

The English Curriculum

KS3 Curriculum Intent and Rational:

The Church Stretton Mastery curriculum consolidates and builds on the range of skills and knowledge developed at KS2. By the end of KS3, they will know more about the foundational texts in literature, will be able to remember more about English Literature's social and historical context and will be able to do more creative and critical writing. Students will study the foundational texts of English Literature. Having a strong understanding of the text's context, plot, purpose and author enables them to make connections and solidify their understanding.

Creativity and originality emerge from a deep understanding of a subject's foundations. By studying grammar and writing in isolation, also supported by dedicated schemes of work, students gain the foundational knowledge from which creativity can emerge. This enables students to compose multi-faceted narratives, articles and essays.

Students need explicit instruction in high-utility tier-2 vocabulary to make them better readers. If students know more words, they will be able to understand and access more literary texts and more challenging texts across the curriculum and be able to do more with them.

Importantly, the content and knowledge are connected so that students form a firm foundation of literary and linguistic knowledge that enables them to read and write accurately and critically as they move into KS4.

The principles of English Mastery and how they are delivered

We have designed the programme so that students graduate Year 9 as confident and literate readers and critical and accurate writers. By the end of key stage 3 they will; know and remember more about the foundational texts in literature and social and historical context from the Literary Heritage units; be able to write more accurately and do more with this knowledge from Mastery Writing and explicit tier-2 vocabulary instruction; and be more confident and eager readers from our Reading for Pleasure strand which is the glue that unites Literary Heritage and Mastery Writing.

Collaborative curriculum planning lies at the heart of what we do in the department. We liaise with each other, with external agencies, and engage in research. Our continued professional development is enabling us to introduce new technology and tools for teaching and learning which are enhancing our provision. We continue to develop our schemes of work and to introduce new and exciting content, always with a focus on embedding challenge, study skills and literacy into our curriculum.

Our four pedagogical pillars

English Mastery is unique in that it is built on four pedagogical pillars that drive student progress. Each pillar is rooted in the latest cognitive and educational research which together form our approach.

A knowledge-rich cumulative English curriculum

- In order for students to be able to read and understand a text, they need to be experts in its domain. Our Literary Heritage strand ensures students know more and remember more about the texts' historical and social contexts. Having a strong understanding of the text's context, plot, purpose and author enables them to make connections and solidify their understanding. Knowing that the Metropolitan Police was an emerging force during the writing of 'Sherlock Holmes' helps students understand the significance of Holmes' position in Victorian London, and how attitudes and approaches to crime and policing have evolved over time.
- Our curriculum is cumulative and integrated so that the content and knowledge is connected and each activity within each lesson builds on what has come before and acknowledges what is to come.
- This enables students to form a firm foundation of literary and linguistic knowledge so that they can read and write accurately and critically.

Dedicated teaching of grammar

Skills for Writing – The KS3 Writing Curriculum

An evidence-based approach to accelerating progress in writing at KS3

Learning to write is about learning to be powerful. When students can write confidently, they can make things happen: they can campaign for things that matter to them; they can present themselves and their personality in writing for job or university applications; they can express their deepest, most personal feelings; they can write stories and poems that make others laugh or weep. In fact, they can write to change the world!

'Skills for Writing' is to help students to become confident, powerful writers. It sets out to show them how authors create and convey different meanings in their writing by the choices they make and invites them to consider how the meaning might have been subtly different had they made different choices.

Our programme of study is very clear about how they will become a better writer, but it is not a recipe book or set of instructions for success. Writing is far more complex than that. We want them to think like a writer, knowing what choices and possibilities they have in each piece of writing, and being able to make and justify those choices with confidence.

Developed in partnership with Professor Debra Myhill and her team from the University of Exeter, *Skills for Writing* is designed to:

- **embed the principles of the [Grammar for Writing pedagogy](#)** - trialled and proven to almost double the rate of writing progress at KS3 for a clear route to KS4 success.
- **teach grammar in a contextualised way** - focus on effects achieved, so students have a wider range of techniques with which to craft creative, effective texts.
- **provide engaging and interactive lessons** - and the many digital resources focused on building grammatical knowledge and improving writing.
- **motivate students to write independently** - encourage students to reflect on their writing and understand how to improve with our range of auto-marked activities.
- **provide a sequenced, progressive and challenging KS3 curriculum** that will fully prepare students for the rigour of KS4.

Explicit vocabulary instruction

- Students need explicit instruction in high-utility tier-2 vocabulary to make them better readers. Reading ability is strongly correlated with vocabulary knowledge. If students know more words, they will be able to understand and access more literary texts and more challenging texts across the curriculum, and be able to do more with them.
- We foreground tier-2 vocabulary throughout each curriculum strand. We follow a research-informed narrow and deep model: students learn and remember a small number of powerful words in depth. Words such as 'vulnerable' and 'naïve', which are introduced in 'Oliver Twist', are referenced throughout later texts such as 'Jane Eyre', 'The Tempest' and 'Animal Farm'.

Assessing for Mastery

- English teachers are united as a community to celebrate, compare and review student work to unlock the incredible potential of school assessment.
- Fortnightly quizzes help students memorise the key knowledge from the curriculum for Literary Heritage and Mastery Writing. We also provide supporting documentation so you can see how your students are doing across time. This gives

you useful information every two weeks on what your students need to revise and relearn.

- Reteach tasks are provided with all fortnightly quizzes to help you close the gap for students.
- Our Assessing for Mastery standardisation meetings also let you see where your students fit into the national cohort. Every term, you are able to compare your students' work with over 130 other schools. This clearly shows whether your students are performing below, on, or above average.

KS4 Curriculum Intent and Rational

The KS4 English curriculum builds on the knowledge and skills our pupils acquire through our KS3 Mastery curriculum. The KS4 curriculum seeks to offer a knowledge-rich and intellectually challenging curriculum that provides our pupils with the knowledge, language, and grammatical skills to converse intelligently and confidently on a wide range of literature. We seek to instil our pupils with a love of reading and writing, in order to be fluent and confident readers, writers and speakers.

We seek to empower our pupils: to provide them with the opportunity to develop their ability to think deeply about various concepts; to evaluate ideas and the writers' craft in fiction and non-fiction texts spanning genres and eras. We aim to develop our pupils' conceptual knowledge required to understand the literary periods they study, but also develop their ability to link these to significant national and international issues that are relevant to today's society. By doing this, we create confident, knowledgeable and inspirational global citizens.