in modern texts with particular attention to Academy SMSC obligations. Through our units, students are encouraged to:</p> <ul style="list-style-type: none"> <li>• Reflect on their own beliefs and perspectives on current and historical issues.</li> <li>• Reflect on their morals.</li> <li>• Collaborate with peers of all backgrounds and beliefs.</li> <li>• Explore different cultures and embrace differences.</li> </ul>	<p>During English, students gain:</p> <ul style="list-style-type: none"> <li>• An understanding of how historically, citizens have influenced decision-making through the democratic process. This is explored when looking at social and historical context that inspired authors.</li> <li>• An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour. This is explored particularly during our units that educate students on diversity.</li> <li>• An understanding of the importance of identifying and combating discrimination. This is explored particularly during our units that educate students on diversity.</li> </ul>
<b>Our Contribution to Digital Literacy Development</b>	<b>Our contribution to Numeracy Development</b>
<p>Students have the opportunity to develop their digital literacy skills through Independent Learning. Independent Learning is set electronically through Google Classroom and Century Tech.</p>	<p>We understand that numeracy is not only essential for an understanding of mathematics but also enrich every area of life. In English, we support the development of numeracy through:</p> <ul style="list-style-type: none"> <li>• Sequencing – when connecting topics, we encourage students to logically sequence their understanding from one concept to another.</li> <li>• Mathematical questioning – when questioning students, we utilise mathematical terms to encourage deeper thinking.</li> <li>• Organising and presenting information – particularly when looking at texts we make use of Venn diagrams, timelines and graphs to support students in having a better understanding of plot/character/theme.</li> </ul>