



English Curriculum Statement 2020

Intent:

The curriculum for English at Brookfield looks to develop students through bespoke qualification pathways, as well as, develop them personally through increasing culture capital, and by providing schemes of learning which are mindful of social and personal issues affecting students in an SEMH context and beyond.

The curriculum endpoints for English are as follows: by the end of year 11 students need to be able to carry out the following under exam conditions:

- Write a short story from a given theme
- Write a variety of transactional formats for specific audiences and purposes
- Embed and analyse quotations, using POINT EVIDENCE EXPLAIN
- Write with accuracy
- Understand and write about 19th century and/or Shakespearean language
- Analyse unseen texts, fiction, non-fiction
- Compare texts
- Write about different types of writing
- Understand contexts and their impact
- Speak in formal situations

In addition, the English curriculum has three main drivers: personal development; reading; and retrieval and retention. The intent for all three drivers is as follows:

Personal Development

The design of the English curriculum at all stages has the intention of developing students socially and emotionally, as well as, academically. Schemes of learning are designed with considerations made to the specific needs of the context and are underpinned by a number of strategies and content that either explicitly or implicitly encourage personal development. This is achieved by exploring the moral, social, spiritual and cultural aspects of texts and context, exploring forms of spoken language and evaluating personal language use, and establishing routines for building resilience. Teaching and learning approaches, organisation of learning, and bespoke interventions are aimed at helping learners to make rapid progress, and bridge gaps in skills and knowledge. The aim is to improve levels of progress in English and provide greater access to age related curriculum content, meanwhile increase confidence and improve self-perception of competency as a learner of English.

Reading

Curriculum design for English at all levels intends to improve reading ages (Standard Age Scores) for learners by implementing strategies aimed at developing the ability of students to read complex texts. This includes scaffolds and practices to ensure accessibility to complex texts, exposure to a wide variety of text types, increased opportunities for reading, raising the profile of reading, and intensive, phonics based short programmes.

Retention and Retrieval

The curriculum design intends to close attainment gaps across both Key Stages, through applying current research findings concerned with progress rates and learning characteristics of disadvantaged secondary age learners, curriculum, work schemes, lesson and resource design.

Implementation

The aforementioned drivers for the English curriculum are realised as follows:

Personal Development

Core-curriculum content The routines and practices of the day-to-day delivery of curriculum are designed to bring familiarity for students, in helping learners make the cognitive shift needed for the appropriate conduct in a productive learning environment, as well as, bring about self-confidence in learning. The content of the core curriculum for English is designed to provide opportunities to explore topics and ideas relating to Personal Development (PD), as well as, broaden the learning experiences and engagement with school life of the students. Themes of learning for core skills and knowledge are carefully considered in terms of PD, such as the first scheme students progressing from Nurture encounter is 'Education,' Fictional texts and poetry are used as a springboard to explore one's own educational background and attitudes to learning :- exploring school rules through the ages and considering personal attitudes to authority figures, for example.

Other texts and resource materials encountered throughout the schemes are linked explicitly to the PSHE curriculum and coincide where possible with English content. Elsewhere, PD is prompted through pre-planned Text Dependent Questions (TDQs) with a social, moral or spiritual focus. The cathartic nature of literature is exploited where possible. *What might we learn about ourselves from reading this text? How might this text help us to understand our own attitudes to _____?*

Building resilience is featured by providing necessary study skills and scaffolds for learning, in order to provide students with the tools to complete extended reading and writing tasks on an increasingly regular basis. Resilience is encouraged by expanding periods of quiet concentration by small increments as the scheme progresses aiming to prepare learners for Summative assessments carried out under exam conditions, over the course of every 12th week of schemes for years 8 and 9, 6th and 12th weeks of the term for year 10, and on weeks 3, 6, 9 and 12 for year 11. Written feedback from summative assessments and mock exams is timely and meaningful to avoid anxiety. Formative assessments are given at regular intervals throughout the curriculum.

High expectations for learning are met through consistently aspirational texts, live marking, positive praise, verbal feedback, appropriate use of the behaviour policy, and behaviour 4 learning strategies suited to the group dynamics.

Structured talk sessions: The notion of 'code switching', adapting spoken language variety to meet with the demands of different situations, is made explicit through teacher modelling at all levels of the curriculum. Students will use 'metatalk' to reflect on their own language use and explore reasons for making particular choices. Topics related to Standard English use, sociolect and taboo language are encountered explicitly as themes for a number of sessions. Other topics are drawn from religious education topics that promote personal development. Developing turn taking, making constructive contributions to discussions, and improving use of standard English for formal situations all enhance the personal development of learners, while also serving as valuable practise for speaking and

listening assessments at Key Stage 4. Speaking and listening assessments – both formative and summative have been built into the curriculum at all stages.

