

Subject: English Literature and Language, Curriculum staff: AAT (DOS) and LWA (Teacher)

Curriculum Intention statement: To equip our students with the four modalities of English- reading, writing and spoken language as outlined in the NC, 2014- to boost employability skills and increase social mobility for all. We are equitable, exposing all students to the rigour, challenge and culture of the literary Canon, including knowledge of some Classical literature, to shape our students into erudite scholars of the English discipline. We believe that English is at the heart of everything, ensuring that students are culturally literate and socially and emotionally to be model British citizens as outlined by the 5 British Values.

Y9 Intention	KS4 Intention (What's the point of KS4? its purpose)
<p>Our Y9 curriculum sets out the foundational substantive and procedural knowledge that will be developed in KS4. We aim to expose students to a wide range of literature (genre/form/heritage, world literature) to enhance their cultural literacy and ability to apply this knowledge to make interesting connections between texts alongside the various 'ways of looking' at texts to make intelligent inferences and explore the hinterland of the curriculum with purpose. In turn, a knowledge of these texts and the cultural literacy (background knowledge) underpinning this will act as a way in to students writing their own range of compositions such as expository, narrative/creative, transactional etc. Using the substantive knowledge gained from these texts will form schemata, thus enable them to develop the disciplinary/procedural knowledge required to evaluate and edit their own compositions.</p> <p>The modality of Linguistics is weaved throughout so that students understand the importance of standard English to ensure social mobility and strengthen meanings for all readers no matter their accent or dialect. Vocabulary is explained as tiers 1, 2 and 3 so that students purposefully discriminate between word choices for their compositions. Key vocabulary is taught directly so students can access texts with reading ages of 14 and above as well as conceptual vocabulary (often found in the Humanities) to access a range of contexts. Etymology is taught with key vocabulary so students understand the origins of words, how they change over time, and how they carry entrenched connotations in their use.</p> <p>Rhetoric is a fundamental principle of our discipline and prevalent in all areas of life- to be critical thinkers, students are explicitly taught the components of effective written and spoken rhetoric so they can embed them in everyday thinking as well as using these in spoken and written language. Students read collaboratively as a class where reading fluency is modelled by the teacher, but also independent reading for pleasure is provided for in each lesson so students get into positive 'habits of reading' where they can eventually actively seek out various genres etc. independently. Barriers to reading independently are tackled in this year through 1:1 bespoke Thinking Reading intervention, and through the teacher supplying students with accessible texts.</p>	<p>Eduqas is used for both Language and Literature. The choice behind this is based on knowing the specification and expectations since the start of WJEC. DOS received specialist training at a previous school and brought this knowledge to SUTC. Regular contact is made with Eduqas directors and regional representatives so the support is fantastic and enhances the learning of students. The Language GCSE is proving to be highly successful due to the wording of questions, format and expectations making it highly accessible for all, including disadvantaged and SEND.</p> <p>The Literature paper is equally accessible in terms of the wording of questions, the way extracts are used as springboards for students in closed book exams. Additionally, we believe that the cultural capital gained from the Eduqas poetry anthology far surpasses that of other boards such as AQA because the 18 poems are not restricted to a specific theme meaning the scope for intertextuality is huge meaning we can challenge higher-attainers even more as well as ensuring all students have contextual knowledge of a range of literary movements and how these link to the social movements of the time. Relevance is given to poems from the 18th century when they can be compared to those from the 21st. Finally, the Trust we have recently joined endorse Eduqas meaning that we are in a strong position to build on the success already seen compared to other schools who are in the process of transitioning from other exam boards.</p>
KS3 Core curriculum knowledge covered	Exam (Ks4) curriculum knowledge covered
<p>Threshold concepts: to access texts with a reading age of 14 years and above; construct sentences using coordinating and subordinating conjunctions; know and apply tier 2 & 3 vocabulary in written and spoken compositions; understand idea of intertextuality through 'ways of looking' as a discipline, understand a range of plot types, narratives, genres, and texts through time; retrieve</p>	<p>The intention of the KS4 curriculum is to collate all of the foundational knowledge surrounding the 4 modalities taught in Y9 and develop them further to eventually apply them to the linear exams in Y11 which do require key procedural knowledge. For instance, the work on the literary movement of Romanticism in Y9 supports the study of the 5 Romantic poets covered</p>

