

# English Curriculum Intent



The study of English has a pre-eminent place in education and society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all of our learning. At TRS, we ensure students leave with a wide range of powerful knowledge that allows them to not only become literate citizens, but citizens who can communicate their thoughts and ideas with the world. At TRS, we ensure our students fully understand the context of texts taught across our curriculum. Our intention is to ensure that students understand the interconnectedness of themes, ideas, and principles in all our texts so they can make meaningful connections between pieces of literature from key stage three all the way up to key stage five. By reading a wide range of texts, we believe that children develop a love and appreciation for literature which will stay with them throughout their adult lives and that they are able to draw on key ideas and principles studied in all texts to make meaning of the world around them. By embedding a love and thirst for knowledge and skills, we believe that this will allow students to perform well in terminal exams and pursue their ambitions at the next stage in their education.

To enable students to develop a love and appreciation for literature, we deliver a broad and balanced knowledge and skills curriculum looking at Shakespeare, poetry, novels, and non-fiction throughout all key stages. We teach an appreciation for the contribution that writers have made to popular culture in Britain and across the world. We want our children to understand how great writers have shaped thinking and captured the feeling and ideas of varying periods in time and make these connections with other subjects within their curriculum. Our children should leave TRS with an understanding of how important books and reading are.

# What Students Should Know and Be Able To Do

## Entitled to powerful knowledge

Powerful knowledge ensures that ‘people are not trapped by the limits of their experiences.’ Access to this knowledge is the “right” of all pupils as future citizens.’

In English, students are entitled to know substantive knowledge (‘facts’ of a subject) to understand what has been said and need disciplinary knowledge (how knowledge is constructed and developed within a subject). Within substantive and disciplinary knowledge, the curriculum includes conceptual knowledge and procedural knowledge.

**In English examples of this are below:**

	Conceptual knowledge	Procedural knowledge
Substantive knowledge	<ul style="list-style-type: none"><li>• A simile is a comparison between two things using like or as.</li><li>• Writer’s intentions are the reasons why a writer constructs a text and the meaning that sits behind it.</li><li>• Characters are constructed consciously by writers.</li></ul>	<ul style="list-style-type: none"><li>• The effect of a simile is...</li><li>• Why did Shakespeare write Macbeth?</li><li>• Analyse how Macbeth was constructed to convey a political message.</li></ul>
Disciplinary knowledge	<ul style="list-style-type: none"><li>• A simile can be used to convey different layers of meaning.</li></ul>	<ul style="list-style-type: none"><li>• Analyse the different interpretations that can be made using this simile.</li></ul>

The English Curriculum at TRS is built around themes. These themes (for example: power, conflict and gender) are explored through the study of different and wide-ranging texts. These themes are revisited every year throughout KS3, KS4 and KS5 with an increasing level of challenge and exposure to increasingly complex ideas. For example: In Year 7 students are first introduced to gender through their novel study ‘The Girl of Ink and Stars’ by exploring the characterisation of the female protagonist Isabella. This complex theme is then constantly revisited through further units in Year 7, Year 8 and Year 9 so that by the time the students reach their GCSE years they will have foundational knowledge of gender roles and the patriarchy which helps them to access these ideas in Macbeth. At GCSE level the complexity increases with a focus on how the presentation of female characters links to the writer’s intentions. This enables students to make links between their contextual knowledge and the ideas that sit behind the writing of the text.

## Theme tracker for KS3

Year 7 - Yellow

Year 8 - Green

Year 9 - Pink

	Intro duct ion to Engli sh	The Girl of Ink and Star s	A Mids um mer Nigh t's Drea m	Poet ry	Non - Ficti on Writi ng	Non - Ficti on Writi ng	Muc h Ado Abou t Not hing	Rela tion ship s Poet ry	Dyst opia n Ficti on	Non - Ficti on Writi ng	Non - Ficti on	The Cruc ible	Rom eo and Julie t	Got hic Ficti on	The Spe ckle d Band	Non - Ficti on	Poet ry + CW
Power and Conflict																	
Inequality and Social Justice																	
Gender																	
Exploring the Past																	
Imagined Worlds																	
Personal Perspectives																	
Childhood																	

## Knowledge is Diverse, Inclusive and Representative

All students can see themselves reflected positively and are taken beyond their immediate experience. In English we do not shy away from the teaching and discussion of controversial issues. For example: across the whole of the English curriculum from KS3 to KS5 we teach and constantly revisit the issues of race and racism as well as gender inequality. This leads to in KS5, the exploration of this theme through the notion of the 'other' in Frankenstein where classes unpick the roots of prejudice and discrimination through the characterisation of the monster. The English curriculum teaches about things that are representative of the UK as a whole and our local area. For example: In each year students study the writing of non-fiction texts. Through their learning of writing a range of texts such as a speeches and articles students explore issues that affect their local community such as water pollution, climate change and food poverty. This helps develop student empathy and understanding of how they can make changes that will benefit their local community and beyond.

## Education With Character

Our character curriculum is fully integrated into the study of English. Teachers of English utilise all opportunities to develop our students into responsible, respectful and active citizens who flourish in both school and the wider world. For example: the curriculum develops the creative skills of the students by teaching them the ways in which they can use language and structure to impact and influence their reader. In non-fiction texts this may be through the exploration of topical issues and how they might use language and voice to influence others to take action and make a measurable difference in society.

