



Curriculum Aim – ENGLISH LANGUAGE



<p><i>The aim of the St John's English Curriculum is to empower our students in their ability to use, understand and explore language in order to express themselves and make sense of the world around them. We aim to equip our students with a solid foundation of knowledge and lifelong skills in reading, writing and oracy. In doing so we hope to foster a love of reading and inspire students to adopt a critical eye towards any texts they may experience.</i></p>	<p><u>KS 3 Intent (English)</u></p> <ul style="list-style-type: none">• To deliver a demanding, wide-ranging and creative curriculum which fosters a love and passion for reading and writing, whilst preparing students effectively for the demands of the GCSE curriculum and beyond• To encourage students to express themselves creatively and practise different modes of communication• To develop students' skills in being able to adapt fiction and non-fiction writing to suit a variety of purposes, genres and target audiences• To provide students with reading experiences related to a variety of historical eras, cultures and genres (e.g. Shakespeare, American Literature, Poetry from other Cultures, World War One Poetry and Gothic Literature)• To strengthen students' skills of unseen analysis, particularly of prose and poetry, preparing students effectively for GCSE course and forms of assessment• To enable students to critique a wider and constantly changing world of textual forms and mediums• To provide students with knowledge relating to the history of English Language and Ancient Literature (Old English, Middle English, Ancient Greece and Ancient Rome.)• To foster a love of reading through fortnightly Accelerated Reader lessons.• To foster resilience and independence in their own learning and understanding of ideas (debating, presenting, critiquing themselves and others)
	<p><u>KS 4 Intent (AQA)</u></p> <ul style="list-style-type: none">• To equip students with the linguistic terminology and concepts necessary in order to decode and analyse both fiction and non-fiction texts.• To develop students' skills of synthesis, interpretation, analysis and evaluation, with a variety of different textual materials.• To encourage a self-conscious approach to writing so that students can adapt their written expression to suit a variety of genres, audiences and purposes effectively.• To strengthen and solidify basic literacy skills including spelling, punctuation, grammar and vocabulary• To provide students with strategies, confidence and skill when approaching their English Language examinations.

	<p><u>KS 5 Intent (EDEXCEL)</u></p> <ul style="list-style-type: none"> • To encourage students to re-evaluate their perceptions of how language shapes themselves and their community. • To introduce students to a range of linguistic terminology, concepts and theories and then support them in using these to analyse texts. • To foster an appreciation of how language can shape and influence the world – with a particular focus on aspects of Identity, Child Language Acquisition and Language Change. • To evaluate their own use of language and develop a self-conscious approach to writing so that students can adapt their written expression to suit a variety of genres, audiences and purposes effectively. • To develop research and analytical skills when conducting independent linguistic investigations.
<p><u>Curriculum Implementation</u></p>	<ul style="list-style-type: none"> • Curriculum documents • Lesson provision • Year 11 Information Evening • Year 11 Walking Talking Mocks • Additional revision sessions and opportunities
<p><u>Curriculum Impact</u></p>	<p>Assessed through:</p> <ul style="list-style-type: none"> • Student outcomes • Learning walks and observations • Work scrutiny • Termly data analysis through Alps connect and SISRA • Department/HOF meeting minutes • KS 5 uptake • Summative/Formative assessments <p>Strong Impact if:</p> <ul style="list-style-type: none"> • Excellent outcomes (results) • Post 16 pathways in English are successful • Excellent behaviour in lessons and attitude to learning • Students take pride in their work, presenting it to a high standard • All students accessing curriculum (differentiation)