

English Curriculum Intent.

*"If you only ever read the books that everyone else is reading, you can only think what everyone else is thinking."
Murakami*

It is this sentiment which underpins our vision for our students at Royton and Crompton Academy. By the end of their five-year learning journey with us, students will have fostered an appreciation of the depth and power of our literary and cultural heritage from a variety of sources. In equal measure, they will be able to think and communicate creatively and independently; therefore shaping the minds of the future generation whilst mastering oracy and literacy skills that they can utilise in their future careers.

Our Principles for Learning English

Whilst we have collectively created clear learning principles for reading and writing in English, there may be deviation from these overarching principles as we recognise that the learning of English is not linear; it is important that our teaching staff know to differentiate and move within these structures as they see necessary. We also take into consideration the need for adaptation on a continual basis as a result of cultural and societal changes that are continually taking place. It is important that students are gaining an understanding of both literary heritage and contemporary developments. The knowledge that they will gain through the curriculum reflects the fact that learning is not static, it adapts and develops alongside the society in which it is taught. In both Key Stage Three and Key Stage Four, we **fully share the guiding principle of the National Curriculum**: to develop a deep appreciation and love of reading and writing. We help **students develop culturally, emotionally, intellectually, socially and spiritually through the texts they study** and the activities they complete. We carefully sequence tasks so that students develop a range of different skills. Rather than just focusing on analysing 'Oliver Twist' or 'A Midsummer Night's Dream', we encourage students to respond emotionally and analytically to characters and plots; considering the character arcs and intrinsic developments that affect the outcome of the narrative. Through this approach, students are able to appreciate the conscious crafting of a range of texts through critical thinking and independent analysis. During their time at Royton and Crompton Academy, students study a wide range of texts. This includes (but is not limited to) the reading of **pre- and post-1914 novels**; the study of **different Shakespeare plays**; the consideration of contemporary drama and the analysis of poetry (both contemporary and historical). Reading for Pleasure also gives you the opportunity to study a wide range of voices and text types, whilst the guiding principle of our grammar focussed lessons is to **help students write accurately, fluently, effectively and at length**. Every activity, and every lesson, is helping students build towards this point. This all consolidates and builds on the grammar students learn at key stage two.

Our Learning Journey for English 2020/2021

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 7	Oliver Twist				A Midsummer Night's Dream				Poetry Analysis			
Year 8	The Adventures of Sherlock Holmes				The Tempest				Animal Farm			
Year 9	Jane Eyre				Romeo and Juliet				Anthology Poetry			
Year 10	Language Paper 1 Skills		C19th novel A Christmas Carol		Language Paper 2 Skills		Unseen/Anthology Poetry Power and Conflict		Modern Prose: An Inspector Calls		Prep for Speaking and Listening And Mocks Shakespeare: Macbeth	
Year 11	An Inspector Calls	Shakespeare -Macbeth	Anthology Poetry		Language Paper 1 Skills		Language Paper 2 Skills		Teacher/Student led revision of both Language and Literature			

Opening minds, opening doors.

Our Key Stage Three Rationale

KS3 follows the National Curriculum and is taught in attainment sets. The disciplinary knowledge offered in KS3 is broad, with units designed and sequenced to build knowledge and skills, which challenge all students.

We believe that the texts we have chosen represent the best literature that has been written for each time period and genre. Texts include Shakespeare plays, whole novels, post-1914 plays and a wide variety of non-fiction and fiction extracts, allowing pupils to fully understand writers' intentions, methods and the contexts in which they have been written.

The range of literature provides students with insights into a variety of cultures, broadening cultural capital and understanding of our pluralistic world. They have been specifically chosen in line with the requirements of the Mastery Pathway.

The Mastery Pathway requires that students use two lessons each week in order to 'solely focus on a small aspect of grammar...making it secure'. This consolidates and builds on students' knowledge of grammar and vocabulary from Key Stage Two, providing students with the tools to plan, draft, edit and proof-read their writing to improve its coherence and overall effectiveness.

