

## Subject Curriculum Vision

### The English Curriculum at AJK

#### Why should all students learn your subject?

The ability to read and write fluently and confidently is the absolute right of every child. From the Primary phase onwards, we aim to ensure that all of our pupils leave as fluent readers who can decode unfamiliar text, discuss and write about what they have read, and read for pleasure; and as writers who are able to express their ideas fluently and accurately, and enjoy writing for a range of purposes. Our curriculum exposes pupils to diverse texts and authors, across a range of genres. It is also structured to ensure that they receive the explicit teaching required to ensure high levels of transcriptional accuracy, while fostering a sense of curiosity, wonder and joy.

As pupils move into the secondary, sixth form and then into adulthood, we want every member of our school to have the capacity to read any book they choose to, with the skills required to understand what they read. Our vision is for a depth and clarity of thought made possible through rigorously taught adherence to grammar. This will enable all pupils to access our literary heritage and inspire them to explore that heritage for themselves. Classic texts are a springboard from which pupils can discover myriad areas of academic thought and artistic expression. Our aim is to develop pupils' cultural literacy through an introduction to the most powerful knowledge for continued engagement with the modern world, including through the importance of modern texts.

#### What is the core knowledge in your subject?

##### Reading:

Pupils will be adept readers, including of new, unseen texts by mastering the following knowledge:

- Word reading: rapid decoding of unfamiliar words and automatic recognition of known words
- Comprehension: the application of linguistic knowledge (including of vocabulary, grammar and text conventions) and knowledge of the world to the understanding of text
- A wealth of tier-two vocabulary.
- Genre conventions, such as the features of comedy and tragedy in theatre, 'the gothic' in prose literature and the distinctive conventions of poetry, prose and drama.
- Knowledge of how writers craft the meaning of texts, including an understanding of the features of writers' language most rich in meaning such as metaphor, allegory and characterisation.
- The plot, themes and characters of taught texts, which provide the 'corner-stones' of their understanding for future reading and literary discussion.
- Knowledge of key contexts that span the key stages of our curriculum e.g. religious beliefs in the Renaissance; social hierarchies in the Victorian era. This includes the chronology of our texts.

##### Writing:

Pupils will be confident, precise, articulate writers by mastering the following knowledge:

- Transcription: spelling and handwriting
- Composition: the effective articulation and organisation of ideas, dependent on good awareness of audience purpose and context, a rich vocabulary on which to draw, and a secure understanding of grammar
- The writing process: fluency in planning, revising and evaluating their writing and the writing of others
- A wealth of tier-two vocabulary.
- Being able to identify the main clause of a sentence.
- Knowing a variety of sentence and clause structures e.g. compound sentences, subordinate clauses, embedded clauses.
- Know explicitly where writers in different genres use different parts of a sentence for effect and emphasis (e.g. knowing that newspaper writers use adjectives before statistics.)
- Knowing which grammatical techniques and vocabulary are suitable for different genres, purposes and levels of formality.
- The structure and conventions of essays e.g. discourse markers and sentence structures for linking paragraphs.

**Implementation:**

How is this subject taught at AJK?

**Primary Phase:****Writing:****KS1**

Pupils have daily handwriting lessons to develop transcriptional skills. Units follow the Talk4Writing approach, based on the internalisation of – and innovation on – high quality language. This supports all pupils to speak and writing with greater confidence.

From Year 2, pupils have discrete spelling lessons, which focus on explicit teaching of the patterns of the English language.

**KS2**

Pupils have discrete lessons each week in spelling, grammar and handwriting.

Writing units of work include a focus on applying grammar in context, with lots of opportunities for shared and guided writing to support pupils in developing their confidence and fluency of composition.

**Reading:**

In KS1, pupils study phonics 5 times a week. They also have a teacher read-aloud session each day, aimed at developing a love of reading for pleasure as well as providing further opportunities to develop oral comprehension skills. In Year 2, pupils begin discrete reading lessons, with a focus on achieving fluency. Pupils take home books matched to their current phonics level. They also have access to texts that can be read to them at home by an older sibling or adult.

In KS2, pupils have discrete reading lessons. These follow a fluency model, in which pupils work with the same passage of text for several days. Once they have achieved fluency within the passage, the focus moves onto close reading of the text for meaning. During the two-weekly cycle of reading units, pupils also have opportunities to apply their skills independently to longer passages of unseen text, as well as to express their opinions about themes within the text. All pupils in KS2 take home a book to read, to encourage further a culture of reading for pleasure. They also have chances to apply their growing reading skills across the curriculum, in which regular reading is a key priority.

**Secondary Phase****KS3**

Pupils have four 55-minute lessons of English Literature each week, with one 55-minute lesson of Grammar and Creative Writing. Explicit writing instruction is also delivered through precise guided practice of essay writing in Literature lessons.

