English Curriculum Rationale 2022-23

The aims of our English curriculum are to ensure that pupils become creative – not just in the texts they read but how they respond, think and change in relation to them. We push pupils to think - What does it mean to me?  We want our pupils to read a rich range of wonderful novels, poems, plays and non-fiction texts (including those that relate to other areas of the curriculum). Our aim is for our pupils to become fluent in the different strands of English: reading, writing, speaking and listening – and use it as a conduit to becoming more confident in and achieve more in the other subjects of our curriculum.

Curriculum Intent

We want our pupils to understand that as we are shaped by language, so studying its use and significance is both important and exciting. We also want them to appreciate that English isn't always English - texts in English come from across the globe and bear witness to the diverse cultures that produced them. We encourage our pupils to respond to the message and not the medium - Literature has always shaped and responded to technological change. We strive to ensure that our pupils undertake disciplinary Literacy to enable them to succeed in other areas of the curriculum, and vice versa - the reading that they undertake in other subject areas improves their overall comprehension

Curriculum Implementation

English is taught by enthusiastic and committed staff who are reading, thinking, researching and writing individuals too! We model a love of English to our pupils. We begin modelling good use of English in Early Years, most noticeably through the following areas of learning:

* Communication and Language; Personal, Social and Emotional Development; Understanding the World; Expressive Arts and Design for Spoken Language;
* Communication and Language; Physical Development; Literacy; and Expressive Arts and Design for Written Language;
* and Communication and Language; Literacy; Expressive Arts and Design; and Understanding the World for Reading.

We teach English using Read to Write across Year 1 to Year 6 and teach Phonics through the Read, Write Inc scheme. The English curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. Teachers ensure progression and repetition of key skills to embed key learning and subject knowledge. The English curriculum is aimed at encouraging pupils to:

* Understand that language is growing, developing and changing.
* Learn the discipline of studying English; it is about difference as well as consensus - disagreements are as fascinating and intellectually engaging as agreements!
* Realise that what you read for pleasure is also part of what you study – it will fuel you as a reader and as a person for the rest of your life.
* Join the greatest, longest conversation of humanity; reading, writing, speaking and listening are sociable skills!
* Produce work in all kinds of different ways: creative work, written reviews, presentations, class-work, discussions, essays, projects.

Curriculum Impact

Formative assessment is carried out on a daily basis in every lesson. Teachers use this assessment to inform their planning and future delivery of lessons. Teachers “walk the class” in every English lesson to provide verbal feedback to pupils and address misconceptions at the earliest opportunity (rather than marking work after a lesson has finished). At the end of each lesson teachers make a judgement as to which pupils need to move on, consolidate or revisit a given skill. Future planning of lessons is guided by these formative assessment judgements.

Termly summative assessment is carried out by staff to measure the progress of students within a year group and across year groups and to identify those pupils who made need extra support. The termly summative assessments are shared with the Assessment Lead and the rest of the SLT of the school. The information provided is used to direct Pupil Progress meetings.

We help our pupils to realise that employers value English graduates: research shows companies value communication, collaboration, critical thinking, independence, adaptability. English teaches these. So encourage our pupils to become an effective researcher, great communicator and active, lifelong learner through the study of English.

Many people in the following jobs have an English degree:

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| [Digital copywriter](https://www.prospects.ac.uk/job-profiles/digital-copywriter) | Teacher | [Web content manager](https://www.prospects.ac.uk/job-profiles/web-content-manager) |
| [Edit](https://www.prospects.ac.uk/job-profiles/editorial-assistant)or | [Marketing executive](https://www.prospects.ac.uk/job-profiles/marketing-executive) | Writer |
| Journalist | [Advertising copywriter](https://www.prospects.ac.uk/job-profiles/advertising-copywriter) | Librarian |
| [Publishing copy-editor/proof-reader](https://www.prospects.ac.uk/job-profiles/publishing-copy-editor-proofreader) | [Academic](https://www.prospects.ac.uk/job-profiles/academic-librarian)  | [Public relations officer](https://www.prospects.ac.uk/job-profiles/public-relations-officer) |
| Sports commentator | [Arts administrator](https://www.prospects.ac.uk/job-profiles/arts-administrator) | [Social media manager](https://www.prospects.ac.uk/job-profiles/social-media-manager) |
| [Learning mentor](https://www.prospects.ac.uk/job-profiles/learning-mentor) | [Information officer](https://www.prospects.ac.uk/job-profiles/information-officer) | [Records manager](https://www.prospects.ac.uk/job-profiles/records-manager) |
| TV presenter | [Media researcher](https://www.prospects.ac.uk/job-profiles/media-researcher) | Radio Broadcaster |