

English at Langdon Park

Curriculum Intent

At the centre of our curriculum is the belief that through the reading of fiction and non-fiction, we can better understand ourselves and the world around us. Our curriculum is designed to encourage students to be creative, inquisitive and reflective, seeing English as not only a subject in school, but as a life-long journey of discovery. In order to achieve this, we have increased the diversity of texts in our curriculum and have ensured that the students see themselves in the literature we teach and therefore have a richer more complex understanding of their own individuality. The English curriculum has a breadth of texts, from young-adult fiction to Victorian literature. It is important to us that students have access to a wide range of knowledge and experiences.

Our curriculum aims to support students to read, write and speak with confidence and clarity. At the heart of English lessons lies oracy and discussion. Through debate, discussion and high expectations, we want our students to be well-rounded, articulate communicators and have the ability to articulate their thoughts with precision and enthusiasm. In addition to this, we believe that reading is integral to success. Inspired by Julia Sutherland's study on the impact of 'Just Read', we want our students to know the power of reading and the impact of reading for pleasure. With this in mind, all KS3 lessons begin with reading individual books. In this time, teachers promote discussion and encourage students to share their books with their peers. Reading also becomes the core of English lessons, all lessons have a main text – whether fiction or non-fiction – that centres all learning whether the skill is reading, writing or oracy.

Implementation

The English Curriculum is sequenced to build upon skills and important knowledge each year. Through the sequencing of topics in a year, students will encounter texts of increasing complexity, challenge and rigour. Each year group will study the same skill at the same time ensuring that the students themselves are able to connect their previous learning with what they are currently studying. Each year centres upon a leading question: Y7 begin with 'what makes a hero?', Y8 focus on 'what makes a community?' and finally, Y9 begin to consider their identity and 'how a society shapes your identity?' This equips students with the skills and knowledge to tackle the wider questions reflecting the human condition in GCSE and A-level. To encourage deeper thinking, teachers ensure that lessons are focused around a challenging 'key question' – this is shared with students and answered throughout the lesson.

At Langdon Park, the English curriculum is rigorous, with appropriate challenge and inclusivity to ensure that all students flourish. The skills, knowledge and creativity nurtured throughout KS3 provides students with a solid foundation for success beyond KS3, through to KS4 and KS5.

Impact

In English, we ensure that each student receives written feedback once a fortnight to ensure their learning is constantly reviewed. Teachers also make use of whole-class feedback to address misconceptions and adapt their lessons accordingly. As a result, students are aware of their target grades and what they need to do to improve.

Students begin studying for their GCSE exams in Y10 with *Macbeth*, moving on to *A Christmas Carol* and finally, *An Inspector Calls*. In Y10, teachers hope to create a comprehensive understanding of the texts and then this is built upon by developing essay technique and the 'big ideas' in Y11. Students

are then formally assessed termly including both Literature and Language. In KS3, the assessments focus more on critical opinions in order to craft knowledge-rich thoughtful responses.