**KS4**

Pupils have two 55-minute periods of English Language and four 55-minute periods of English Literature, although some pupils will have more than this if needed. In English Language, a direct instruction approach is taken, with careful guided practice and explicit knowledge teaching. In Literature, there is a focus on reading for meaning, supported by explicit teaching of themes and concepts on which pupils can build their own arguments and interpretations.

**KS5**

Pupils have six 55-minute periods per week, studying the Edexcel A-level in English Literature. As well as the core A-level components, pupils begin with an introductory unit that trains analysis and independent reading skills whilst introducing them to a range of authors, genres and concepts. Text content is understood through a mixed diet of guided and group reading in class, and independent study. Pupils are explicitly taught different interpretations of the literature that they read, as well as being taught the skills and approaches to develop their own responses in dialogue with the interpretations that texts have acquired over time.

### What is the key way students practise in your subject?

- Quizzes, Do Nows and other knowledge recall activities (especially for plot, character, theme and context in Literature).
- Sentence-level writing practice (especially in KS3 grammar and preparing specific grammatical structures for essay writing).
- Paragraph and essay length writing tasks.

### English Content Overview

English Curriculum Content Overview			
	Autumn	Spring	Summer
<b>Nursery</b>	<p><b>Texts</b> <i>Brown Bear and Dear Zoo</i></p> <p><b>Focus</b> Description</p>		
<b>Reception</b>	<p><u>Term 1</u> Topic: 'Me and My World' Writing: Recount</p> <p><u>Term 2</u> Topic: 'Transportation'. Writing: Narrative</p>	<p><u>Term 3</u> Topic: 'Into the Woods' Writing: Narrative</p> <p><u>Term 4</u> Topic: 'Space' Writing: 'Beegu'</p>	<p><u>Term 5</u> Topic: 'Growing and Changing' Writing: Non-fiction</p> <p><u>Term 6</u> Topic: 'Minibeasts' Writing: Non-fiction</p>
<b>Year 1</b>	<p><u>Term 1</u> Reading: <i>Traction Man</i>, Writing: Monster Narrative; Recount</p> <p><u>Term 2</u> Reading: <i>The Queen's Hat</i> Writing: Letter; Instructions</p>	<p><u>Term 3</u> Reading: <i>Lost in the Toy Musuem</i> Writing: Information</p> <p><u>Term 4</u> Reading: <i>Katie in...</i> Writing: Instructions</p>	<p><u>Term 5</u> Reading: <i>Somebody Swallowed Stanley</i> Writing: Narrative; Persuasive Letter</p> <p><u>Term 6</u> Reading: <i>Billy's Bucket/Traction Man at the Beach</i> Writing: Narrative; Recount</p>
<b>Year 2</b>	<p><u>Term 1</u> Reading: <i>Chalk</i> Writing: Narrative, Recount,</p> <p><u>Term 2</u> Reading: <i>Amazing Grace</i> Writing: Letters, Fact Files</p>	<p><u>Term 3</u> Reading: <i>The Twits</i> Writing: Narrative; Instructions</p> <p><u>Term 4</u> Reading: <i>Diary of a Killer Cat</i> Writing: Diary; Character Description; Poetry</p>	<p><u>Term 5</u> Reading: <i>Flat Stanley</i> Writing: Letter; Persuasive</p> <p><u>Term 6</u> Reading: Myths and Legends Writing: Narrative; Instructions</p>