Students are taught and supported to be creative with their spoken and written language. In addition, through thorough, regular and specific feedback on their work students are supported to develop their resilience, independence and belief. In English we regularly teach responsive FAIR lessons which are planned as a response to an assessed piece of work. Teacher's 'mark' books to identify the gaps in student knowledge and skills and responsively plan to address these gaps. Students are then guided towards making changes to their writing which requires them to be independent and resilient. This feedback is then kept 'live' in future lessons so that students have opportunities to practice and refine leading to high levels of confidence and belief.

## How students acquire this knowledge

### Coherent whole

The English curriculum is carefully sequenced to ensure that powerful knowledge is built over time, term-by-term, year-by-year. This progressive sequence is planned thematically and by skill. Over time knowledge and skills are revisited and built upon but in a more complex way so that knowledge and skills are constantly added to and refined. As an example: In Year 7 students are taught terms that help them understand the 'inside' of a text such as: implicit and explicit characterisation and setting. By Year 9 the focus is on the meaning that sits 'outside' of the text such as how the writer consciously creates characters to make a comment on the world around them.

In addition, as well as a progression of skills, the English curriculum is mapped to track the development of key themes (the big ideas of a text). For example: In Year 8, students explore the idea of gender and patriarchy through their study of 'Much Ado about Nothing.' Ideas about gender and the restraints of patriarchy are then strategically revisited unit-by-unit, year-on-year but in more depth all the way up to KS5 where students explore modern depictions of masculinity and femininity in post-war America.

### Acquire and apply

In English the curriculum has been planned to provide opportunities for acquisition, application and consolidation. Students are exposed to complex knowledge in a progressive way over time. New knowledge is carefully introduced alongside frequent and spaced opportunities to retrieve prior knowledge and make links between prior and new knowledge. For example: In Year 9 students' study 'The Crucible' and learn about the impact of patriarchy which is revisited and built upon in their study of 'An Inspector Calls' in Year 10. For students progressing to Sixth Form this is further explored in their study of 'The Handmaid's Tale' through the experience and implicit characterisation of the female protagonist.

### Adapt and Improve

Our curriculum is adapted to teach our students what, when and how it is best for them.

**Adapt what is taught:** Powerful knowledge our students are entitled to drives what is taught and our curriculum reflects our local context.

**Adapt when it is taught:** The curriculum is carefully sequenced to secure a coherent curriculum which drives when topics are taught.

Early catch up is essential for students to learn what they are expected to in the year they are expected to. In English, we know that students enter our school with lower-than-expected literacy levels and therefore make sure that opportunities to build literacy skills are embedded into every lesson across Key Stage 3 and 4.

The literacy skills that we prioritise and develop are research-based comprehension techniques from the book 'Reciprocal Teaching at Work.'



**Predicting:**

<b>Predicting</b>	Students make predictions using evidence from the text and from their prior knowledge.
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**In practice:**


### **Sentence Starters for Predicting**

- I think . . . because . . .
- I imagine . . . because . . .
- I predict . . . because . . .
- I think I will learn about . . . because . . .
- I think . . . will happen because . . .


**Questioning:**

<b>Questioning</b>	Students cite textual evidence and draw on multiple sources to ask and answer questions in order to understand the text better.
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## In practice:



Devise a question based on paragraph 3-4.



I wonder...

who...?

what...?

where...?

when...?

why...?

how....?

Examples:


- How many Jamaican people studied in Britain at that time?
- Was it common?
- Why were the government keen to recruit Walter Tull?
- What did Walter Tull do to get promoted?
- How did Walter Tull die?

## Clarifying:


# Clarifying

- Students apply phonics and word analysis skills to decode unfamiliar words.
- They rely on context to confirm, self-correct, and reread when necessary.
- Students clarify by rereading or reading on to figure out confusing points, words, or phrases.

## In practice:



**Think Pair Share:**Based on the context, what do you think the word 'crucial' means?



'he played a **crucial** role during the Blitz.'

'he played a **crucial** role during the Blitz, saving countless lives'

## Summarising:

# Summarising

- Students identify main ideas and details.
- They integrate and evaluate information from the text and support their claims with text evidence



**Adapt how it is taught:** The shared practice of teachers at The Regis School is informed by rich banks of evidence-informed principles, techniques, strategies and routines, including Barak Rosenshine's Principles of Instruction and techniques from Teach Like a Champion. In English, teachers' planning is responsive to their class as individuals, including, for example, appropriate scaffolding for SEND or resequencing lessons to revisit knowledge where it is evident that there are gaps in knowledge. FAIR (feedback and improvement lessons) are planned at appropriate points for teachers to respond to gaps and set high leverage targets for improvement. These targets are then kept 'live' in subsequent lessons so that students are constantly practicing and addressed their skills or knowledge gaps. In addition, teachers formatively assess each lesson through the use of feedback methods such as turn and talk and mini-whiteboards and lessons are adjusted as appropriate to respond to the data the teacher receives from students. For example: If the teacher was checking for understanding of a key idea through mini-whiteboards and they identified that the skill or knowledge was not secure, teachers would take that opportunity to re-teach before progressing further with the lesson.

**Improve:** Curriculum development is an ongoing process. We work collaboratively internally and with external subject communities, including our Trust Advisors. This ensures it continuously improves and remains relevant and fit for purpose for our students and the world they are growing up in.