

English at ACE

INTENT:

What is the curriculum aim / vision for this subject?

The English curriculum is designed around 4 key principles or aims:

- The curriculum should give students the opportunity to become highly literate, articulate, critical thinkers who are able to access, analyse and question the world around them.
- The curriculum should give students access to traditional cultural capital through the delivery of more culturally broad, diverse and contemporary material.
- The curriculum should lay the groundwork for further study at GCSE in particular, through the explicit teaching of GCSE skills and through the use of GCSE-style assessments.
- The curriculum should encourage students to enjoy English, to appreciate the beauty, power and value of language and literature.

We aim to do this by:

- Stimulating an interest in, and enjoyment of, English.
- Providing the opportunities and challenge for all to achieve their full potential.
- Encouraging a culture of questioning and feeding the natural inquisitiveness of students.
- Providing the best possible standard of teaching and opportunities for learning including cross curricular links.
- Educational visits

What should ACE students gain from this subject?

- Students should enjoy and achieve in English.
- They should be challenged and engaged.
- They should be supported to develop key, transferable skills which prepare them, not only for public examinations, but for making a positive contribution in society.
- Ensure they leave feeling more confident and happier as individuals from when they first started.

How is our curriculum sequenced?

KS3:

We aim to build on KS2 prior knowledge and skills and provide building blocks to access the KS4 national curriculum, allowing students to achieve their potential and move on successfully to post-16 provision.

The objectives are supported by expert knowledge on objective sequencing from qualification providers. However, due to the nature of our service lesson objective

sequencing can be flexible and adapted to meet the learning needs and support learning gaps.

Year 7/8- Starting with Creative writing at the beginning of the term ensures students are fully emerged in language and creativity from the start, learning and developing essential skills each week. In half term two, reading of a Victorian novel challenges and informs the students about social and cultural concepts as well as encouraging debates and linking prior knowledge. This is followed by Shakespeare's *Romeo and Juliet* as we take students learning to a more analytical and in depth dive into writer's intentions and craft. Moving on to Transactional writing students are encouraged to write for a purpose and enhance their writing skills that bring together their creativity, speaking and listening and analytical skills to the forefront of their learning. Poetry is taught which brings in a wide range of skills and is sequenced through different genres and tackles areas such as writer's craft, language analysis and explaining their point of view-skills they will already be familiar with.

Year 9- At year 9 Gothic fiction is taught to engage students in reading and creative writing as well as building on prior knowledge. Moving onto Victorian Literature to enhance skills in reading and building on analytical skills from previous learning. Shakespeare follows on from this to enhance and build on analytical language skills and identifies character, themes and social context. Writing for a purpose is an excellent way of engaging the students to think about their viewpoints, enhancing communication skills and consolidating skills that have previously been learnt. Poetry invites students to engage with the themes of love and war and covers previous skills such as language analysis and writer's intentions. In the final term Creative writing and reading skills are covered to enhance knowledge of writing with imagination and confidence and to enthuse some reading for pleasure.

KS4:

In KS4 some classes will be entered for Language and Literature and some just Language. We tailor individual students' needs and provide as much support throughout. Students who cover a two-year language course will cover key elements throughout Year 10 and develop on these skills in Year 11.

Students who complete both Literature and Language GCSE'S cover the Literature course in Year 10 and Language in Year 11, while recapping on exam techniques in Literature. This is structured in this way as it gives our students the best way of managing to complete two GCSE's on a part-time timetable whilst still being able to succeed in both GCSE's.

Integration and Transition

Students can start at any point and could have missed various amounts of time in their main stream setting. Therefore we make it our aim to ensure the students' needs are put first and ensure their needs are met. Our aim is to ensure the student feels comfortable and safe through:

- Use of school data

- Setting high expectations
- Pupil passport
- Opportunities to identify strengths and areas of development
- Constructive feedback

IMPLEMENTATION:

How does learning develop over the five years?

At ACE the curriculum for Years 7 to 9 now reflects the structure and challenges of the new GCSE.

- Reading and writing assessments linked to reading material.
- High challenge content: Victorian Literature, unseen prose, unseen poetry, two Shakespeare texts, engaging and challenging texts.
- Vocabulary- High order and challenging vocabulary linked to lessons
- Assessments are all linked to the new more rigorous GCSE criteria

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

- The text choices are very distinctive and broad in the offer. They are fairly contemporary texts but include new, more challenging genres including: fantasy, romance, bildungsroman etc. Students we feel will enjoy these contemporary texts.
- Deep questioning, magenta principles, innovative teaching and learning approaches and developing thinking skills in Students are the overriding principles behind our curriculum.
- We set high expectations of all students regardless of their medical background (physical or mental health). Students are challenged to attain GCSE knowledge and skills from the moment they join ACE.