Reading for pleasure sessions are used as a tool for promoting PD as age appropriate novels and plays are chosen for engagement scope for exploring topics relevant to PD. For example, 'After Tomorrow' by Gillian Cross can be used as a springboard to discuss resilience, as well as, explore and evaluate personal attitudes to social issues, such as immigration, food poverty, and the separation of children from parents.

CEIAG The Gatsby Benchmarks are considered in the design of the curriculum for English: links between learning and future careers are made by monopolising on the scope of learning themes, for example, Year 8 Crime and Horror might look at why you need an English qualification to become a police officer, and then extend this idea by learning how to plan and compose a police report. Dedicated literacy sessions use workplace communication and texts for practising basic skills, with links made between job roles where possible. Local job markets, such as media and marketing companies, law firms and copywriting businesses are investigated, as well as, opportunities sought where possible to link English skills to aspirational job roles, such as, author talks with accomplished writers and journalists living in the area.

Reading

Classroom routines Explicit teaching of reading skills and metacognitive practices through expert teaching and live modelling of routines and practises, are used in the day-to-day delivery of the curriculum. Pre-planned text dependent questions, (TDQs) are a staple of learning, as is, targeted questioning techniques that explore context, as well as, meanings and alternative interpretations of word, syntactical and whole text level.

Access and absorption of complex reading material: In line with EEF recommendations and research (2018), the complexity of texts presented to students remains consistently high, and an increase in exposure to non-fiction material has been incorporated throughout the core curriculum, as well as the Register and Read initiative (please see below) Varying degrees of scaffolding are applied to assist students in accessing and understanding content. At Key Stage 3 or as a means of differentiating at Key Stage 4, complex texts may be broken into smaller chunks, and at both Key Stages Tier 2 and 3 vocabulary is pre-taught prior to encounters with challenging material. Deciphering and decoding tools are developed from instruction in word etymology and morphology, and exploring meanings from prefixes and suffixes. Absorption of material is aided by building culture capital by exposure to secondary texts encountered through cross-curricular learning, threads of contextual knowledge made from links to previous learning schemes in English, generic knowledge drawn from the meta-embedding of texts. The use of multi-media texts and dual-coding techniques, present content in different ways to support understanding of new or challenging concepts. Tools and techniques, such as, the Freya model, synonym grouping, instruction and practise using dictionaries, thesauri and glossaries, and the use of knowledge organisers, also aid comprehension.

Increase in non-fiction reading opportunities: Register and Read is a form time initiative carried out once weekly by form teachers. Non-fiction, cross-disciplinary texts to support English core curriculum learning and concepts, and/or texts relating to PD, PSHE and CEIAG are used. Forms are provided with task sheets for establishing pre-existing knowledge, building context, pre-teaching vocabulary, as well as, a short writing response tasks to gauge absorption. TDQs are provided by means of an annotated copy of texts specifically for teachers, and links in content to form time numeracy are made where possible.

Exposure to variety of disciplinary texts: creative prose, dramatic texts, poetry texts and transactional texts are interleaved to maintain familiarity. This is achieved by collections of entire texts and extracts, drawn from a range of sub-genres, linked in theme. Shakespeare is encountered in Year 8 through studying plot, reading and analysing key scenes, and watching a performance of an entire play. Year 9 provides further exposure to Shakespeare's language through thematically linked extracts from a variety of plays. Frequent exposure to both non-fiction and fiction texts from the Victorian Era features as a staple throughout the curriculum, and explicit reference to typical language features of the era are repeated and reinforced at every level

Intensive reading intervention programmes: Baseline progress testing considers the reading ability of students by comparing results with national averages of other students from the same age group. The national Standard Age Score (SAS) for reading is set at 100, with a score of between 90 – 110 being within the range of 'average' reading ability. Students scoring 89 or less are considered to be significantly below average and are ranked in the bottom five percent of learners, and unable to access age related curriculum content. Therefore, Brookfield learners scoring below average will be taken for one session a week, over a six-week period for an intensive intervention programme: Lexonix Core – a phonics based programme that plugs gaps from KS2 by increasing phonological awareness and ability to decode meanings. Brookfield learners who score between 90 – 115 on baseline testing will also take part in a six-week intensive reading programme, that capitalises on existing phonological awareness, by exploring meanings of more complex words through morphological meanings, and more in-depth phonological training. This advanced intervention: Lexonix Leap is to help students manage the cognitive load attached to the volume and complexity of Tier 2 and 3 vocabulary needed for success across GCSE subjects through the development of metacognitive practices of decoding words and deciphering meanings. The learning and skills gained from this training will be used, not only for cross-curricular vocabulary instruction, but also as the development of a dialogue for discussing reading during lessons.

