

An Introduction to English

Intent

The Abbey School English department is passionate about inspiring students and supporting them in developing a lifelong love of Language and Literature.

In Key Stage 3, the Learning Journey starts by building upon the core knowledge and skills established at Key Stage 2, like reading for meaning, writing for different forms, audiences and purposes and developing verbal communication skills through the process of developing, repeating and embedding.

In Key Stage 4, a careful transition leads to the next stage of the Learning Journey and students are able to refine their knowledge and skills, as well as develop their analysis of the writer's craft. In addition, students spend a considerable amount of time learning how to carefully construct their directed writing and develop their own style. Finally, they are supported in honing their Spoken Language to meet the requirement for a successful outcome in the examinations, and to prepare them for the next steps in their own journey.

In Key Stage 5, the Learning Journey culminates in an exploration of Literature broadening the understanding of students through an interrogation of the canon of Literature, social and historical conventions and the development of a critical eye. Furthermore, students will be required to articulate their ideas with a clear and precise personal voice. This will provide students with an excellent foundation for their next destination.

Implementation

Our implementation in English:

- Knowledge organisers, which outline the knowledge and the skills that all students must master a within the term and as a part of their Learning Journey
- A cycle of lessons targeted at knowledge and skills, which carefully plan for progression, depth and support
- Regular reflection through Pupil Improvement Time (PIT)
- Low stakes quizzing to test knowledge and skills and to reinforce memory strategies
- Extension tasks and challenge questions for students to apply their learning in a philosophical/open manner
- An opportunity to gain speaking and listening experience through engagement with rhetoric and presentation opportunities. This will allow them the opportunity to discuss, present, debate, question and plan. This culminates in a regular Spoken Language presentation
- Homework tasks that direct students to revise previous knowledge, read for pleasure, and in KS4 to apply their critical essay writing skills to exam style questions, to develop creative and directed writing skills.

Specific to KS4

For Literature...

- Lessons which are sequenced across two half terms per text to ensure that students are given ample opportunities to engage with the texts on a deep and meaningful basis. This also allows for the Literature texts to be used to underpin creative writing skills.

For Language...

- Bespoke student friendly workbooks that outline, reinforce and revise key knowledge, skills and vocabulary necessary for the Language GCSE

Specific to KS5

- Beyond core texts, students are guided through the canon of Literature as well as philosophical, Social, historical and theological development of the world
- Low stakes quizzing throughout Key Stage 5 is implemented to test knowledge on core texts and reinforce memory strategies
- Students are encouraged to maintain a reading blog as a record of their wider reading, as well as their reading of the core texts.

Impact

Our English Curriculum is high quality and gives students the stepping stones to become creative writers, confident readers, and articulate communicators.

Our carefully developed curriculum, which takes the form of a five-year Learning Journey and our bespoke assessments, ensure that the teacher and more importantly the student have a clear understanding of where their gaps are in their knowledge. Following on from this, and critical to impact, students are provided with the tools and time to self-reflect on what has not been successful within their learning, and to be a central part of the discussion – along with high quality feedback – on how they can improve their attainment. Within this, the teacher develops key lifelong skills like resilience, self-awareness, consideration and cooperation amongst their students with the aim to enable students to become fantastic role models and the very best version of themselves.

Ultimately, we are teaching towards the 'clearly defined end point' – the GCSE – but we cannot ignore the stepping-stones critical to achieving personal and academic targets at GCSE and beyond.