English Mastery is a traditional study of **the English Literary canon**. Students study the foundational texts of English Literature such as 'Oliver Twist' and 'The Tempest'. The defining messages of these texts, such as Dickens' desire for a fairer society, will support their future study of English and other subjects.

In order for students to be able to read and understand a text, **they need to be experts in its domain**. Having a strong understanding of the text's context, plot, purpose and author enables them to make connections and solidify their understanding. Knowing that the Metropolitan Police was an emerging force during the writing of 'Sherlock Holmes' helps students understand the significance of Holmes' position in Victorian London, and how attitudes and approaches to crime and policing have evolved over time.

Creativity and originality emerge from a deep understanding of a subject's foundations. By **studying grammar and writing in isolation**, students gain the foundational knowledge from which creativity can emerge. Being able to use punctuation and grammar accurately enables students to compose multi-faceted narratives, articles and essays in English and in other subjects.

Our Key Stage Four Rationale

At Royton and Crompton Academy, we have designed our Key Stage 4 curriculum so that it continues to develop and nourish the ability of our students to form emotional connections through appreciation of texts as conscious constructs. Concurrently, we aim to foster confidence and metacognition so that they can become critical thinkers with justifiable ideas and interpretations. Instead of teaching Language through specific exam questions, we have sequenced 'big questions' that expose students to the wider concepts of the English Language before honing skills required for each specific exam question. This is to respect students' cognitive abilities and encourage, as outlined in our reading and writing learning principles, personal responses and creative flair.

Opening minds, opening doors.

AQA GCSE English Literature Skills:

When learning about literary texts, students are taught to be experts in the 'domain' of the text. There is a strong focus on the substantive knowledge of the text's plot, characterisation, themes, and social and historical context so that we can encourage our students through a knowledge rich curriculum to have a broad understanding of the text and its context.

This knowledge is taught and assessed through knowledge retrieval tests throughout Key Stage 4 to ensure that students can recall it flexibly from long-term memory. In turn, students are taught the disciplinary knowledge required to formulate arguments that can be justified and supported through sophisticated analysis and the appreciation of domain specific knowledge. This therefore enables them to construct higher quality responses to the composite, summative assessment questions that they undertake at the end of each unit. We also encourage our students to engage with wider disciplinary knowledge about Literature. This includes considering composites such as 'how' and 'why' critical reception of Victorian novels may have changed between then and now. We also consider what contemporary literature is (or is likely) to reflect about society today, or what constitutes a Literary 'movement' and how the texts they study interact with this.

AQA GCSE English Language Skills:

Royton and Crompton Academy is committed to ensuring that all students leave secondary education with the fundamental skills that are required in order to engage and flourish within a work-place setting. We encourage the development of literacy and oracy attributes through our English Language curriculum that aims to equip students with the ability to comprehend, communicate and be confident in society today.

Through the constant interleaving of English Language skills throughout the curriculum, students are constantly being exposed to, and reflecting on their progress and development. This is then assessed and evaluated through summative assessments that are conducted on a frequent basis as they near the end of their time at Royton and Crompton Academy. By encouraging the development of these skills through a variety of both fictional and non-fiction texts, we develop pupils knowledge of our rich cultural heritage in order to develop their own cultural appreciation in an effort to support them in developing their own cultural capital.

This educational approach through exposure to a variation of texts can then serve to encourage the emotional connection to forms of communication, which will consequently support students in their aim to adopt and master skills including identification, interpretation, analysis, comparison and evaluation. The mastery of these skills further encourages detailed and perceptive responses to questions that mirror those that they will encounter towards the end of their learning at Royton and Crompton Academy in their GCSE assessments.

English incorporates the explicit teaching of literacy and communication skills that are essential for success in the wider world. Through a clear promotion of both appreciation and critical thinking, we aim to ensure that all students are equipped with the skills and attributes that come from a knowledge-rich curriculum which has been tailored to suit the needs of the demographic. Through the continual improvement of practice, and the focus on current pedagogical strategies that can support and benefit our cohort, the formative reflections of all GCSE assessment objectives allows us to prepare our students for their final summative examinations, alongside their development and integration into society.

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