<p>relevant quotations to support valid inferences. Copy of y9 SOL Overview Curriculum review English .docx 7-principles-of-good-curriculum-design-1.pdf</p>	<p>in the anthology meaning they already bring an incredible amount of cultural literacy to these, thus freeing up working memory to focus on the form and language of each poem. Additionally, the understanding of social movements such as the Industrial Revolution also support contextual knowledge needed for A Christmas Carol and An Inspector Calls. Furthermore, the teaching of Rhetoric in Y9 supports both written pieces required for the Language paper, but also their Spoken Language assessment.</p>
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Mutually beneficial curriculum connections	Mutually beneficial curriculum connections
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<p>English supports humanities in both the teaching of compositions, cultural knowledge, and concepts. Literature in particular supports the gap in the whole-school curriculum of History through the contextual knowledge taught as part of cultural literacy, for example the French and Industrial revolutions. Personal development is at the heart of the curriculum and is referenced in each lesson where appropriate. Wider reading improves reading ages and thus benefits all disciplines.</p>	<p>Literature texts naturally require knowledge of historical movements and personal development. For instance, in An Inspector Calls we reinforce the meaning of consent covered in the RSE curriculum through exploring and critiquing what was deemed as consent in the Edwardian era, the impact this had on women, and how this has changed over time. Additionally, students explore employees' rights- which is part of our British Values- through An Inspector Calls and A Christmas Carol. The ideas of poverty and the impact of having no democracy is explored in depth. Knowledge of Christianity taught in RE is crucial to students noticing and exploring writers' uses of biblical allusions in the literary canon. Sociological and geographical content is covered such as shanty towns in Mumbai through the study of Living Space, the rise in urbanisation and the natural world in others. Ideas of marginalisation, oppression, and corruption are explored through a literary lens.</p>
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How and where specifically this subject's curriculum contributes to the 'wider' development of learners?			
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Subject Specific Skills	Wider Learning Skills	Personal Attributes support learning	Preparation for Adult Life
<p>4 modalities: linguistics, literary studies, rhetoric, and composition.</p>	<p>Develop memory and sequential links amongst disciplines and sequences of study in order to see the bigger picture. Develop metacognition through activities that engage and challenge thinking and tackle complex problems.</p>	<p>Understanding of social movements and the impact on people and place through time to help them understand and appreciate the British Values and Protected Characteristics.</p>	<p>Teaching of transactional writing such as formal letters, reports, articles. Teaching the importance of understanding audience, purpose and format. Work on the use of rhetoric to enhance compositions needed for employment as well as public speaking. Explaining how the cultural literacy gained can be used to promote social mobility.</p>
Cultural Capital	Disciplinary Literacy	British Values	Promotes the Equality Objectives
<p>Speak Out workshop to develop oracy. Planned theatre trips. Trips around the local area to inspire creative writing and/or develop the ideas of nature in Romanticism etc. Additional stretch and challenge lectures each term.</p>	<p>Bespoke vocabulary anthologies covering both tier 2 and 3 vocabulary relevant to each learning phase. Also, further plans to reintroduce word of the week using Geoff Barton's 100 word list. Use of 'speak/write like a scholar' and 'say it in five'. Modelling reading fluency with plans to consider 'echo reading'.</p>	<p>All 5 values are referenced in the SOL. Individual liberty and democracy are particularly prevalent in Y9 which is then developed at KS4 through set text choices. Also, discussions surrounding the rule of law and how that has developed across the centuries and the influence this subsequently has on the literary movements of the time.</p>	<p>Our curriculum promotes a curiosity in how literature can and does reflect society, challenge this, and offer alternative ways of seeing the world. It promotes that all literary scholars and literary movements and perspectives are of equal value. Through the rigour of teaching the 4 modalities of the discipline, we give everyone a chance to be critical thinkers and convey their ideas in an array of compositions, including spoken. This means that everyone can be a</p>

			literary scholar and use it to shape the world around them.
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Implementing the curriculum:

How and why do we use an interleaved approach to English Language and Literature?

