



The AJK English Curriculum

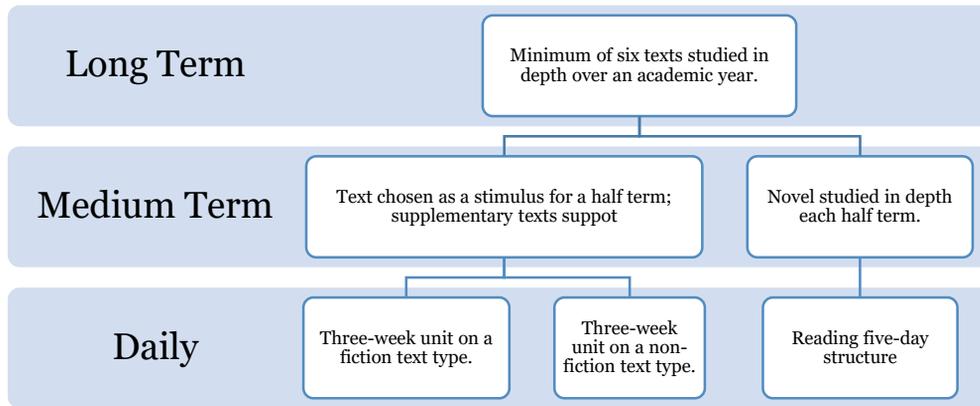
‘All lovely tales that we have heard or read:/ An endless fountain of immortal drink,/ Pouring unto us from the heaven’s brink.’
- John Keats, ‘Book 1’, *Endymion*, 1818.

Throughout their primary education, scholars will receive a plethora of ‘lovely tales’ that have been shared through discrete teaching, storytelling and enrichment. The rationale behind our English curriculum is simple: to provide all scholars with that ‘endless fountain of immortal drink’ which will give them access to the English literary canon and prepare them to be successful citizens of the world. Texts have the power to transform – English at Ark John Keats Academy should do just that.

Aims

- Give children access to a range of high quality contemporary and heritage texts.
- Develop fluent readers and writers.
- Develop confident, articulate scholars who can express their ideas orally and on the page.
- Develop critical and analytical eye of scholars.
- Foster joy and breathe life into texts.
- Develop scholars who are cultural citizens of the world.
- Have a language around textual analysis and discussion

The Mastery Cycle



Reading

Reading is taught discreetly using a five-day structure. Scholars will study a novel that complement their English text.

The structure is as follows:

- Day 1:** Vocabulary
- Day 2:** Sequencing and summarising
- Day 3:** Developing Inference
- Day 4:** Independent Interpretation.
- Day 5:** Retrieval Practice

Schemes of Work

Scholars will study a novel in writing for an entire half term; they will be expected to complete one fiction and one non-fiction text inspired by it. Writing cycles last 2 – 3 weeks using the following structure:

1. **Immersion** – work on inspiring scholars and hooking them into the text.
2. **Analysis** – analysis of model texts to springboard new grammatical learning.
3. **Knowledge** – explicit grammatical teaching that is linked to the genre the scholars will be using.
4. **Plan** – guided planning using text models and teacher input to set scholars up for success.
5. **Draft** – silent, independent drafting time with verbal feedback and prompts.
6. **Edit** – modelled editing lessons which focus on correcting, refining and improving.
7. **Review** – feedback from teacher and chance to redraft.
8. **Final Judgement** - scholars writes up in neat; teacher makes an age-related judgement.

Lesson Structure



Do Now Activity: Scholars will begin a lesson on an independent activity which activates prior learning. It is then marked as a class.



Vocabulary: New vocabulary will be explicitly taught or prior knowledge will be revisited in depth.



Agenda: What are we learning today and why? Scholars link lesson to existing schema.



Cycle 1 and 2: Teacher exposition with explicit modelling; cycle 2 follows CFU.



Check for Understanding: (CFU) teacher checks that what is being taught is understood.



Independent Practice: Silent working time with adult support where needed.



Exit Ticket: Question or retrieval practice to assess learning.

Weekly Diet

Scholars will have daily English and reading lessons. English lessons will be an hour long; reading lessons will be 30 – 45 minutes. Scholars will also have weekly spelling sessions for 30 minutes. Handwriting will have explicit modelling and independent practice each day depending on the age of the scholar. Teachers will read a class novel each day for at least 10 minutes.