

The Curriculum Vision for English

The school's mission is **Together Everyone Achieves More**. Our values are built on the four principles of Trust, Excellence, Ambition, Motivation: we are a community built on Trust, we strive for Excellence in everything we do, we are Ambitious in our aims and we are Motivated to help all succeed.

With these values and principles in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

Beachcroft Programme of English Language and Literature

Intent

Beachcroft has established a stimulating curriculum which reflects high expectations and standards.

We aim to:

- Develop the value of pupils throughout a conducive learning environment.
- Accelerating all learners' progress and articulation through literacy and homework.
- Promoting an enjoyable learning and reading culture beyond links with school's library.
- Personalising and differentiating the English curriculum making it progressive and accessible.
- Inspiring all students' creativity regardless of social, emotional and cognitive ability. Systematically implementing a broad, diverse and robust curriculum which is skills based,
- Synonymously linking to Assessment focus and Assessment objectives.

We plan and deliver lessons which reflect national, regional and global issues / phenomenon with a variety of learning episodes, invoking every learner's confidence, self-esteem and self-awareness.

Implementation:

Students evolve in speaking, listening, reading and writing by developing their ability to use most types of complex sentences. Students strive and develop individual language competence such as social interaction/oracy, cognitive development and language aptitude. Students' experience in English is stimulating in order to identify and assure needed intervention in literacy, thus ensuring parity with mainstream counterparts. Language acquisition skills are nurtured through a highly motivational holistic learning environment. Students acquire knowledge on the basis of investigating how they learn new skills. They are encouraged through the development of symbolic thoughts and representation.

Impact

Historically all learners who have good attendance and punctuality in English have made expected or better progress against Progress 5 measures. Learners leave us with an appreciation of all forms of text and literature, a well-rounded vocabulary and range of "voices," and strong communication skills-English for life vs English for examination. At this point, the progress in English Language and Literature can be considered as a solid good.

Assessment in English

We formally assess in term 2, 4 and 6

Observation-based assessment gives us clues as to what mental strategies and models need to be developed, creating insight into planning and implementing the most effective baseline tool.

In Key Stages 3 and 4 we use both summative and formative assessment for individual pupils.

Our summative assessment is taken at the end of topic or end of term.

This only measures a small part of our student's language capability, giving a summary of what students have already learnt.

Comprehension, grammar, interpretation, predictions and inferences are the basis of assessment.

We used formative assessment to develop detailed knowledge of key skills.

Using various approaches to consolidate understanding or any misconceptions

We use standardised testing to evaluate our students' knowledge, understanding and application

Finally, all learners' progress and holistic development are accelerated through systematic strategic intervention, cross curriculum initiatives and virtual learning platform via quizzes, assignments, literacy-workbooks and homework. Thus, promoting a positive reading culture through links with school's library.

Curriculum Map/Programme of Study:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Stage 3	<p>Novel Unit Choice of text available: Romeo and Juliet/ A Midsummer Night's Dream/ The Hate U Give</p> <p>Keys skills: Skimming, Scanning, Sensory language, Explicit and Implicit meaning, key words , points and ideas</p>	<p>Poems from other cultures/traditions</p> <p>Keys skills: Analysing language, Comprehension, Vocabulary and Sentence structure and effect</p>	<p>Writing unit</p> <p>Keys skills: Spelling, Punctuation, Sentence Structure and Organisation, Standard English and Grammar, Varying sentences for clarity and effect</p>	<p>Non Fiction TBC</p> <p>Keys skills: Inference, deduction, Read critically, Read to improve writing, Read fluently with good understanding.</p>	<p>Shakespeare</p> <p>Keys skills: Context, Themes, Characters, Language and Structure, Personal interpretations and feelings supported with evidence. Making points clearly and developing them logically.</p>	<p>Project: Drama Revision Assessment</p> <p>Keys skills: Language Paper 1-Creative Reading /Writing,</p> <p>Language paper-2 Writers 'viewpoints and perspectives.'</p>
Year 10	<p>AQA Key technical skills for reading and writing</p> <p>Key skills: Use prior knowledge to make inferences about events, evidence and people.</p>	<p>Exam preparation: An Inspector Calls</p> <p>Keys skills: Understanding different historical perspectives.</p> <p>Compare and contrast idea for effects</p>	<p>AQA Language Unit/ A Christmas Carol</p> <p>Keys skills: Analysing text.</p> <p>Making points clear and logical</p>	<p>Poetry Anthology/Unseen poetry -An Inspector Calls /A Christmas Carol</p> <p>Keys skills: Using different pieces of evidence in written responses. P.E.E, Imagery. Content, Language and Structure</p>	<p>Revision Poetry and Macbeth/Shakespeare and AQA</p> <p>Keys skills: Analyse short- and long-term causes and effects. Evaluating descriptive and sensory language</p>	<p>Language exam writing Language exam reading</p> <p>Keys skills: Evaluate significance of events and people. Writing with technical accuracy of syntax, punctuation in phrases and sentences</p>
Year 11	<p>AQA Speaking /Listening</p>	<p>A Christmas Carol An Inspectors Calls</p>	<p>Poetry Anthology</p> <p>Keys skills: Using different pieces of evidence in written responses. P.E.E, Imagery. Content, Language and Structure</p>	<p>An Inspector Calls Macbeth/ Romeo And Juliet</p>	<p>Writing: Writers' viewpoints and viewpoints and perspectives</p>	<p>Reading and Writing: Themes, Characters, Language and Structure</p>

Qualifications offered

Level	Exam Board	Specification Code	Qualification title
GCSE English Language	AQA	8700	GCSE English Language
GCSE English Literature	WJEC Eduqas	C720QS	GCSE English Literature