<https://www.loom.com/share/ef612ecdc2f942e787109cdd467330da> (approved by the Chartered College of Teaching)

Curriculum as a progression model:

one 'Big Inquiry Question' and separate phases that work towards the final project of answering the question at the end of the year.

We aim to promote creative thinkers and problem solvers and so the use of semantics surrounding 'inquiry' is important.

We are trialling a more bookletised curriculum and the use of evidence portfolios as opposed to exercise books for both Y10 and Y11.

Transition: GCSE to A-Level -attempt to encourage more uptake of the subject at A-Level at the SUTC. Using the same exam board- EDUQAS- is important in this process as students and teachers feel safe and supported in the transition process as we are already familiar with the board's expectations etc.

KS3 feeder schools to KS4 at SUTC- gain insight into the curriculum of each school for Y7 and 8 so that our Y9 curriculum is a natural progression from this, whereby we use their prerequisite knowledge to inform next steps.

Literacy: reading in the curriculum is our core foundation- both reading for pleasure and for progress. Using work by Lemov et.al and E.D.Horsch in particular, we select pre-cursor texts and texts to interleave with the Literature GCSE.

vocabulary is now deliberate practice using a 'speak like a scholar' booklet with key tier 2 and 3 vocabulary set out for each phase.

Evidence of Implementation.

Booklets:

Curriculum map- use of B.I.Q's, phases, schema-builds and milestones.

A range of texts from a diverse culture/background

High quality, authentic resources and source material. For example: The British Library, BBC documentaries by critics such as Peter Ackroyd

Focus is on knowledge first then skills.

Booklets outline why each unit is studied, including the bigger picture and gateway to A-Level. The students have constant access to authentic resources, including links to encourage challenge in independent practice.

Direct links to our professional values and employability skills in each learning episode.

How does knowledge build on prior learning?

Willingham states that "*brains are not designed to think*"- thus the very act that students must practise in order to learn is already an obstacle! Thinking is laborious and "*curiosity is fragile*" therefore how can we motivate our students to *really think*? Thinking is crucial for learning; learning is crucial for motivation because learning leads to success [Pep McRae] which releases the chemical dopamine to physically prolong our interest. As curriculum designers and deliverers we must create the right cognitive conditions in its implementation in the classroom to promote thinking and release this motivating chemical, which means designing tasks and delivering them in such a way as not to dominate the limited space within the working memory- otherwise known as minimising *cognitive overload*. Without scientific understanding, the temptation is to make the *taught knowledge* easier in order to '*free up space*', but *Willingham* rightly points out that we must make the "*thinking easier, not the work*" because "*memory is the residue of thought*". It is here where *background knowledge* takes centre stage and how we implement this into our long term curriculum design.

