

## TLS English Vision

In the English department we aim to shape a curriculum which will engage and stimulate and prove to be enjoyable and challenging. The expectations that we uphold in terms of what we ask for in our students will reflect the expectations that they also have a right to in terms of what we offer.

Our vision is what the English curriculum is built upon and that consists of expression and empathy, expectations and enlightenment, encouragement and enjoyment.

The vision is to equip students with a desire to express their views; develop working relationships between students and teachers which share high expectations; to feel valued and to be excited about life and actively encouraged to pursue their ambitions beyond the school environment.

We recognise the role of literacy as being instrumental in students achieving their very best at The Lakes School and the English department take an active role in leading literacy across the school to enable all students to access the full benefits of our ambitious curriculum.

We believe in delivering an accessible English curriculum that engages students by breaking down the learning and providing clear direction in structured steps. Flexibility and freedom for staff and students within this framework ensures that learning is personalised, enjoyable and progressive.

## **LITERACY for all:** In English and beyond...

Improved reading and writing strategies for staff and students including the NEW Teacher Toolkit for planning, drafting, peer assessment, modelling and step by step analysis. Also extended writing guides for staff and for students, a range of S&L strategies such as dictation, structuring talk to support writing and how to make talk meaningful. The expectations for all staff in supporting literacy have also been shared.

Additional strategies to support literacy:

- Tuesday Newsday (regular engagement with worthy news articles across all subjects)
- Literacy Lead monitoring Accelerated Reader lessons
- Word of the Week to stretch vocabulary
- Language of an Expert (to support written expression in all subjects)
- New Media Unit in Year 8 on creative persuasion
- Literacy Homework Booklets for Years 7 & 8
- Regular comprehension tasks for Year 9 each half term to raise standards
- Visual prompts in classrooms
- Book of the Month display in the entrance foyer
- Continued use of structured student talk
- Dynamic reading using visual media
- Speaking & Listening is included in all units to promote oracy and listening focus
- Literacy Leaders support literacy across school
- Providing a Library and subtitled news channel in the dining area

Other strategies include:

Homework tasks at the end of each unit allow students to reflect upon, review and consolidate understanding using Student Voice. Author visits and writing competitions (*Tower Poetry, Alfred Hubberman, Mission Chaos etc*) provide cross curricular opportunities with other departments (eg History). National Poetry Day focuses on students writing about their favourite subjects. The Dove Cottage trip in Year 7 supports students' self-awareness and contextual understanding of their place in the world.

## Intent

To create a flexible framework at Key Stage 3 which immerses students in a wide range of creative and **inspiring** learning experiences built around the three strands of Literacy: Reading, Writing, Speaking and Listening. These experiences are sequenced to gradually build the level of **challenge** incrementally whilst maintaining a consistently structured departmental approach to analysis, expression and original thought. In this way students feel safe, encouraged and **empowered** to use their knowledge to tackle any text or written task.

Our intent is to equip students with the ability and desire to:

- Develop opinions and express ideas with clarity and purpose both verbally and on paper
- Cultivate skills as knowledge
- Approach reading, writing, speaking and listening creatively
- Read for meaning including through the use of moving image texts
- Explore key themes in Literature
- Identify with other cultures sensitively
- Refine listening skills and respect the opinions of others
- Write extensively for purpose, audience and form including proof reading, planning, editing and redrafting opportunities to improve
- Evaluate the relevance of contextual factors
- Analyse fiction and non-fiction (including media texts) for language and structure
- Understand who and where we are in relation to others
- Recognise the development of the human condition
- Understand the full range of questions and develop the capability to answer them effectively
- Empathise and identify with the gamut of human emotions.
- Develop resilience and rise to the challenge.

## Implementation

Key Stage 3 Programmes of study offer a breadth of experience and illustrate the logical sequencing and clear links between units as students make progress through Years 7, 8 & 9 (see below) building upon and consolidating prior knowledge, as well as being constantly challenged. There is also a consistent approach in terms of how students are taught to plan, deconstruct texts, break down tasks and redraft for improvement. The key assessed pieces for each unit reflect an increased level of challenge as they move towards Key Stage 4.

*Sequencing of ideas / thematic links through Key Stage 3:*

Year 7	Year 8	Year 9
Transition: Self & Place		
Unit: Good Versus Evil	Unit: Alienated characters	Unit: Isolation in American Literature
Unit: Nature & Romanticism	Unit: Wild Animal Poetry	Unit: The Gothic
Unit: Survival in the Modern World	Unit: Doom, Death & Destruction	Unit: Hope & Suffering
Unit: Language of Love (R&J)	Unit: Media - Language of Creative Persuasion	Units: Homelessness (Transactional Writing)
Unit: Courage & Heroism	Unit: Prejudice & Perspective	Unit: Power & Corruption (Macbeth)
Unit: Cultural Voices	Unit: Genre – The Imitation Game	Unit: Poetry from Other Cultures

### Breadth:

The Key Stage 3 English curriculum offers breadth and depth: To summarise, there are a range of available texts and extracts spanning across the past 500 years to the present day; there are a range of forms studied including short stories, novellas, poetry, non-fiction, prose as well as a range of print, online and moving image media texts. A range of reading skills are taught from skimming / scanning, to inference, from decoding to dynamic reading, from analytical to comparative, creative to evaluative. Students are taught to close the gap between reading and writing, Language and Literature, understanding and expression. They become aware of how to write for purpose, audience and form, to write creatively for impact and to craft writing through refinement, redrafting and polishing to perfection. They increasingly understand the relevance of what they learn.

