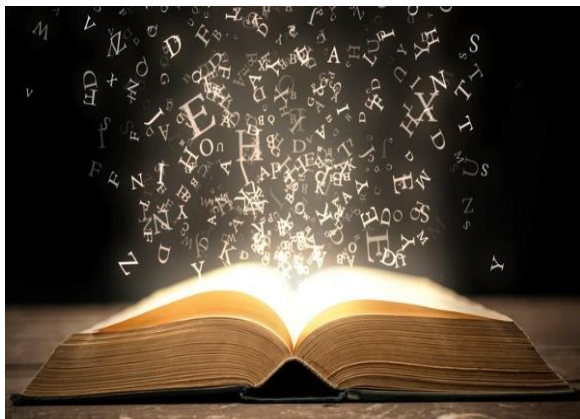


English Curriculum



English Department Statement of Intent

“For everything that was written in the past was written to teach us.” Romans 15:4



The English Department aims to fully equip students for life in the 21st Century. We will provide students with a broad and balanced curriculum. This will showcase the world's best literature, adding to the students' cultural capital and promoting a love of reading. Students will also learn how to process vast amounts of information, often from conflicting sources, so they can successfully navigate through the world. Students will be challenged and supported to achieve the best possible outcomes in their GCSEs.

Aims of the English Department

1. Students explore a wide range of literature to develop a knowledge, understanding and an appreciation for writing from different ages, genres, and cultures. Each text is chosen to encourage students to explore moral, spiritual, emotional, psychological, political, and societal issues in each text's own historical context and to apply this understanding to gain insights into the world around them.
2. Students' exploration of English Literature will aim to foster a love of reading. English teaching aims to: develop a sense of curiosity and excitement with the world of fiction; develop and sharpen critical thinking skills; refine students' understanding and appreciation for diverse reading experiences; as well as show students how reading can improve mental health, unleash creativity and be a source of comfort in our lives.
3. Teaching in English aims to prepare students for lifelong learning and success in the world of work. Essential skills are developed across a 5-year curriculum to enable all students to flourish in to high-achieving individuals who can face the challenges of the evolving workplace of the 21st Century. Students are provided with opportunities to undertake independent studies and communicate in a range of mediums to showcase their resilience and adaptability.
4. The teaching of English Language aims to open students' minds to ambiguities of meaning, building on functional literacy skills to develop an ability to be sophisticated in their crafting of the written word. Teaching aims to equip students with the skills and resilience to decode, understand, interpret, analyse, and evaluate a wide range of reading material from both fictive and non-fictive texts. Students are encouraged to apply their understanding of linguistic crafting to their own writing to demonstrate they too can be masters of language.



English Department Overview of Intent

Curriculum Intent – Year 7

By the end of Year 7 our students will be able to communicate some successful ideas in both verbal and written responses. Students will show some conscious use of vocabulary and demonstrate their ability to adapt their writing for audience and purpose mostly successfully. Learners will also develop their ability to write creatively and are encouraged to demonstrate a growing imagination inspired by their experiences. Our Y7 students will begin to develop a love of reading by exploring texts from a range of genres and time periods. They will know how to infer and analyse ideas from the texts they read, learning how to provide individual responses using relevant textual evidence to support their ideas. In their bi-weekly literacy lessons, Y7 learners will begin to build functional literacy skills to enable effective decoding and comprehension of reading material; develop a wider resilience to work independently; and understand how to effectively communicate in real world situations.

Curriculum Intent – Year 8

By the end of Year 8 our students will be able to communicate relevant and linked ideas in both verbal and written responses. Students will consciously use more examples of extended vocabulary and show a clear understanding of how to adapt their writing to suit formality, audience, and purpose. Learners will develop their ability to write creatively, showing an emerging understanding of how to craft linguistic devices for effect. Our Y8 students will continue to develop a love of reading by exploring texts from a range of genres and time periods. They will confidently infer ideas from the texts they read and analyse language with more precision using relevant subject terminology. In their bi-weekly literacy lessons, Y8 learners will continue to explore the origins of language to gain a deeper understanding of the complexities of the English language and ambiguities of meaning.