Background knowledge is prior learning of both factual and procedural knowledge that is stored in the long term memory and must be retrieved back into consciousness- the working memory- to be applied to a new context. *Sherrington* refers to this as “*building schema*”- where new knowledge is hooked onto knowledge already learned. Solving a new problem is now easier, or the *thinking* is easier, because our working memory is free to solve the new problem. Thus, facts improve our memory which in turn improves the depth of the knowledge: “*the amount of information you retain depends on what you already know*”. This statement from *Willingham* confirms that an understanding of cognitive science is essential to a successful curriculum design in which students become *critical thinkers* involving the ability to evaluate and synthesise- skills which are placed at the top of the Bloom’s hierarchy. Interestingly, this taxonomy has been widely misunderstood until the recent advancements in cognitive science. Knowledge is pictured at the bottom of the pyramid therefore implying it is the most basic and least sought after skill. However, teachers now view this pyramid differently- knowledge *is* the fundamental foundation in which *all* other elements of critical thinking derive from. In fact *Clare Sealy* [webinar] argues that the diagram of the hierarchy should be viewed sideways. However educators argue that it must be the *right* knowledge- “*the best that has been thought and said*” (*National Curriculum*) in order for learning to be successful. This idea has proved controversial among some educators, one being *Phil Beadle* who bitterly challenges the archaic reference to *Matthew Arnold* in his book “*The Fascist Painting*” as being a deliberate form of control from a government made up of Etonians. This makes me consider ways I can adhere to the content of the National Curriculum and exam boards in a way that allows students to question. It seems that the only problem of curriculum design is not only *how* to teach the knowledge but deciding *what* to teach in our limited curriculum time. Again, cognitive science offers an answer.

According to *Willingham*, students understand new ideas (knowledge) by linking to old ideas already stored away in long term memory, reinforcing the schema endorsed by *Sherrington*. Essentially, teachers must pull out prior knowledge from the long term memory; put it back into the working memory, and then apply it to new, more creative contexts. Teaching effectively means *extracting* knowledge as well as *inputting* knowledge (*Pooja A. Agarwal*). This leads us to the benefits of regular opportunities for *retrieval practice* in the curriculum.

In *Powerful Teaching* *Agarwal* outlines 3 stages of learning:

- Encoding: knowledge is absorbed
- Storage: where it sticks
- Retrieval: pulling information back out.

Our execution of this is just as important-if not more- than the act itself; cognitive science guides practitioners in the best way to approach retrieval. *Lemov* defines retrieval as occurring “*when learners recall and apply multiple examples of previously learned knowledge or skills after a period of forgetting.*” Teachers must make the practice intentional- not just random questioning, and the timing must be timely too: we must allow just the right amount of ‘*forgetting time*’ (*Daisy Christodoulou* in response to *Ebbinghaus’ Forgetting Curve*) in order for retrieval to be effortful but not fruitless. It is this sweet-spot that assures the right amount of concentrated thinking or ‘remembering’ for knowledge to be embedded into the long term memory in such a way as that students’ brains reach automaticity. It brings us back to *Willingham*’s claim that “*memory is the residue of thought.*” Memory must be understood, made integral to the curriculum and worked hard over time in differing contexts to assure students become critical thinkers.

This research has informed the use of our BIQ based on research by *Christine Counsell* as an anchor for all the knowledge students will learn in order to build schema. The concept of slavery was a common element in all of the set texts which is why we chose this.

E.D. Hirsch in *Cultural Literacy* rightly identified that what students bring to texts helps determine their ability to read a wide range of texts, critically analyse them and then apply their knowledge. Unfortunately, our cohort mostly lacks this cultural literacy and therefore has led us to anchor all texts in A03- context. This means they can use this new knowledge to better engage with both set texts and unseen ones. For those who already have a wide capacity of cultural literacy, it only seeks to utilise that by building on it positively.

Are pupils learning the skills and knowledge planned for? How do you know?

Working through the booklet means we can keep track of the skills and knowledge planned.

However, due to Covid-19, the latter part of the curriculum map will not be covered in Y10 because we believe in Mary Myatt's mantra of "fewer things, greater depth" and therefore to aim to cover all the intended content would result in shallow learning at best, especially as our cohort is disproportionately weaker shown in the ALPS data. Consequently, we are currently reviewing content and establishing the prerequisite knowledge needed for students to access the GCSE exams in 2022. This will be moved into their Y11 curriculum in a way that is sequenced to still build schema.

How does the curriculum remove barriers to learning?

Careful sequencing based on the end-goal (GCSE) and working backwards to ensure each year and phase of learning develops the next.

Recall/retrieval is embedded into the curriculum in terms of sequencing and the deliberate use of interleaving vs blocked practice. Generative learning concepts are beginning to see an impact in building students' schema to access B4 and 5 work.

Learning is viewed as a 'Phase' and is not restricted to term dates because learning is more complex and fluid than that.

Clear milestones/ assessment points in the SOL that are made clear to the students.

Reading is central to our curriculum: both reading academically and for pleasure. This helps to increase R.A's and therefore allows more immediate progress to be made.

Knowledge of Reciprocal Reading is applied to ensure that reading is scaffolded and students are taught the procedures required to become a fluent reader.

The use of teacher reading aloud supports reluctant readers and/or those not yet meeting their chronological age.

Digital workbooks as well as hard copies.

Use of chrome books for dyslexic students and those with severe handwriting difficulties.

Use of Google Classroom to provide effective home study and easy catch-up for low attenders.

Reading books provided for students who may not have one. Also, this will be matched to reading age for accessibility.

Our use of anchoring texts within A03- context.

Effective use of formative assessment- including key inquiry questions mapped out for each phase.

How are disadvantaged pupils supported?

Close liaison with SEND to ensure needs are met.

So far: cream exercise books with 12mm lines; reading rulers; overlays; use of the TA- copies of resources and curriculum map are given in advance.

Chrome books

Thinking Reading

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Measuring the impact of the curriculum:

How do you ensure subject staff have the expertise to deliver the curriculum?

Rigorous and regular CPD based on increasing subject knowledge so that we are experts in our field.

Provide books/webinars etc. and time to study these.

Regular training with the exam board Eduqas completed together so that we both have equal understanding.

Ensuring an understanding of pedagogy and the latest evidence-informed practice through Rosenshine's Principles, Lemov's TLAC, and Myatt's Curriculum

Creating Champions- LBA is leading on writing through her re-sit group using evidence based practice, which she will review and roll out to Y11 then Y10.

Joint Goal Setting: Based on our IC we are both using these methods as a pedagogical focus. Working together means we can keep challenging each other and support the process. A review will take place at the end of Autumn Term.

How are common misconceptions addressed?

Regular discussion surrounding set texts.

Open door policy where we are able to identify any misconceptions immediately.

A trusting relationship so that we feel able to communicate mistakes or ask questions about a topic without judgement.

Does assessment check that the necessary components are learned?

We work strongly with formative assessment so that lessons can be adapted regularly based on students' performance. Formative assessment can be anything from scanning a book for SPaG errors to a sustained piece of writing dependent upon the purpose. Whole-class feedback is favoured when completing ROLL. Teachers have a whole-class marking and feedback book. The language surrounding summative assessment often has negative connotations and so we are trialling 'Milestones' instead and reference to evidence portfolios.

We plan from the initial end goal which is GCSE papers, however we are mindful of how we create assessments leading up to that. Using the work of Dylan Wiliam and Helen Skelton, more thought is being put into what we are assessing for and how we then need to adapt the assessment content and presentation appropriately to ensure valid, reliable data. For instance, are we assessing students' procedural knowledge or substantive knowledge or both? This is crucial to ask ourselves explicitly when setting assessments.

[LINK Assessment and Feedback](#)

How do you respond to what assessment is telling you?

- Whole-class feedback is favoured when completing ROLL. However, research shows the complexities of this- immediate vs delayed feedback and the limitations of getting students to redraft the same work.
- Lessons as well as the curriculum map is flexible enough to divert from if necessary based on the data.
- Any possible SEND issues are passed on and followed up.

Apart from formative and summative assessments, how does assessment take place in the classroom?

- A range of questioning techniques, low stakes quizzing, live marking under the visualiser or as the teacher circulates the room.

See the reflective journal for updated information on assessment and curriculum: [Reflective Journal Two .docx](#)

Exam Trends:

2017- 30% 9-4

2018- 74% 9-4

2022- 84% 9-4