

## Curriculum Intent Statement for English

### Intention:

- To cater for students with a wide range of needs, the English curriculum at Pinetree is designed to address gaps in cultural capital which can lead to underperformance at secondary level. This enables pupils to fulfil their maximum potential by fostering a love of learning as well as the confidence to achieve nationally recognised qualifications.
- To assess the needs of pupils upon joining Pinetree, and continue to differentiate to cater for the needs of pupils as they emerge. The curriculum is designed to identify strengths and weaknesses, encourage a culture of self-awareness and create opportunities for success in the short, medium and long term.
- To ensure that every KS4 pupil leaves Pinetree with an externally recognised qualification. We currently offer GCSE English Language, GCSE English Literature, Functional Skills 1 & 2 and Entry Level awards. Our curriculum gives pupils the opportunity to sit Functional Skills/Entry Level awards during KS3 which allows them to build a portfolio of qualifications as they move up the school. Every KS4 pupil is entered for, and given the opportunity, to sit a GCSE in English Language regardless of ability.
- To continue to keep up to date with curriculum changes at national level and take steps to implement these at Pinetree.
- To continue to promote a high standard of literacy across the whole school and create a culture where closing the 'vocabulary gap' is the responsibility of all staff and reinforced across all subjects.
- To promote English as a relevant subject with highly transferrable skills in all aspects of literacy.

### Implementations:

- To write schemes of work that will give pupils the 'tacit knowledge' they need to feel confident about approaching the new GCSE English Language and/or Literature. This includes introducing KS3 pupils to Shakespeare, Victorian texts and novel studies to give them the best possible chance when they approach KS4.
- Year 11s are given regular opportunities to sit mock examinations which prepare them for the experience of sitting formal examinations.

- Year 10 are all expected to complete Functional Skills Level 1 and the GCSE Speaking & Listening award by the end of the year; this is to enable them maximum time in Year 11 to focus on individual areas for improvement.
- Subject leader attends regular CPD including AQA regional 'hub' meetings that ensure pupils have access to the latest advice and resources.
- Regular bulletin entries provide staff with guidance on how to implement literacy into their lessons. A whole-school 'burger plan' has been in place for a number of years to help pupils structure extended writing and can be used in every subject.
- The English classroom features a careers display which explicitly links English to a range of careers and explains how it can be relevant for different paths from law to teaching. In addition, the subject leader and supporting TA regularly initiate and encourage 'springboard' careers discussions on the back of topics being studied in class. Pupils have the opportunity to partake in drama exercises which involve role-playing different careers such as news reading, giving political speeches and mock interviews/discussions in different roles.
- There is a strong emphasis placed on cross-curricular learning, particularly in the regular use of ICT to develop pupils' skill in presenting work to suit a range of purposes and independent research skills. In addition, the subject leader regularly implements numeracy into starter tasks and pupils enjoy the 'surprise' of applying their maths skills to learning in an English lesson. The impact of this is that pupils who do not always engage with English have the opportunity to succeed and develop a positive association with the learning environment.