

Stanborough



# **Curriculum Intent and Vision for English**

**Our vision for the English Curriculum at Stanborough is to enable students to appreciate how language can be used for inspiration, information and impact within the classroom and beyond.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

### **Key Stage 3**

#### **What is your curriculum intent for Key Stage 3?**

To build on the work done at KS2 on SPAG. To encourage wide independent reading and study in detail some more challenging texts. To write well organized whole texts with paragraphs and cohesion features.

#### **What have students been taught at Key Stage 2 to prepare them for Key Stage 3?**

Elements of SPAG but it has not been made secure. The selection and interpretation of significant details. Writing for form, audience, purpose. Making presentations.

#### **How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?**

Students are taught how to use paragraphs to organize texts for clarity and effect. They are introduced to literary terminology to support their appreciation of texts. They learn about the importance of social and historical context. They engage in debates about the events, characters and ideas of texts.

#### **What do students cover in Key Stage 3? When do they study it?**

##### **Year 7**

- Writing for different purposes – narrative, descriptive, persuasive
- Whole texts – Graveyard Book, Midsummer Night's Dream
- Non-fiction texts – media
- Media texts – persuasive language in advertising
- Speaking and listening – learning and presenting poetry
- Independent reading – once a fortnight,

##### **Year 8**

- Writing in different genres – gothic writing, travel writing
- Whole Texts – Christmas Carol, Journey's End
- Non-fiction texts – travel writing, WW1 letters, diaries (context)
- Other times and places – Christmas Carol, Poetry from Other Cultures
- Independent reading – once a fortnight
- Speaking and listening – formal presentation about careers

#### **Why do they study it in that order?**

In Year 7 we focus on word and sentence level work for the purposes of description and persuasion and in Year 8 we focus on text level work. In Year 7 we teach students how to navigate whole texts and make cross-references and in Year 8 we look at texts in their social and historical context. In writing, in the same way, we concentrate on word and sentence level work in Year 7 and then consider whole text cohesion in Year 8.

#### **Does the Key Stage 3 coverage reflect the content in the national curriculum?**

We have reintroduced a second Shakespeare play and increased our emphasis on SPAG and speaking and listening to ensure that we adhere completely to the National Curriculum.

#### **How do you ensure students embed knowledge? What do you revisit? When?**

In both reading and writing the word level and sentence level focus of Year 7 is revisited in Year 8 and placed in the wider context of the whole text and its social and historical context.

#### **How do your curriculum choices contribute to the student's cultural capital?**

Understanding of the world of work – advertising (Y7) and careers (Y8)  
Classic texts – Midsummer Night's Dream, Christmas Carol  
Understanding of genre – gothic, travel  
Social and historical context of literature – WW1, other cultures, 19<sup>th</sup> century, 16<sup>th</sup> century

## Key Stage 4

### **What is your curriculum intent for Key Stage 4?**

In-depth understanding of individual texts as literary constructs. Making comparisons between texts. Understanding the contemporary relevance of texts. Effective structural techniques in reading and writing. Making critical evaluations of writers' ideas and how they present them. Beginning to consider alternative interpretations of texts.

### **How does Key Stage 3 prepare students for Key Stage 4?**

Word and sentence-level analysis. Making different kinds of inferences. Understanding the social and historical context of texts. Having debates about texts. Learning how to read texts from the 19<sup>th</sup> century and appreciate poetry and non-fiction.

### **What do students cover in Key Stage 4? When do they study it?**

<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<p>Range of texts – Of Mice and Men, Knife that Killed me, Romeo and Juliet, poetry since 1789, short stories</p> <p>Features of texts – characterization, themes</p> <p>Range of responses to texts – analysis, comparison</p> <p>Writing – short stories, diaries, poetry, analytical essays</p> <p>Spoken language – debate and discussion about characters, themes</p>	<p>Range of texts – Jekyll and Hyde, Poetry from 1789, extracts from fiction and literary non-fiction</p> <p>Features of texts – argument, persuasion, perspective, bias</p> <p>Range of responses to texts – synthesis, critical evaluation</p> <p>Writing – letters, talks, autobiography, magazine articles, short stories</p> <p>Spoken language – making a presentation</p>	<p>Range of Texts – An Inspector Calls, Poetry from 1789, extracts from fiction and literary non-fiction</p> <p>Exam Practice and Revision</p> <p>Writing – letters, talks, autobiography, magazine articles, short stories</p>

