**English**

Curriculum Statement



**INTENT**

**Why do we teach English?**

The English Policy for Rosewood begins with the following interpretation of the National Curriculum for English:

“Boys at Rosewood often arrive with a negative attitude towards English and a reluctance to engage fully due to a lack of confidence. However, English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. It is vital that all of our pupils take part fully in English.”

The essence of this statement could be reduced down to the following points.

* English is an entitlement for every child. Our boys deserve this opportunity as much as any other child.
* English allows our pupils to reflect upon themselves and upon the world around them. If they improve their English skills they improve their self-confidence and their levels of maturity.
* English encourages our boys to think aloud, to respond to questions, to justify opinions, to share experiences, to talk in increasingly formal contexts. Talk is a fundamental building block for learning.
* English allows our boys to think more critically about the world around them and their place within it. If they improve their English skills they are better able to reflect upon, to question, to challenge what they are told, what they see or what they read.
* The sharing of information, of stories, of poetry is part of our ingrained culture. It is part of what makes us human.
* The study of English and English Literature gives our boys a dignity and self-worth, knowing that they are following the same curriculum as any other child in any other English school.
* Our boys tend to struggle to cope within their families or in their communities. When they leave us with formal qualifications in English and English Literature they are better equipped to cope with the challenges of further education and of life after school.

**IMPLEMENTATION**

**How do we teach English?**

* English is a real challenge for many of our boys. They have usually struggled with it in the past. Therefore we attempt to make lessons and resources as engaging as possible.
* Although we ensure that we cover all the skills and experiences highlighted within the National Curriculum, we make full use of flexibility to plan schemes of work that will both engage and challenge our pupils.
* Reading texts are chosen and purchased which will appeal to our boys and allow them to succeed, particularly at KS3. Texts are also chosen to reflect contemporary issues and allow our boys to engage with and be informed by writers’ treatments of current topics.
* Equally, consideration is given to choices at KS4, but always within the GCSE exam syllabus, so that all our boys will study Shakespeare, a 19th Century novel, a range of poetry and a modern Drama in order to sit and pass the GCSE Literature exam.
* All the Language and Literature AOs and skills are covered at KS3, so that by KS4 pupils are familiar with the skills and are able to apply them to GCSE study. All KS4 pupils are expected to study for both GCSEs.
* English skills within each scheme are repeated and addressed with regularity so that our pupils become familiar with expectations and with good practice in terms of how to tackle a typical reading or writing response.
* Extended and imaginative writing tends to be a hurdle for many of our boys. Therefore we have created a series of topics that run from Years 7 to 11 in which all pupils, regardless of ability, are able to practise sustained writing responses and use skills in line with the expectations of the GCSE Language exam.
* All pupils are expected to use and become familiar with a range of subject specific vocabulary. Pupils have access to a glossary of technical terms and they will be expected to use many of these in their exam responses. In addition, pupils are encouraged to use a broad range of vocabulary, recognising new words in their reading and using more sophisticated language in their talk and their writing in English. This in turn leads to our pupils being more confident users of language in other subjects.
* Literacy across the curriculum is promoted so that teachers in all subjects encourage extended and independent writing, ensure good

use of SPaG and require pupils to read and understand a range of texts.

* Nearly all English lessons are delivered in classrooms that are designed to enhance learning and teaching in the subject. Pupils and English teachers have access to engaging displays, texts and other resources and can learn in a space that they identify as “their English classroom”.
* The timetable at Rosewood ensures that KS4 pupils receive 5 lessons per week and KS3 have 4 lessons. This allows us to cover the range of skills and to make detailed studies of each class text or topic.

**IMPACT**

Impact can best be measured by the enthusiasm for Reading and Writing which clearly increases as pupils progress through the school. Pupils enjoy their English lessons, they are willing to engage and are eager to respond in a range of contexts. This is a significant measure of the impact of our teaching.

But even more significantly for English, we provide pupils with a balanced and engaging curriculum. The skills they cover in Literature GCSE are enhancing the skills they need for Language GCSE. The pupils may struggle with the increased content. However, there is evidence from pupil voice responses that they are willing to cope with the challenge and that they like having to study what they consider as “mainstream” texts. The Team also feels strongly that the sustained reading of plays, poetry and novels is part of their entitlement and dignifies their learning. It also avoids the danger of English becoming too “functional” and narrow for our pupils.