## Sequencing:

Consideration has been taken to plan for and embrace wherever possible any relevant cross curricular links between topics studied in English and the wider school curriculum. This is evident in three ways:

- Synchronised learning
- Building on prior learning
- Knowledge as skills

Knowledge as skills	Building on prior learning	Synchronised learning
<p>The knowledge required to master the skill of comparing, evaluating, summarising, analysing, justifying, assessing, describing, informing, instructing and explaining are all relevant to all subjects. They are essential learning for all students to succeed.</p> <p><b>This is inspiring.</b></p>	<p>Sharing prior knowledge learned in other subjects to support the English focus of study or vice versa. In this way divisions between departments are eroded helping to create a cohesive school curriculum which aims to sequence learning effectively.</p> <p><b>This is challenging.</b></p>	<p>Sharing current knowledge or live learning in other subjects to support the English focus of study or vice versa. In this way, student learning is consolidated across subjects and the wider curriculum. Enables them to make links and recognise the relevance.</p> <p><b>This is empowering.</b></p>

Some examples are shown below:

	Year 7	Year 8	Year 9
Autumn 1	Spanish: My Life English: Self & Place		Art: Distorted Portraits English: Gothic
Autumn 2		Art: Animal Explorations English: Wild Animals Poetry	History: Impact of WW1 English: Power & Corruption
Spring 1	D&T: Making a Desk Tidy, Roll Up Organiser, Knife skills English: S&L – How to... presentation / demo.	<i>Music: Genres</i> <i>English: The Imitation Game – Genre Writing</i>	
Spring 2		<i>Drama: Writing a monologue</i> <i>English: W – A drama script</i>	<i>Music: Soundtracks</i> <i>English: Hope &amp; Suffering</i>
Summer 1		History: Slave Trade English: Prejudice & Perspectives	
Summer 2	<i>Geography: China</i> <i>English: W – Travel Blog.</i>		<i>Geography: Brazil &amp; India</i> <i>English: Poetry from Other Cultures</i>

*\*Italics indicate building on prior learning / non-italics indicate links to current learning*

Internally, within the English curriculum, the way that skills, knowledge and awareness are nurtured and develop throughout the key stages shows a desire to equip students with an awareness of themselves and their environment, their capacity for change and gradually moves towards the ways in which they respond to the wider world around them.

Push & Challenge:

In addition to the homework set by individual teachers:

- All KS3 classes are given reflective homework at the end of each unit to consolidate knowledge and monitor the extent to which they have understood the topic.
- Year 7 & 8 benefit from termly Literacy homework booklets.
- Year 9 enjoy weekly comprehensions to engage with a range of differentiated extracts.
- Year 11 tackle an extended writing response on a different poem from the English Literary Heritage on a weekly basis which supports their preparation for the GCSE English Language and Literature exams.
- Masterclass 'lecture-style' revision sessions in the hall between Christmas and Easter to support Year 11 prepare for examinations in the summer.
- A range of English themed Awards are presented in Celebration Assemblies such as Most Improved Student, Outstanding Writers, AR Reading Awards and Student of the Term across the key stages.

Consistency:

There is a flexible structure across the Key Stage 3 English curriculum which involves consistent departmental approaches to deconstructing texts and planning writing tasks. These focus on the level of detail required and aim to support students in recognising the importance of these disciplines in producing work to a high standard. Often a comparative approach may be adopted eg showing two plans for an essay and asking which is better and why as this allows them to identify the standard that is expected. The use of style models and exemplar responses supports this.

All teachers in English are closely monitored and equipped with a teacher toolkit to ensure a consistent approach to their developing pedagogy and to maintain high standards of teaching for students. Currently, we are developing the use of oracy (including student voice) as a strategy for learning through a wide range of speaking and listening activities which promote personal growth and draw on a growing awareness of cultural capital.

Extended writing in reading tasks mirror question stems which students will encounter in Key Stage 4. Writing tasks are framed around GCSE tasks but encourage greater creative freedom for students to write for a wider range of purpose, audience and forms. Far more emphasis is placed on the importance of oracy at Key Stage 3 to prepare and support the element at GCSE but also as a stepping stone to refining writing skills, encouraging self-expression and understanding the importance of the views of others.

The use of modelling, style models, planning strategies and scaffolding are all regular facets of our approach to drawing out the best from the students that we teach. In addition, we firmly believe in active learning which can be personalised to encourage and nurture behaviour for learning, independence and resilience in fully preparing them for life beyond the classroom.