### **Why do they study it in that order?**

Year 9 – The texts we study in Year 9 deal with more mature themes and have clear social and historical contexts and themes with contemporary relevance. We do work on making comparisons between texts, especially poetry, to prepare for GCSE without necessarily studying GCSE poems. They learn how to construct more academic responses to texts and how to organize discursive essays which consider alternative interpretations of texts. Students practice writing well-structured short stories with effective vocabulary and sentence structure in preparation for GCSE.

Year 10 – We focus on non-fiction as preparation for the GCSE Language exam paper. We explore the structure of argument, point of view, bias, counter argument. Students of this age are more ready and able to engage with abstract ideas with contemporary relevance. We also study three of the four GCSE texts, covering the big picture of characters and events so that students know their way around texts.

Year 11 – We study the final GCSE text, An Inspector Calls, here because it is an engaging start to Year 11. It also allows for the practice of a wide range of skills in preparation for Year 11 mock exams because it can be studied alongside relevant non-fiction texts. There are also useful cross-references to be made with Romeo and Juliet and Jekyll and Hyde. We revisit the three GCSE texts studied in Year 10 looking at the themes and ideas addressed by each text, learning how to make cross-references and practicing close analysis.

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

Significant overlap of skills between Language and Literature, e.g. analysis, comparison, evaluation  
Each year we cover different types of writing but revisit basic reading and writing skills

### **How do your curriculum choices contribute to the student's cultural capital?**

Literary heritage - social and historical context of texts in 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries – understanding of conflicting ideas about society in literary and non-literary texts from different times and places – ability to engage with and understand different points of view - ability to present own ideas clearly and persuasively – detecting bias in others' writing and providing evidence based argument in own writing

## Key Stage 5

### **What is your curriculum intent for Key Stage 5?**

To engage with more theoretical ideas about language and literature and to engage in academic debate. To study genres of literature rather than individual texts. To understand how language is used in real-life discourse events.

### **How does Key Stage 4 prepare students for Key Stage 5?**

Critical evaluation of ideas and arguments prepares for encounter with different views and alternative interpretations of texts. Comparison skills learned at KS4 set the scene for studying A-Level texts as examples of specific genres, e.g. tragedy. The study of 19<sup>th</sup> century texts in KS4 lays a foundation for studying texts from 1600 forward in both language and literature.

### **What do students cover in Key Stage 5? When do they study it?**

#### **Year 12**

Language – linguistic approaches to language study – influence of social groups on language – history of English language – how language has changed and is changing – child language acquisition

Literature – introduction to genre, tragedy, social and protest writing, Othello, Tess of the D'Urbervilles, William Blake, The Kite Runner, independent reading

#### **Year 13**

Language – coursework: original writing and commentary and language investigation

Literature – literary theory: poetry and prose, Death of a Salesman, Handmaid's Tale

### **Why do they study it in that order?**

Language – need to introduce language frameworks/levels and practice applying to texts and cover range of topics before doing coursework – independent choice given so students need to have more ownership of their studies.

Literature – through knowledge of genre and texts sets scene for application of a range of literary theories in Year 13 which underpin the coursework – independent choice given so students are working more independently.

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

Language – production of coursework autumn Year 13 requires revisiting a range of skills from Year 12  
Literature – use texts studied in Year 12 (and earlier) to apply literary theory in Year 13

### **How do your curriculum choices contribute to the student's cultural capital?**

Language – aware of significance in society of language choices and social and historical background to the language we use. Literature – literary heritage, contemporary relevance of debates within literature

### **How do you prepare students for learning beyond Key Stage 5?**

Seminar and lecture style teaching, presentations, formal essays, independence in coursework