In what ways does our curriculum help to develop...?

- Cultural diversity and identity: Texts by diverse authors or with identity as a key theme. GCSE Paper 2.
- Creativity and critical thinking: All of our reading units encourage critical thinking; our writing units creativity.

IMPACT:

What forms do assessments take? What is the purpose of assessment?

- In Years 7 to 9, progress tasks are completed half-termly and 3 termly assessments modelled closely on sections of GCSE examinations.
- For writing schemes of work in years 7 to 9, this takes the form of:
 - Creative writing modelled on GCSE English Language paper 1B.

- Writing to express a point of view modelled on GCSE English Language paper 2B.
- At GCSE, assessments are half-termly and use sections of GCSE past papers where possible.

How do we know if we have a successful curriculum?

- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Self-evaluation and external moderation via links with other mainstream schools in the authority.
- Successful post 16 transition

Recovery Curriculum

In English we aim to ensure all students feel happy and confident and reduce any worries and anxiety they may have at this time. In order to help students' rebuild their confidence we have a transparent and clear path that will ease any fears about them making progress and to fill in any gaps students' may feel they have.

These are provided through:

- Essential key concepts, skills and objectives that are vital to the curriculum.
- Non-essential concepts that will be taught within a reduced timeframe.
- Previous content being recapped using a range of recall activities.
- Remote learning- Google classrooms activities that can be completed independently, whilst providing regular feedback.
- An emphasis on core skills to meet the national curriculum at KS3 and use of exam questions and assessment activities at KS4.

CURRICULUM CONTENT

KEY STAGE 3

- The curriculum at Key Stage 3 has been redesigned to build on the skills learned at Key Stage 2, cover the requirements of the National Curriculum and ensure pupils are GCSE ready by the time they reach year 10.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term 1 Year 9 Gothic Fiction- Frankenstein Themes/Skills: -Character analysis -Language analysis -Creative writing - Close text analysis	Term 2 Great Expectations Themes/Skills: -Character analysis -Language analysis -Creative writing - Close text analysis	Term 3 Macbeth Themes/Skills: - Relationships -Language analysis -Letter writing -Speaking and Listening -character analysis	Term 4 Transactional Writing- Writing for a purpose Themes/Skills:- Purpose and audience -persuasive techniques -Speaking and listening - Spag	Term 5 Poetry Themes/Skills: -Relationships -Poetic techniques -Creative writing -War/Love - Close text analysis -Unseen poetry analysis	Term 6 Creative Writing/Reading Themes/Skills: -language techniques -Spag - character analysis
Term 1 Year 7/8 Creative Writing-Super Heroes Themes/Skills: -Relationships -Gender stereotypes -Hero's/villains character analysis	Term 2 Oliver Twist Themes/Skills: -Relationships -Victorian Society -Speaking and Listening	Term 3 Romeo and Juliet Themes/Skills: -Relationships -Language analysis -Letter writing -Speaking and Listening -character analysis	Term 4 Transactional Writing- Writing for a purpose Themes/Skills: -Purpose and audience -persuasive techniques -Speaking and listening	Term 5 Poetry Themes/Skills: -Relationships -Poetic techniques -Creative writing -War/Love - Close text analysis -Unseen poetry analysis	Term 6 Reading Skills Themes/Skills: -Articles -Speaking and Listening -Ranking/ordering -decision making -Writing for a purpose -techniques (Paper 2)

KEY STAGE 4

GCSE English Language

Section A (20%) – Reading (40 marks)

This section will test through structured questions the reading of an unseen extract from one 20th century literary prose text (about 60-100 lines). This section assesses AO1, AO2 and AO4.

Section B (20%) – Prose Writing (40 marks)

This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount. Candidates who write purely descriptively, or use a form other than that specified, such as poetry or drama, will not be able to access the full mark range as shown in the assessment criteria. This section assesses AO5 and AO6.

Section A (30%) – Reading (40 marks)

This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.

Section B (30%) – Writing (40 marks)

This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6.

GCSE English Literature

Paper 1

Section A (20%) Shakespeare

Macbeth

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Paper 2

Section A (20%) Post-1914 Prose/Drama

Blood Brothers (Russell)

One source-based question on a post 1914 prose/drama text from the above prescribed list.

Learners are not permitted to take copies of the set texts into the examination.

Section B (20%) 19th Century Prose

A Christmas Carol (Dickens)

Section C (20%) Unseen Poetry from the 20th/21st Century

Two questions on unseen poems, one of which involves comparison.