Data on English exam results shows a clear upward trend:

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| Percentage of Pupils entered for ***both*** GCSE Language and Literature | Pass rateLang | Grade 4 or aboveLang | Pass rate Lit | Grade 4 or higher Lit |
| 2016 | 0% | 100% | 0% | 0% | 0% |
| 2017 | 100% | 82% | 10% | 55% | 0% |
| 2018 | 71% | 100% | 15% | 80% | 15% |
| 2019 | 100% | 100% | 75% | 100% | 25% |
| 2020 | 100% | 100% | 100% | 100% | 60% |
| 2021 | 100%  | 100% | 37% | 100% | 27% |
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Indeed latest data, despite Covid disruption, suggests progress is good and that all pupils who are considered to be below their expected grade/level have intervention plans in place in order to get them back on track before next Term’s assessment.

Impact can of course be more formally measured in terms of exam results. Dual entry for Language and Literature has provided a significant boost to our whole school data. Anecdotal evidence suggests that few, if any, schools like ours will enter pupils for GCSE Literature. By doing so we improve our Progress 8 scores.

**English Scheme of Work 2021-22 (Overview Map below)**

The curriculum is roughly divided into half Termly units, each including a literary text for sustained reading and a writing focus. All the Language and Literature AOs are covered, starting in Y7, and in increasing detail as pupils progress through to KS4.

Speaking and Listening activities are implicit in all English lessons and pupils are regularly given opportunities to discuss, plan, collaborate in pairs/groups.

All Y11s will make a formal, filmed presentation for GCSE language on a subject of their choice. They will have had opportunities to become familiar with this format and to practise these skills in Years 9 & 10.

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| Year 7 |  |  |  |  |  |  |  |  |  |  |  |  |
| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
|  Class Reading: The Butterfly Lion;  Writing: Baseline Assessment/Through the Door/Winter  | Reading: African FolktalesWriting: Through the Door/Winter/ Animal fables |   |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
|  Class Reading: MatildaWriting: Abandoned House/Merry Hill  |  Class Reading: Matilda; Poetry selection, including LimericksWriting: Abandoned House/Merry Hill  |   |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
|  Class Reading: WonderWriting: The Beach/Cold piece  | Class Reading: WonderWriting: The Beach/Cold piece   |   |

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| Year 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Holes/PoetryWriting: The room/Autumn/letters/newspaper reports |  Class Reading: Holes/PoetryWriting: The room/Autumn |   |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Romeo & Juliet/The Snow GooseWriting: In the Jungle/The Fairground  |  Class Reading: Romeo & Juliet/The Snow GooseWriting: In the Jungle/The Fairground  |   |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Stone Cold/poetryWriting: The Beach/Cold Piece |  Class Reading: Romeo & Juliet/The Snow GooseWriting: In the Jungle/The Fairground   |   |

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| Year 9 |  |  |  |  |  |  |  |  |  |  |  |  |
| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Ghost BoysWriting: The Dream/The Dare  |  Class Reading: Ghost BoysWriting: The Dream/The Dare  |   |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Of Mice and MenWriting: The Island/The Gift  |  Class Reading: Of Mice and Men/GCSE PoetryWriting: The Island/The Gift  |   |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: SkelligWriting: The Festival/Cold piece  | Class Reading: Skellig/ short story selectionWriting: The Festival/Cold piece   |   |

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| Year 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class reading: DNA/Ghost BoysWriting: Baseline/The holidays/My Hero  |  Class reading: DNA/ Non-fiction texts inc Biography, Media and Teenage StereotypesWriting: Baseline/The holidays/My Hero  |   |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class Reading: Macbeth, Exam PoetryWriting: The Match/The Dare |  Class Reading: Macbeth, Exam PoetryWriting: The Match/The Dare   |   |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
|  Exam Skills/Exam PoetryExam Writing Skills, focus on Paper 1 Section A   |  Exam Skills/Exam PoetryExam Writing Skills, focus on Paper 1 Section A   |   |

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| Year 11 |  |  |  |  |  |  |  |  |  |  |  |  |
| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Class reading: A Christmas Carol/DNA  |  Exam Skills/Exam PoetryExam Writing Skills, focus on Paper 1 Section A  |   |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Reading-Revisit Macbeth/DNA/ Mock exam prep to include Lang Paper 1 & 2; Literature Paper condensed |   Exam Skills/Exam PoetryExam Writing Skills, focus on Paper 1 Section A |   |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |  |  |
|  Final exam Prep/Revision    |

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