

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME: ENGLISH</p>
<p style="text-align: center;">BE RESPECTED</p> <p>Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<p>At KS3 and KS4 students develop an appropriate technical vocabulary for responding to and analysing texts. Students here write for specific audiences, purposes and forms and there is evidence of this in their books and folders.</p> <p>When reading, students are able to infer and deduce; they respond to literary and non-literary texts, reading for meaning and being able to identify techniques or features writers have used to influence the response of the reader. Students can use subject specific terminology to describe techniques and explain the effect on the reader.</p> <p>In lessons, paired work, concentric circles, group work and whole class discussion are part of learning at KS3 and KS4. At KS3 students evaluate their speaking and listening strengths and this is evident in their KS3 folders; at KS4 all students complete the spoken language endorsement for their GCSE</p> <p>Writing at KS3 and KS4 shows students have strategies to plan writing; they can organise material with a clear sense of purpose, audience and form. Students can select vocabulary for impact and effect. They have opportunities to refine and improve their writing through the plan, draft, edit, final draft process.</p>
<p style="text-align: center;">BE RESILIENT</p> <p>Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in</p>	<p>Through analysis of texts – both literary and non-literary – we help build resilience in English through appropriate challenge; this is reflected in our choice of literary and non-literary texts for analysis, discussion and examination.</p> <p>Our KS3 schemes of work have threads throughout Years 7, 8 and 9 so that students can link back to previous learning. This planned sequence enables students to build up, enhance and revisit skills over time. This is evidenced in their KS3 core assessment task folders; units of work cover specific skills or concepts to help students to understand and develop the reading and writing skills they will need to make a success of KS4.</p> <p>All our schemes of work have self and peer assessment as part of the learning process; we encourage students to reflect on the strengths of their own work and how it could be improved. At KS3 this is evident in their folders and exercise books; we encourage students to look back</p>

	<p>school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	<p>at previous work and previous targets to plan for success in the future.</p> <p>We give students time in class to reflect on their work and use drafting processes and green or purple pen activities to make students evaluate their own work or the work of others at both KS3 and KS4. Students look at examples and models of effective reading and writing responses.</p>
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to ‘the best that has been thought and said...helping them engender an appreciation of human creativity and achievement’</i></p>	<p>We update schemes of work regularly, adding additional texts – particularly non-lit texts about current issues to support transactional writing at both KS3 and KS4.</p> <p>Our choice of challenging texts at KS3 and KS3 exposes students to ‘the best that has been thought and said’ – there is evidence in exercise books and folders of students reading texts from different cultures, religions and traditions. The context element of the GCSE English Literature course encourages an appreciation of how a text and writer can be influenced by its historical context. We have deliberately chosen our GCSE set text of The Merchant of Venice to address issues around racism and prejudice.</p> <p>The GCSE spoken language endorsement (and how is it foreshadowed in the KS3 scheme of work) ensures students are well prepared for life by developing their communication skills. Oracy is an integral part of lessons. Talk before writing is embedded in the department.</p>
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<p>At KS3 and KS3 students develop written and oral communication skills to equip them for the world of work – for example, formal letter writing at KS3 and speaking and listening opportunities evidenced in folders. This is built on at KS4 with the English department supporting the CVs and letters for work experience writing process. The GCSE spoken language endorsement prepares them to be effective presenters in a work-based context.</p> <p>At KS3 and KS4 there are examples of persuasive writing, for example letters and speeches where students have to express and opinion in a logical and coherent manner. We analyze different non-literary articles and texts so that students learn how to identify different opinions and points of view. In discussion, students learn how to value the opinions of others.</p> <p>Through the promotion of accurate and effective communication skills at KS3 and KS4 we prepare students for the importance of being literate and reflective in the world of work and society as a whole.</p>

BE YOU

Be able to be the best person students' can be in their school, local community and society as a whole

We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.

We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.

We provide a range of speaking and listening opportunities for students to discuss and share their ideas. The use of non-lit texts at KS3 and KS4 helps students to understand issues in the real world, think about bias and often reflect on society when looking at current affairs articles. The choice of Animal Farm as a set text at KS4 is deliberate so that students explore and discuss issues relating to politics and power in lessons.

We encourage students to become articulate individuals. We use experiences like Dove Cottage, Youth Speaks and poetry workshops help students express their ideas and explore their creativity. Students have opportunities to see texts in performance, for example, theatre trips or RSC live in order to ensure that despite our rural location students are not disadvantaged.

Our English curriculum and the approach to disciplinary literacy across the school supports students to achieve in English, whatever their prior starting point – programs like Accelerated Reader, WordShark, Year 7 and Year 8 small reading group intervention, Phonics International and one-to-one TA support in class help to support students who are in danger of falling behind.