



## English - Statement of Curriculum Intent

### **Intent**

The English Faculty at St Paul's is committed to delivering a broad and balanced curriculum which is embedded in the school mission statement. It provides all students, regardless of background, the opportunity to become:

- Enthusiastic readers who engage with texts for pleasure as well as study
- Writers who can communicate across a variety of media, recognising the power of the written word
- Confident speakers who can articulate their thoughts clearly in a variety of styles and contexts
- Participants in the rich and diverse world of writers, literature and theatre
- Students with the reading skills and vocabulary required to achieve their potential in their GCSE examinations and to have their life chances improved

### **Implementation**

We have created and adapted a range of modules across the key stages which is broad and balanced and carefully sequenced. Each module contains challenging texts to be read and explored from across the canon, opportunities to build high order vocabulary and chances to participate in a range of reading, writing and speaking and listening activities that build on skills as well as knowledge. Each module within both KS3 and KS4 has its foundations in the National Curriculum and is a stepping stone towards success at GCSE and further, although learning and outcomes may be visible in different ways. A focus on reading and vocabulary is also a key element of PHSE and registration times.

We have high expectations of all our students and provide them with the tools to question, argue and reason in a range of contexts. We recognise that teaching and learning takes many forms and we maintain a balance across modules.

### **Impact**

There are three assessment points in year 7 and six assessment points in Years 8 and 9 where the skills that the students have been developing are tested. These are diagnostic and enable us to assess the impact of the curriculum and to set the students clear targets to enable them to progress further. Students will demonstrate that they can learn more, do more, and remember more.

At KS3, we are transitioning into a Mastery Curriculum model which is currently being taught in Year 7 and will be implemented in Year 8 and 9 in succeeding years. There are three assessment points in Year 7 which help students to achieve better learning outcomes by providing steps to tackle common comprehension obstacles. Discrete grammar teaching and a logical framework for embedding tier 2 vocabulary also are key aspects of the new curriculum which help to improve students' accuracy and understanding further.

In years 8 and 9, assessments are linked to key skills which link to prior learning and also prepare students for GCSE study. As students progress through the school, this sequenced approach allows students to use the skills they have learned during the teaching of each component, whilst also recalling those from previous years.

### **Home Learning**

Home learning is written in to every module and recorded on Show My Homework. These take a variety of forms, including learning higher order vocabulary, building cultural capital and the practice and revision of key skills, themes and ideas. We see our partnership with parents here as central to students' success.

### **Building Cultural Capital**

The texts that students will encounter across the key stages will be varied and challenging, covering a range of time periods, genres and authors. These texts and their contexts will build their cultural capital enabling them to appreciate and enjoy quality literature, whilst also being able to engage with a range of texts thoughtfully and critically as lifelong learners.

We also seek to take students to the theatre and on other extra-curricular visits in order to build their appreciation of the rich and diverse culture and heritage that surrounds them in our society.