Curriculum Intent – Year 9

By the end of Year 9 our students will be able to clearly communicate a variety of successful ideas more consistently across both written and verbal responses. Students will demonstrate a widening range of ambitious vocabulary used successfully for effect and confidently adapt their use of linguistic devices to suit a full range of written genres. Learners will clearly understand how to utilise literary conventions in their own creative writing and will do this consistently. Our Y9 students will gain a clear foundation of knowledge of chosen Literature texts, applying their learning from wider literature and their contexts in Y7 and Y8 to their understanding of these texts. Students will explore the main themes and issues presented in each of the texts and be able to clearly articulate their individual interpretations supported by a range of effective textual evidence and secure use of subject terminology.

Curriculum Intent – Year 10

By the end of Year 10 our students will be able to fluently communicate a range of convincing ideas in their verbal responses and written work. Students will be able to utilise broad and challenging vocabulary and demonstrate their ability to consistently craft linguistic devices. Our Y10 students will have a secure understanding of their GCSE Literature texts, providing a more developed appreciation for wider cultural, political, and societal issues in their personal interpretations of each text. Learners will be able to explore the wider themes of each text in a more detailed and exploratory manner.

Curriculum Intent – Year 11

By the end of Year 11 our students will be able to confidently articulate complex, mature ideas in both their written and verbal communication. Students will be able to utilise an extensive range of ambitious vocabulary and demonstrate their ability to craft linguistic devices in an inventive and self-assured manner. Our Y11 students will have a deep understanding of their GCSE Literature texts, applying their wider appreciation of the world to their interpretation of the texts. Learners will imaginatively explore the wider themes and issues of each text, providing conceptualised and perceptive responses.

SMSC in English



Spiritual Development:

Learning in English provides a fantastic opportunity for students to explore the many conflicting issues evident in society in a safe and nurturing environment. English teaching promotes the importance of mutual respect and empathy so students can understand how and why conflicts arise, learning how to respect the differing views of others, empathising with perspectives and situations different to their own. Students are encouraged to explore philosophical ideas and are challenged to explore all avenues to widen their understanding of the diverse world around them.

Moral Development:

Studies in English challenge our students to explore many ethical and moral issues from both historical and modern society. Teaching aims to remove the stigma surrounding the discussion of sometimes controversial topics allowing students to develop a deeper understanding of the world around them. From mental health issues to racial injustice, hypocrisy and corruption to gender discrimination, students' moral development is an integral part of their English studies to ensure they not only understand the big ideas presented in the texts they study, but also so they are equipped with the necessary moral skills for life in the ever-evolving wider world.

Social Development:

Our society is constantly changing and in so many ways. Our students therefore need to understand not only how and why these changes have happened but are also well equipped to make their own changes in the future world they will live in. Students must consider how their choices and behaviour can and will impact on the world around them. In their English studies, students begin to explore aspects of human nature and how an individual's behaviour can be constructive or catastrophic depending on the choices they make. Teaching in English encourages students to evaluate the consequences of one's actions, providing opportunities to explore big ideas and questions that require them to apply their understanding of social issues.

Cultural Development:

Students are provided with many opportunities to explore the cultural diversity of the world we live in as part of their English studies. All students will understand that every text they study has a cultural and historical context; their understanding of this is imperative to fully exploring the wider moral, social, and political ideas presented by its writer. Throughout the curriculum, students are introduced to texts from a wide range of cultures and backgrounds to ensure students develop an appreciation for how our complex language and the world's rich literary canon has been influenced by so many diverse sources.

Examples of how SMSC is taught in more detail is evidenced on our long-term curriculum plans.