<p><b>Year 3</b></p>	<p><u>Term 1</u> Reading: <i>The BFG</i> (Roald Dahl), Writing: Narrative opening,</p> <p><u>Term 2</u> Reading: <i>Cloud Beauty</i> (Malory Blackman) Writing: Diary, Informal Letter</p>	<p><u>Term 3</u> Reading: <i>The Queen's Nose</i> (Dick King-Smith) Writing: Non-chronological Report; Persuasive Advert</p> <p><u>Term 4</u> Reading: Various Brothers Grimm Fairy Tales Writing: Narrative</p>	<p><u>Term 5</u> Reading: <i>The Wild Robot</i> (Peter Brown) Writing: Diary Entry; Biography</p> <p><u>Term 6</u> Reading: <i>Odysseus</i> (Hugh Lupton) Writing: Myth Narrative</p>
<p><b>Year 4</b></p>	<p><u>Term 1</u> Reading: <i>Charlotte's Web</i> (EB White), Writing: Persuasive Letters,</p> <p><u>Term 2</u> Reading: <i>Varjack Paw</i> (SF Said) Writing: Narrative Build-up and Problem</p>	<p><u>Term 3 &amp; 4</u> Reading: <i>The Explorer</i> (Katherine Rundell)</p> <p><u>Term 3</u> Writing: Diary; Non-chronological Report</p> <p><u>Term 4</u> Writing: Narrative</p>	<p><u>Term 5</u> Reading: <i>The Boy at the Back of the Class</i> (Onjali Raút) Writing: Journalistic Writing; Formal Letter</p> <p><u>Term 6</u> Reading: <i>Race to the Frozen North</i> (Catherine Johnson) Writing: Narrative; Big Question</p>
<p><b>Year 5</b></p>	<p><u>Term 1</u> Reading: <i>Cogheart</i> (Peter Bunzl) Writing: Diary</p> <p><u>Term 2</u> Reading: <i>Strange Star</i> (Emma Carroll) Writing: Narrative</p>	<p><u>Term 3 &amp; 4</u> Reading: <i>Goodnight Mr Tom</i> (Michelle Megorian)</p> <p><u>Term 3</u> Writing: Non-chronological Report</p> <p><u>Term 4</u> Writing: Newspaper</p>	<p><u>Term 5</u> Reading: <i>Romeo and Juliet</i> (William Shakespeare) Writing: Diary</p> <p><u>Term 6</u> Reading: <i>Fierce Fairytales</i> (Nikita Gill) Writing: Poetry</p>
<p><b>Year 6</b></p>	<p><u>Term 1</u> Reading: <i>The Other Side of Truth</i> (Beverley Naidoo) Writing: Problem Narrative; Information Text</p> <p><u>Term 2</u> Reading: <i>The Boy in the Tower</i> (Polly Ho-Yen) Writing: Diary, Newspaper</p>	<p><u>Term 3</u> Reading: <i>Phoenix</i> (SF Said) Writing: Setting/Character Descriptions; Persuasive Brochure</p> <p><u>Term 4</u> Reading: World War Poetry Writing: Poetry; Diary</p>	<p><u>Term 5</u> Reading: <i>Macbeth</i> (William Shakespeare) Writing: Poetry</p> <p><u>Term 6</u> Reading: <i>Everything All at Once</i> (Steven Camden) Writing: Poetry, Letters</p>
<p><b>Year 7</b></p>	<p>19<sup>th</sup> Century text: <i>Oliver Twist</i> by Charles Dickens</p>	<p>Shakespeare text: <i>A Midsummer Night's Dream</i></p>	<p>Term 5: Selected poetry: modern and heritage.</p> <p>Term 6: Ancient Tales</p>
<p><b>Year 8</b></p>	<p>19<sup>th</sup> Century text: Sherlock Holmes selected short stories by Sir Arthur Conan Doyle</p>	<p>Shakespeare text: <i>The Tempest</i></p>	<p>Novel study: <i>Animal Farm</i> by George Orwell</p>
<p><b>Year 9</b></p>	<p>19<sup>th</sup> Century text: <i>Jane Eyre</i> by Charlotte Bronte</p>	<p>After AP1 Term 2 to End of Term 3 Shakespeare text: <i>Romeo and Juliet</i> Term 4 Modern Text: <i>Small Island</i></p>	<p>Selected poetry on the theme of journeys, both metaphorical and physical: modern and heritage</p>

<b>Year 10</b>	<b>Lang:</b> Term 1: Paper 1 Reading – reading and analysing unseen fiction  Term 2: Paper 2 Reading – comparing non-fiction texts. <b>Lit:</b> Modern text study: An Inspector Calls by J B Priestley		<b>Lang:</b> Term 3: Paper 1 Descriptive Writing  Term 4: Paper 2 writing: composing formal non-fiction  <b>Lit:</b> Shakespeare study: Macbeth		<b>Lang:</b> Papers 1 and 2: analysing lexis, comparing, writing creatively, understanding structures in fictitious and non-fictitious writing <b>Lit:</b> Poetry comparison study: Love and relationships anthology, modern and heritage	
<b>Year 11</b>	<b>Lang:</b> Papers 1 and 2: analysing lexis, comparing, writing creatively, understanding structures in fictitious and non-fictitious writing; <b>Lit:</b> Jekyll & Hyde		<b>Lang:</b> Consolidation, re-teach and revision <b>Lit:</b> Consolidation, re-teach and revision		<b>Lang:</b> Consolidation, re-teach and revision <b>Lit:</b> Consolidation, re-teach and revision	
<b>Year 12</b>	<b>Drama study:</b> Dr Faustus by Christopher Marlowe	<b>Novel study for comparison:</b> Wuthering Heights by Emily Bronte	<b>Shakespeare study and literary criticism:</b> Hamlet	<b>Novel study for comparison:</b> Mrs Dalloway by Virginia Woolf	<b>Coursework base texts: Identity theme</b>	<b>Modern poetry:</b> Poems of the Decade anthology
<b>Year 13</b>	<b>Romanticism:</b> Anthology of Romantic poetry	<b>Coursework drafting and writing skills</b>	Consolidation, re-teach and revision	Consolidation, re-teach and revision	Consolidation, re-teach and revision	

**In addition to the strands above, Year 7, 8 and 9 follow a weekly Grammar/Creative writing strand, which for Year 7 forms part of the end-of-year assessment.**