English

CURRICULUM INTENT

STOCKSBRIDGE HIGH SCHOOL

Curriculum Intent Statement

English

The English curriculum is engaging and exciting, with appropriate challenge and consolidation to allow students of all attainment levels to reach their potential. The curriculum is also designed to provide opportunities for increased breadth and depth for higher attaining students, and support and intervention for students who are less confident. The curriculum is also designed so that 'golden threads' of knowledge, skills and concepts are woven through every lesson and scheme of learning, creating a series of stepping stones through Year 7 - 11. Further, key vocabulary, explicitly taught, is also woven through the curriculum from Year 7 – 11. Finally, developing skills and knowledge for real world application also plays an important part in our curriculum planning and development.

Reading:

In reading students immerse themselves in a wide range of fiction and non-fiction texts, from the 19th to the 21st century, including four Shakespeare plays across the two Key Stages. Texts are carefully chosen that are appropriately challenging and relevant to the world and community in which our students live, as well as offering a range of pre-complex texts, including poetry and non-fiction from 19th and 20th centuries. The texts allow students to identify and evaluate universal concepts such as relationships, prejudice and love. They invite discussion and reflection on key moral issues, allowing students to interrogate and develop their own responses and ideas. There are opportunities to explore the craft of the writer in a wide range of texts, from Shakespeare to Blackman, identifying how language is effectively used to influence the reader. For example, the reading of Boys Don't Cry in Year 8 allows students to explore attitudes to race, gender roles and sexuality, and the studying of Enola Holmes in Year 7 encourages students to understand their own, and others', experiences of loss and grief. Students are also encouraged to read for pleasure, developing their knowledge and challenging their views with alternative perspectives.

Writing:

From Year 7, students build on the skills, knowledge and understanding developed in primary schools and accelerate them into the next phase of learning. Imagination, control and accuracy in writing are developed through regular opportunities to write from the heart and through more formal writing where purpose, audience and style are significant considerations. Across all writing activities, opportunities will be created to enhance and extend students' vocabulary as well as their written accuracy and develop their ability to construct and manipulate sentences for effect. The process of planning, redrafting and self- correcting written work is taught explicitly to foster independence and pride in writing. Students are encouraged to draw upon their understanding of rhetorical and figurative devices from the texts they have studied and apply these to their own written work.

Oracy:

Spoken language underpins the development of students' reading and writing skills. Opportunities are created for discussion and debate, collaborative and individual presentations and speeches, as well as reading poetry and stories aloud. Through KS3 there are spoken language challenges, allowing all students to present in front of their peers, be that in class, or the whole school. These challenges help students develop confidence and pride in their spoken language skills, a life skill that is vital when they move into KS4 and post-16 courses.

Cultural Capital:

The English curriculum aims to broaden and deepen students' knowledge of the world in which they live, and the context of their own lives and experiences. Carefully chosen texts, thoughtful extra-curricular activities, such as theatre visits, and opportunities for students to be involved in national writing competitions all allow for increased cultural capital for all students, no matter what their background or personal circumstances.