Furthermore, we understand the importance in students acknowledging not only why and what they are learning but also extending this further to develop a burgeoning interest into *how* they learn as individuals. This can greatly enhance the learning process and encourages links between likeminded learners which can stimulate and push students to even greater achievements.

Interventions:

Outcomes for units are uniform to provide clear and evident progression and to initiate appropriate intervention at the earliest available opportunity. Current intervention strategies include:

- Core Skills groups for Year 9 students identified as being below expected standard. This group are successfully using The Skills Academy bringing together achievement in English with Sport as recommended by The National literacy Trust.
- The Lexia Power Up Literacy programme is being used to close the gap for all Key Stage 3 students and monitored closely to evaluate efficacy. Currently, identified students in Key Stage 3 are spending time on a weekly basis working to improve specific areas for improvement such as grammar, comprehension or vocabulary.
- Accelerated Reader is used for all Year 7 & 8 students as well as a 'Reading Buddy' scheme for Year 7 (in collaboration with Learning Support) involving sixth form students.
- Turnabout is used to help students develop working memory and improve literacy skills.
- The IDL programme is used to support students with spelling.
- At KS4 the My Tutor programme is being used to support identified students with specific areas of knowledge, skills and exam preparation.

Marking:

- Marking is in line with GCSE using an adapted departmental 'Marking Book' modelled on the Edexcel mark schemes. This creates a consistent approach and seamless transition across the key stages. Regular moderation takes place within school as well as externally through the SLF.
- Marking in books is standardised and differentiated to encourage all students to engage with marked work, respond to comments and make improvements independently to move their learning forward.

Assessment:

Whilst we recognise that assessment is only a small part in the development and progress of our students, we nonetheless accept the vital role it plays in triggering intervention, monitoring progress and evaluating the success of our curriculum in preparing students for the future.

All students are screened twice a year to gauge reading and spelling ages by the Learning Support department. The results of these tests feed directly into our teaching and enable us to monitor individual progress more effectively. In addition, we offer end of year tests at KS3 supported by the

exam board, end of unit assessments which inform the Assessment Point data, mock exams at Christmas and Easter for KS4 students and most importantly, ongoing monitoring through regular formative assessment in books which encourages students to improve their work independently.

Transition:

2020 sees us building on our new transition unit and strengthening our links with our feeder Primary schools. The team will be working closely in the spring term with the KS2 teachers at St. Martin & St. Mary Church of England Primary School on a collaborative writing project to bridge the gap between KS2 and KS3. This will culminate with teachers from both schools enjoying seeing students in their former and prospective settings as they develop skills in planning and writing for purpose, form and audience as well as refining work through the drafting process.

## **Impact**

*...on the individual:*

Through exposure to a range of texts spanning forms, time, cultural and social divides, students can empathise, relate and begin to understand the complex nature of human interaction, personal development and the vast diversity in cultures.

The ability to build resilience and work independently are all built into the new programme of study at Key Stage 3 and this encourages success across the curriculum. There are also clear links between the skills acquired and developed in English (analysis, accurate written expression, listening skills) which are necessary for success in other areas such as Geography, History, Music, Science, Drama etc). Students are reminded of the need to utilise and refine their English skills in order to achieve highly in other subjects.

*...on reading:*

Reading skills are developed in a nurturing way so that students can move from closely supported analysis in Year 7 to more directed approaches in Year 8 to more independent approaches in Year 9 which include greater levels of push and challenge for the more able. Texts are chosen by the teacher which are appropriate for the class and which the teacher is passionate about. In this way, students are actively encouraged to read for pleasure and to foster a love of reading which will endure for life.

Students are able to identify how writers use language, structure and form to write for a specific purpose and audience. They can recognise the various methods writers employ to create specific effects, elicit responses and provoke powerful emotions in the reader or audience. The ability to use a range of reading skills and to match them to task / question independently enables all students to decode for meaning and offer detailed and developed responses which answer the question being asked and which fully satisfy the requirements of the question.

*...on writing:*

Writing for purpose, audience and form spanning a wide range provides opportunities for students to engage with real life and purposeful writing through the transactional options as well as offering choice and personal input over a litany of imaginative options. In this way, expression and understanding are brought together which builds self-esteem, confidence and begins to encourage students to identify with ambitions, dreams and aspirations for the future.



Students understand and learn that writing to a high standard requires careful thought and consideration; planning, re-drafting, editing and proofreading are all vital steps in the process of crafting writing for impact. These form the backbone of all writing tasks in English lessons.

*...on speaking & listening:*

The power of firmly directed and purposeful student talk is an important outcome for all students in English lessons. Expressing opinions, values, beliefs and views in a considered and thoughtful way supports the written word as well as practising verbal exchange with others. The ability to listen to others and respond appropriately is a valuable skill which serves to highlight the importance of empathy, understanding, compassion and awareness.

The Lakes School English department enjoys and appreciates continuing support and development in raising standards and achievement both in-house and from the following external agencies:

