**Sandhill View**

 **English Curriculum**

**Achieve Aspire Enjoy**

Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

**Intent**

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The English curriculum is covered through schemes of work, lesson planning, homework, extended independent work, and extra-curricular activities. We regularly review content to ensure we continue to meet our curriculum aims.

Our curriculum is planned to enable all students to develop: a knowledge, understanding and wide range of transferable literacy skills that promote and encourage a love of reading and a willingness to apply themselves to new challenges both across the curriculum and independently; a natural sense of curiosity and a drive to question, argue and persuade; the encouragement of creativity and risk taking; the reading of contemporary and literary texts that promote positive and healthy lifestyles, British values of mutual respect and love of learning about other cultures and traditions; the encouragement of purposeful talk and attentive listening skills in collaborative work and a development of the emotional skills required to listen; opportunities to use their knowledge and skills in language and literature to open possibilities in the world of work and the post 18 opportunities including broadening their experience of the wider literary world of cinema and theatre.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

* Resilience (Aiming High, Staying Positive, Learning from Mistakes)
* Collaboration (Teamwork Leadership, Communication)
* Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

**Sequence and structure**

Our curriculum is split into Key Stage 3 (years 7 and 8) and Key Stage 4 (years 9, 10 and 11). We have condensed the traditional KS3 into two years, we have lengthened the school day. This gives ample opportunities for coverage of all subject areas within the national curriculum, and others which we believe reflect the needs of the community we serve.

**Our Key Stage 3 English Curriculum includes the following areas of study:**

In Year 7 we study a range of fiction writing and explore parts of the English canon of writing. Pupils have the opportunity to read and explore a full contemporary novel, analysing the writer’s style of prose and language. There are ample opportunities for writing in a range of genres, forms and for different purposes and audiences but with a focus on enjoyment and enrichment. Students are encouraged to plan, edit, draft and redraft their work with a focus consolidating and building on their knowledge of grammar and vocabulary. We explore extracts from Shakespearean plays but recognise the importance of studying contemporary playwrights. In Year 7 we examine the impact of war poetry to encourage a love of poetry but also to equip pupils with important analytical skills fundamental in KS4. The spoken language is developed in all schemes of learning through discussion, debate and working collaboratively with peers.

In Year 8, students study both fiction and non-fiction texts. Pupils will read Lord of the Flies or Animal Farm with a focus on analytical skills and making links to context. Newspaper articles, speeches and diary entries will give pupils opportunities to develop their knowledge of non-fiction texts but also allow them to create their own pieces of writing on a range of modern topics, developing and refining their written skills. Whilst building on their knowledge of Shakespeare through the study of Romeo and Juliet, pupils will also be given the opportunity to study poetry from other cultures aiming to develop pupils’ speaking and listening skills in addition to analytical skills fundamental to them starting their GCSE texts in KS4. New vocabulary and grammatical structures are taught explicitly through the study of medieval literature which also encourages resilience, independence and promotes cultural capital.

A bespoke reading lesson is offered through the English department that focuses on RISE: Read, Investigate, Succeed, Enjoy. These lessons aim to develop pupils’ love of reading through a specific focus of enjoying a novel as a class. We endeavour to select contemporary novels that which pupils will find relatable, entertaining and challenging – whilst developing pupils’ reading skills which will be utilised across the curriculum.

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| KS3 | Half Term 1.1 | Half Term 1.2 | Half Term 2.1 |  Half Term 2.2 | Half Term 3.1 |  Half Term 3.2 |
| Year 7Language 2 lessonsLiterature 3 lessonsLiteracy 1 lesson  | **Transition Unit.** This unit revises skills taught at KS2 and introduces students to the skills needed at KS3 through a range of reading and writing tasks based on the 19th Century short story “This Signalman”. This feeds into the content of term 1.2.**Literacy – My Sister Lives on the Mantlepiece.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – Selection of 19th Century short stories**. The Tell- Tale Heart, The Black Veil, The Yellow Wallpaper. (Inference, textual reference, language and structure. Context).**Language – The Gothic.**  Exploring fiction and creative writing. Students study a selection of Gothic fiction extracts from Frankenstein, Dracula and Wuthering Heights to develop reading and writing skills. **Literacy – My Sister Lives on the Mantlepiece.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – War Poetry.** Recognising a range of poetic conventions and understanding how these have been used.**Language – War. Exploring fiction and creative writing** Students study a selection fiction extracts, including Shakespeare, linked through the theme of war to develop reading and writing skills.**Literacy – My Sister Lives on the Mantlepiece.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – White Poppies *modern drama.*** Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.**Language – War.** Exploring fiction and creative writing Skills as 2.1.**Literacy – My Sister Lives on the Mantlepiece.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – A Monster Calls *modern prose***Knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension.**Language – Dystopian Fiction.** Exploring fiction and creative writing Students study a selection dystopian fiction extracts to develop reading and writing skills. 1984, The Handmaid’s Tale, The Hunger Games, Maze Runner.**Literacy – Once.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – A Monster Calls *modern prose***As 3.1**Language – Dystopian Fiction.** Exploring fiction and creative writing.As 3.1**Literacy – Once.** Shared class novels/reading for pleasure. Embedding reading skills. |
| Year 8Language 2 lessons Literature 3 lessons Literacy 1 lesson | **Literature - Medieval Literature and Literary Heritage. The development of English Language**Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of dictionaries. Biblical Literature, Myths and Legends, Beowolf, Chaucer**Language: An introduction to Viewpoints and Perspectives.** Exploring non-fiction reading and writing. Students study a range of non- fiction texts linked through a theme with a focus on writer’s viewpoints and perspectives and comparison. Students write in a range of forms for different audiences and purposes. **Literacy – The Curious Incident of the Dog in the Night-time.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – Poetry from Other Cultures**Recognising a range of poetic conventions and understanding how these how these have been used.**Language: An introduction to Viewpoints and Perspectives.** Exploring non-fiction reading and writing.Skills as 1.2.**Literacy – The Curious Incident of the Dog in the Night-time.** Shared class novels/reading for pleasure. Embedding reading skills.**Literacy – The Curious Incident of the Dog in the Night-time.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – *Shakespeare* Romeo and Juliet.** Students study setting, plot and characterisation and the effects of these, understanding how the work of dramatists is communicated through performance and how alternative staging allows for different interpretations of the play.**Language: Modern Conflict – Viewpoints and Perspectives** Exploring non-fiction reading and writing. Students study a range of no- fiction texts linked through the theme of modern conflict with a focus on writer’s viewpoints and perspectives and comparison. Students write in a range of forms for different audiences and purposes.**Literacy – The Curious Incident of the Dog in the Night-time.** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – *Shakespeare* Romeo and Juliet**Skills as 2.1**Language: Modern Conflict – Viewpoints and Perspectives** Exploring non-fiction reading and writing.Skills as 2.1**Literacy – Noughts and Crosses** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – Lord of the Flies OR Animal Farm *modern prose***Understanding of plot, characters, themes, analysis of writer’s methods and understanding of context.**Language Modern Dystopia – Viewpoints and Perspectives** Exploring non-fiction reading and writing. Students study a range of no- fiction texts linked through the theme of modern dystopia with a focus on writer’s viewpoints and perspectives and comparison. Students write in a range of forms for different audiences and purposes. Topics include: Alexa, Facial recognition, surveillance and terrorism.**Literacy – Noughts and Crosses** Shared class novels/reading for pleasure. Embedding reading skills. | **Literature – Lord of the Flies OR Animal Farm *modern prose***Skills as 3.1**Language Modern Dystopia – Viewpoints and Perspectives** Exploring non-fiction reading and writing.Skills as 3.1**Literacy – Noughts and Crosses** Shared class novels/reading for pleasure. Embedding reading skills. |

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide regular opportunities for students to read for pleasure and to receive small group interventions if their reading skills are lower than we would expect.

**Our Key Stage 4 Curriculum**

In Key Stage 4, we study the AQA specification that studies: Macbeth, A Christmas Carol, An Inspector Calls and the Power and Conflict Poetry anthology. Pupils are encouraged to think and speak analytically through challenging discourse and questioning. Pupils study the texts contextually discovering their relevance in today’s society by questioning how attitudes change in relation to gender, society and life- style. In Language, the department continuously updates and self-evaluates the resources we use in lessons so that reading and writing is meaningful and purposeful. Students access a range of fiction, non-fiction and literary non-fiction texts from the 19th, 20th and 21st century in order to extend skills developed in Key Stage 3. Writing opportunities are regular and pupils are taught to write clearly, coherently and accurately, using a range of sophisticated vocabulary and sentence structures and for different purposes and audiences. The spoken language is developed in all schemes of learning through discussion, debate and working collaboratively with peers.

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| YEAR 9 | **English – 4 lessons per week. Literature focus on knowledge and understanding.** |
| Term 1.1 Literature x4  | **Macbeth (Shakespeare play) –** *Focus on Literature skills. AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete Language focused starters and homework.  |
| Term 1.2Literature x3Language x1 | **A Christmas Carol (19th Century Novel)** – Focus on Literature skills. *AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete Macbeth starters and homework. | **Language Paper 1 – The Great Gatsby**. Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.1 Literature x3Language x1 | **Power and Conflict Poetry** – Focus on Literature skills.  *AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete ACC starters and homework. | **Language Paper 1 - The Woman in Black.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.2 Literature x3Language x1 | **Power and Conflict Poetry.**  *Focus on Literature skills. AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete Macbeth starters and homework. | **Language Paper 2** – **Mental Illness.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3). Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 3.1 Literature x3Language x1 | **An Inspector Calls *Modern drama* -** *Focus on Literature skills. AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete Poetry starters and homework. | **Language Paper 2** – **Mental Illness.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3). Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 3.2 Language x4 | **Language focus – writing**Fiction and Non-Fiction Writing Skills. To cover the following: Descriptive writing, Narrative writing, article, formal letters, informal letters, speeches and leaflets. Planning, drafting editing and redrafting.Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |

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| YEAR 10 | **English – 6 times per week. Equal Language x3 / Literature x3 split** |
| Term 1.1 | **A Christmas Carol (19th Century Novel)–** *Focus on Literature skills. AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete AIC and Macbeth focused starters and homework.  | **Language Paper 1**  Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2) ), compare writer’s ideas and perspectives (AO3), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 1.2  | **A Christmas Carol (19th Century Novel)** – Focus on Literature skills. *AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete Macbeth and AIC starters and homework. | **Language Paper 2**  Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2) ), compare writer’s ideas and perspectives (AO3), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.1  | **Power and Conflict Poetry & Unseen Poetry**. Focus on Literature skills.  *AO1 – Understanding and comparison. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete ACC, Macbeth and AIC starters and homework. | **Language Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2),), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.2  | **Power and Conflict Poetry & Unseen Poetry.**  *Focus on Literature skills. AO1 – Understanding and comparison. AO2 – Writer’ Methods. AO3 – Context.* Pupils to complete ACC, Macbeth and AIC starters and homework. | **Language Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4);. Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 3.1  | **Interleaving of each Literature text**, with a focus on the close analysis of extracts, essay writing skills, revision of plot, characterisation, setting, theme, language, structure and context.* An Inspector Calls.
* Macbeth
* A Christmas Carol

Pupils to complete Poetry starters and homework. | **Language Paper 1 & Paper 2 Continuous Revision of skills**. Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4);. Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 3.2  | **Unseen Poetry.**  *Focus on Literature skills. AO1 – Understanding. AO2 – Writer’ Methods* | **Language – Spoken Language. GCSE Speaking and Listening Exam.*** Planning, Preparation and Completion.
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| YEAR 11 | **English – 7 times per week. Literature x4, Language x3** |
| Term 1.1 | **Power and Conflict Poetry and Unseen Poetry – Revision and essay writing skills.** AO1 – Understanding and comparison. AO2 – Writer’ Methods. AO3 – Context. Interleaving starters and 1 in 6 lessons of key literature texts.* An Inspector Calls
* A Christmas Carol
* Macbeth
 | **Language Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2) ), compare writer’s ideas and perspectives (AO3), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 1.2  | **Three weeks of focused revision of An Inspector Calls****Three weeks of focused revision of Macbeth**Key scenes / extracts, close analysis, essay writingInterleaving 1 in 4 lessons of literature texts.  *AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context. Focus on character, theme, plot, essay writing.* | **Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2) ), compare writer’s ideas and perspectives (AO3), evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.1  | **Three weeks of focused revision of A Christmas Carol.** Key scenes / extracts, close analysis, essay writing**Continuous interleaving of all key texts.** Rotation of text every lesson. Focus on essay plans for key characters and key themes.*AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* | **Language Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2),), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 2.2  | **Continuous interleaving of all key texts**. Rotation of text every lesson. Focus on essay plans for key characters and key themes.*AO1 – Understanding. AO2 – Writer’ Methods. AO3 – Context.* | **Language Paper 1 & Paper 2 Continuous Revision of skills.** Language skills: identify and select information (AO1) how writers use language and structural techniques to achieve effects and influence readers (AO2), compare writer’s ideas and perspectives (AO3) evaluate texts critically (AO4); Language skills: communicate clearly, effectively and imaginatively; organise ideas effectively (AO5) and SPaG (AO6) |
| Term 3.1  | **Exam Revision for Paper 1 and Paper 2 Literature.*** **Macbeth**
* **A Christmas Carol**
* **An Inspector Calls**
* **Power and Conflict Poetry**
* **Unseen Poetry**
 | **Exam Revision for Paper 1 and Paper 2 Language.** |

**How does our Curriculum cater for students with SEND?**

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

In English, SEND support is provided by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and trained teaching assistants. We also have resourced provision for those students with HI.

**How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy.

In English, each member of staff holds a teaching handbook that identifies disadvantaged pupils. Pupils are placed in the classrooms with careful consideration so that they receive high quality focus and support from staff and peers. In assessment, positive discrimination is used to effective and detailed feedback is written in books. In line with school data drops, work is scrutinised, and disadvantaged pupils are identified and interventions put in place. These include: 1:1, lunchtime revision, bespoke independent work, free revision books and visits.

Please see our separate Department plan for our most recent targets and interventions.

**How do we make sure that our curriculum is implemented effectively?**

The English curriculum leader is responsible for designing the English curriculum and monitoring implementation.

The subject leader’s monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils’ capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and also to shape future learning.

Assessments are checked for reliability within departments and across the Trust.

Every year, the English department meets to discuss, evaluate and adapt the KS3 and 4 curriculum based upon data, pupil voice, across trust discussions and primary visits. Key roles are allocated to experienced members of staff to ensure the monitoring of the curriculum is implemented correctly and effectively.

The Assistant Principal and subject leaders have clear roles and responsibilities to carry out curriculum design and delivery. They ensure that the curriculum within their key stage expertise has sufficient depth and coverage of knowledge in the subjects. Assessment timelines are created so that enough time is allocated to ensure there is a breadth and depth of a topic and LPs intervene where necessary. A mastery approach is used. These are shared across the Academy trust. To ensure consistency, a weekly CPD programme is planned and delivered by Lead Practitioners, examiners and TLR holders where training focuses on improving subject knowledge and the pedagogy of striding and exploring English.

**How do we make sure our curriculum is having the desired impact?**

* Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
* Termly assessments-analysis and evaluation meetings
* Lesson observations
* Learning walks
* Book scrutiny
* Regular feedback from Teaching Staff during department meetings
* Regular feedback from Middle Leaders during curriculum meetings
* Pupil surveys
* Parental feedback
* External reviews and evaluations