Initiatives for increasing learner engagement with reading: **Reading for Pleasure** is a weekly feature of KS3 where age appropriate novels and plays are encountered during one afternoon session per week. Books are typically fast paced and broadly appealing to 'boys', either by writing style and structure– fast-paced with plausible use of teenage language varieties and numerous plot twists. Chosen texts may also have themes appealing to teenagers – survival, gangs, rebellious characters, and conflicts. Novels may also serve as an embedded text – an example of dystopian fiction, or as building context for common themes in reading materials and writing tasks at GCSE- such as homelessness. As already mentioned, texts will also be used as a spring board to encourage personal development.

Library membership: Access to reading will be made available through visits to a local library in Year 7, and further visits in Year 8, 9 and 10 used for gathering research materials for S&L presentations or topic work.

Literary events: where possible, students will encounter talks by popular writers and poets, attend book signings, and participate in workshops. Theatre trips will be sought for stage adaptations. Events in school, such as World Book Day and National Poetry Day will be celebrated to raise the profile of reading.

Teaching staff and assistants will be given information on a termly basis on the 'English Geek Sheet' containing details of themes, vocabulary and literacy learning for the term, and include details of the

reading pursuits of KS3 students so cross-curricular links can be made, and the profile of reading is seen as a priority within school.

Retention and Retrieval

Capitalising on culminative knowledge and pre-existing skills: The curriculum for English exploits cumulative knowledge of students by frequent opportunities to retrieve previous learning and expand on ideas leading to new learning by making links to cumulative knowledge gained cross-curricular. This is realised through classroom routines such as links to the previous session being made explicitly at the beginning of every session, retrieval of prior learning at all Key Stages and schemes through frequent and targeted Q and A, and TDQs to prompt memories before and during reading. Low and no stakes quizzing is also used as a method of retrieval.

Retention of new material Each learning cycle will start with the deconstruction of a completed final assessment for the cycle and create an end-point for skills. This will then be used as a reference tool throughout each stage of learning. *'Look each new paragraph begins with a discourse marker' 'Can you see how quotes have been embedded throughout my response'* Regular formative assessment and feedback opportunities are given, either through live marking, verbal or written feedback, or less common methods of assessing work, such as dot marking. Developing habits through metacognition of the aforementioned deconstructed material, and additional examples created through expert modelling. The process or skill will become 'unnoticeable'. This mastery approach to learning is made possible by extending learning schemes from 6 – 12 week cycles at Key Stage three. Therefore, allowing more time to practise and embed essential skills, and as a strategy for managing cognitive load through metacognition. The interleaving of core and literacy skills throughout the entire English curriculum, the use of dual-coding through multi-media, as well as, tools for organising information such as, knowledge organisers are all methods for retaining information. Every three weeks, formative assessments will lead to bespoke interventions of skills for individuals who are not grasping concepts, and scaffolds will be added or taken away where necessary.

Essential exam skills and retrieval techniques Weeks 10 -11 of every 12-week learning cycle is used for practising essential skills and developing revision techniques. This is achieved through exposure to mock papers, practising particular skills, as well as, applying common methods for recalling information, such as, use of acronyms. Students may also make revision cards, construct narratives and make word associations to recall ideas and concepts. Summative assessments will generally be unseen, as with functional skills and GCSE exams. Exam concessions, including extra time and use of scribes or readers will be applied where possible to allow students to carry out tests in what will become their usual way of working for national exams. Staff from across the school will be made aware of the assessment times and dates, in order to emphasise the seriousness and create an authentic experience.

Impact

The impact of the various facets will be measured and monitored in the following ways:

Personal Development: SNAP data, ECHPs, and PDI for individuals will be used as baseline information to monitor personal development. This will be supported by teacher assessed outcomes for speaking and listening, behaviour points, and ability to show resilience in completing extended reading and writing.

Reading: Baseline data from GL assessments will be used to compare Standard Age Scores at the beginning and end the academic year. Evidence from classwork will also be used to monitor progress in reading responses, as well as, teacher observations of improvements in attitude to learning when reading complex texts, and number of green behaviour points accumulated by individuals during reading focused sessions will be considered. The Lexonix training also has a diagnostic tool which can be used to measure improved abilities. Engagement and enjoyment of external and internal literary events will be measured from the findings of pupil evaluations and questionnaires.

Retention and Retrieval: Essential exam skills are broken down, and each area of assessment is monitored on a progress tracker for individual and group progress. Summative assessments are carried out in a book for summative and formal assessments. This is used from Year 8 through to Year 11 as evidence of progress. End of year PT assessment data is also considered, as well as, observational evidence gathered from targeted Q and A.