

The Subject Curriculum at Five Acres High School

In English , we learn about the world around us so that we can ...

Intent

Why should all pupils learn this subject?

Without the ability to read, communicate, and express ourselves, all other subjects become very difficult indeed. English provides students with these skill sets. In addition, we also have an amazing opportunity to reflect on what it means to be human. Any literature is a reflection of the culture and society which surrounds it- without culture and society there can be no literature. Literature is one of the artistic ways in which we can express our identity. It helps us to know who we are; it shapes our views and helps us to form opinions of the world around us. Literature is also a gateway to explore other times, places and cultures, broadening our horizons and expanding our understanding of the world around us. For us to become fully sentient beings, we need to understand our past, have awareness of our present and plan for our future. The myriad of times, places and people we experience through literature can enrich our lives and help to shape us into well rounded humans. We are then able to play an active and relevant role in the society which we inhabit. The study of English Language and Literature both help us to unlock our personal potential as we progress through KS3 and 4, and ultimately out into the adult world.

What is the core knowledge in this subject?

The core knowledge of reading and decoding and text ultimately leads us to GCSEs and being able to read at a level which is commensurate with your calendar age.

Another important part of our curriculum at FAHS is that it exposes students to a wide range of texts and genres, improving their reading outcomes and also enabling them to identify allusions. This is why we include such a wide range of texts, which cover such a huge time span at KS3 .

There are also core skills, which are transferable.

Reading skills would include being able to:

- Use subject terminology
- Explore the language of a text and make inferences
- Identify the writer's aims or purposes in producing a text
- Explore patterns and structures within texts, and what these choices reveal.
- Make links between texts and also to the societies which they are a product of.
- Evaluate opinions about texts, as well as comparing one text to another in order to develop personal opinion. This is especially relevant today when something as seemingly straightforward as a news story needs to be evaluated for authenticity and bias.

Students need to be able to apply these skills to texts which range from the ancient classical world to the modern day.

Writing skills would include being able to:

- Use correct spelling, punctuation and grammar
- Use a variety of sentence structures
- Use a variety of punctuation
- Use a variety of punctuation
- Use a varied and rich vocabulary
- Use a variety of language techniques

Students are then able to express themselves creatively, using the written word as their chosen medium.

Verbal skills are also important as a life skill. Students should leave FAHS able to express themselves articulately and recognise the differences between informal and standard English.

Implementation

How is this subject taught at FAHS?

In KS3, we explore what it means to be human. We start in Year 7 with the Origins unit, using ancient myths and what they reveal about the human condition. In term 2 we explore the concept of being a hero through the text *Treasure Island*. In Term 3, love and its many varied forms are put under the spotlight with extracts from Shakespeare and poetry- specifically sonnets.

In Year 8, we examine the fear of the unknown, specifically focusing on a range of gothic fiction extracts making links to what worries us as humans. In term 2 we then build on this knowledge and explore in *The Fragile Mind* how we are affected by life and events which unfold around us. By term 3, we embark on the discovery of Identity, specifically through the novel *To Kill a Mockingbird*, which covers the complex issue of race.

In year 9, we continue to explore the human state through conflict. We use *Journey's End* and an anthology of war poetry to explore this idea and how humans are often in conflict with the world around us. In term 2 we focus on Dystopia, and the grim reality of living a life of oppression and control. By Term 3, we explore a variety of speeches to help us to develop our understanding of complex issues such as race, equality and our affects on our surroundings.

By KS4, we embark on our two year GCSE courses.

We follow AQA English Language Papers and 1 and 2. These are a combination of reading and writing skills, using a variety of extracts, commensurate with those chosen by AQA.

Set literature texts include *Macbeth*, *A Christmas Carol*, *Love and Relationships* Anthology poetry and *Lord of the Flies*.

What are the key ways students practise in this subject?

Students become well practised in reading and comprehending a variety of texts and genres as FAHS. lessons typically include a LSQ starter, followed by teacher instruction. Students are then given the opportunity for deliberate practice every lesson. This can include annotation, comprehension questions, language analysis, evaluation, creative or nonfiction writing.

Impact

What does assessment look like in this subject?

In KS3, we have 3 data assessment points, where students complete an MCQ. Students also complete two TIN tasks which are teacher marked per term. These can be language analysis or creative writing, depending on the modules of study being undertaken at the time. This then creates a feedback loop where students reflect and improve their practice.

In KS4, students also complete two TIN tasks per term which are marked by teachers. These are GCSE style questions which help to develop essay writing skills as well as deliberate practice relating to both language papers. Students are data assessed during their PPEs. These occur at the end of Year 10 in June and then in Year 11 during Oct/Nov and again in February in preparation for their final examinations in May/June.