

KS4 English Curriculum at St Peter's Centre

"The more that you read, the more things you will know. The more you learn, the more places you'll go."— Dr. Seuss

"I read so many books when I was a kid that I didn't even know were shaping me up." Stormzy

Context

Students in Year 11 come to us having missed a significant amount of learning and in most cases have huge gaps in KS4 learning and GCSE preparation. Students are estranged from English and have often become distant from the joys of reading. It is our role to provide a curriculum that ensures students are provided with an ambitious and challenging approach to the study of English whilst also ensuring that we are able to plug gaps and cover the breadth of the curriculum at speed. We are passionately committed to ensuring that the speed at which we are required to teach this curriculum does not mean that it lacks ambition or the joy of the subject.

Intent

The curriculum journey begins with the fundamentals of writing fiction. Students are asked to begin to collect sophisticated vocabulary through explicit teaching as well as the Word of the week. Students begin to build use of sophisticated words to very quickly build expectation of ambition and see rapid results here. The sequence continues with building up the fundamentals of fiction writing. Students are taught how to identify word class and use these to enrich language. Students are taught about structural features, including narrative perspectives and paragraphing. The next step is to ensure they are secure in using punctuation, leading to how this might be used for effect. Students are introduced to language devices and the idea of crafting. At each step in learning students experience teaching of the fundamental, modelling to show it in practice and then an opportunity to demonstrate it in a piece of writing. In this way, the curriculum supports the building of writing skills in small sequential steps, returning to revise the step before at every new step. At the end of this sequence, students have an opportunity to demonstrate how these skills all work together in a practice Section B. These lists of fundamentals provide the foundation of the next sequence of learning on analysis of fictional writing. Students are asked to use the skills they have built in writing to be the key elements they can identify and analyse in writing crafted by others. Using what they have already used in their own writing as pivotal learning to analyse fiction means we have time to ensure any gaps in analytical writing knowledge can be plugged. Students are introduced to varied and

ambitious texts to practice analytical writing. Focus is on ensuring that they do not just become “spotters” of language features but that they can confidently discuss the impact and effect of using these features and what emotion and feeling this might evoke for the reader. Students complete this unit by looking at structure and structural features, whilst remembering how this was used in their own fictional writing in part B. By inverting the writing and reading skills regularly, students return to revise key skills and become confident in both using and analysing these features. Students then repeat this cycle for non-fiction writing. Firstly collating the sophisticated language of non-fiction writing, learning different formats and purposes and looking at writing for different audiences. Students then look at the analysis of non-fiction and the learning is inverted to ensure skills already learnt inform analytical responses to non-fiction. This is an ambitious approach for students who are behind, have gaps, have SEND and for whom have low English self-esteem but the implementation of this approach ensures that we also explicitly teach the joy of the subject

Implementation

The delivery of the curriculum addressed the fact that many students, through prolonged gaps in their education, have been estranged from the subject of English, the joys of reading and the skills required to both engage with their own writing and to analyse and enjoy that of other writers. The aims of the curriculum are to re-engage and re-introduce students to English with an inspiring, ambitious and broad curriculum that both is knowledge and skills rich. The curriculum is thematic and the delivery of the curriculum loops back regularly to re-visit and rotate skills whilst at the same time exposing them to an enhanced level of text-types, genres and knowledge. The theme ensures the delivery is ambitious and coherent and this is evidenced in the progress in books.

Delivery of English requires a focus on mixed-year group, mixed-ability and mixed need teaching with early assessment of reading ability and in addition the differentiation for additional and medical needs. Students all come with different learning deficits which require differentiation. At KS4, the implementation also requires pace and challenge as many students have been absent for Year 10 and we teach the Language and Literature specification in 1 Year.

The implementation of this particular curriculum requires the structure of every lesson to ensure students can know and remember more and so teaching regularly schedules in high frequency, low stakes testing, scaffolding and modelling, repetition, mini-plenaries, starter and plenaries, and other strategies that ensure knowledge retention

Assessment of progress at key markers informs teaching and student revision. Pink and Green feedback of books and progress allows students to see clearly what must be done to improve.

The passion for English and the joy for reading is an essential aspect to the implementation of our curriculum. As many students have not been exposed to this for long periods of time, we see our role as re-establishing a joyous relationship with English and building confidence for the next steps, beyond exams.

Impact

In 2021, all students except 1 made target in English in Year 11

(See below for Curriculum Overview)

English Curriculum: St Peter's Centre

Overview AQA English Language and Literature

Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<p>Narrative and Descriptive Writing</p> <p>Writing/Crafting FICTION and Description</p> <p>Preparing for Language Paper 1 Q5 (Key features of excellence in non-fiction writing)</p>	<p>Reading and Analysing Fictional works</p> <p>Reading and Analysing fiction</p> <p>Preparing for Language Paper 1 Section A</p>	<p>Writing Non-Fiction</p> <p>Preparing for Language Paper 2 Section B</p>	<p>Reading and analysing non-fiction</p> <p>Preparing for Language Paper 2 Section A</p>	<p>Re-visiting Writing</p> <p>Speaking and Listening</p> <p>Revision for Language Papers 1 and 2</p>	<p>Revision for Language Papers 1 and 2</p>

Baseline Writing Language Paper 1 Q5	Language Paper 1 Mock Paper	Language Paper 2 Q5	Language Paper 2 Mock Paper	Language Paper 1 and Paper 2	GCSE Language
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Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
A Christmas Carol Introduction to context A study of character, theme and plot	Poetry (Anthology) Unseen Poetry Learning to analyse poetry using techniques to focus on structure, language and	An Inspector Calls Introduction to context A study of character, theme and plot	Macbeth Introduction to the language of Shakespeare Introduction to context A study of character, theme	ACC/Poetry Revision	Revision of all key texts

	imagery		and plot		
Literature Paper 1 ACC extract question	<i>Literature Paper 1</i>	<i>Literature Paper 2</i> <i>AIC question</i>	<i>Literature Paper 2</i> <i>Macbeth extract</i> <i>question</i>	<i>Speaking and</i> <i>Listening Oral</i> <i>Assessment</i>	