Gospel Values in English:

As a Catholic school, our values are rooted in the Gospel message and we develop the values in every one of our students. Some examples of where Gospel Values are integrated in to teaching and learning are listed below:

Gospel Value	Location in Department Teaching
Faithfulness and Integrity	Shakespeare Study 19 th Century Fiction, Unseen Poetry
Dignity and Compassion	Dickens Study, Writing for an Audience Lord of the Flies, Unseen Poetry
Humility and Gentleness	Shakespeare Study Writing to Express a Viewpoint, Unseen Poetry
Truth and Justice	19 th Century Literature, Studies of Black History Shakespeare's Macbeth, Freedom of Speech
Forgiveness and Mercy	Blood Brothers, Dystopian Fiction Modern Drama, Discrimination study
Purity and Holiness	Gothic Fiction 19 th Century Fiction, Shakespeare's Macbeth
Tolerance and Peace	Different Cultures Poetry, Noughts and Crosses Lord of the Flies, The Power of Words
Service and Sacrifice	Myths and Legends, Titanic, Conflict Poetry Conflict Poetry, 19 th Century Fiction

Promoting British Values in English

The Rule of Law

Law is an integral part of English teaching. The diverse and complex world of Literature provides so many opportunities for students to learn valuable life lessons. From learning about human rights and the importance of democracy to topical debates on subjects such as euthanasia, racism and capital punishment, students explore a wide range of political and societal issues, learning about how the law governs people's safety, rights and freedoms. We actively explore how societies past, and present, have been shaped by changes in the law.

Mutual Respect and Tolerance

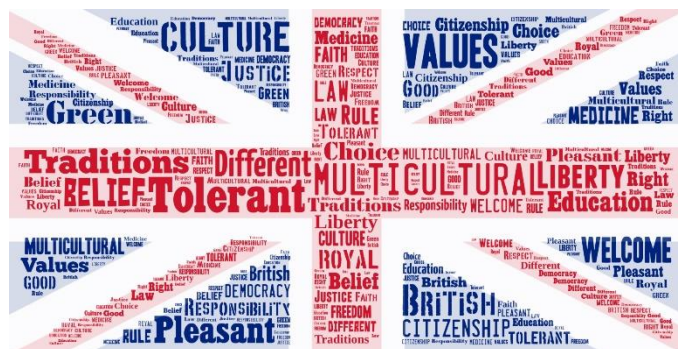
Learning in English allows students to explore so many complex ethical, political, cultural, and societal issues through their studies of both fictive and non-fictive texts. Students are actively encouraged to evaluate both sides of conflicting arguments before being allowed the freedom to present their own opinions in a safe and nurturing environment. Teaching in English ensures students appreciate and respect the racial and cultural diversity of the world, gaining not only a wider understanding of life's complexities but a deeper emotional intelligence and empathy with others.

Democracy

Many topics of study with the English curriculum support the British ethos behind democracy. Students are introduced to fictional worlds as well as real life examples of where inequality exists and they are actively encouraged to explore the theme of discrimination on many levels: race, gender, class, age etc. Within these studies, students discover how democracy has grown and developed following a variety of political movements and how these have impacted on their lives today. Furthermore, students are encouraged to compare their own experiences to those in the past, articulating their personal views on democracy and looking forward to future developments.

Individual Liberty

From issues surrounding gender and race to life lessons about human nature itself, the diverse world of Literature allows students to explore so many issues as part of their studies. So many writers offer young people the chance to learn about the complexities of the different societies across the ages and apply these lessons to their understanding of the modern world around them. Students are introduced to a variety of characters and individuals who act as role models to teach them about how positive behaviour can make an impact in the world. Despite being from fiction, students are encouraged to recognise how writers use their texts to create moralistic material with real-life lessons applicable to their own lives.



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Literacy skills are embedded within learning foci and objectives of both English Language and Literature lessons. Literacy can be developed in every lesson through a variety of activities but in addition to this, one lesson a week is designated to developing literacy skills in Y7 and Y8.

Vocabulary

- Technical and specialist words
- Appropriate usage and eventual crafting
- Correct spelling
- Understand ambiguities in meaning

- ❑ Time and lots repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts.
- ❑ Words with alternative meanings can be difficult as it causes cognitive conflict.
- ❑ Different forms of words can also be difficult to understand and use with accuracy, especially when applying them in different subject areas other than English.

- ❑ Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically.
- ❑ Use vocabulary frequently using open questions.
- ❑ Use words in both written and verbal form as reinforcement.
- ❑ Use models and pictures to help visualise different word origins and formations.
- ❑ Use low stakes quizzes to improve retention.
- ❑ Ask students to explain using pictures to encourage language development.
- ❑ Use visual clues e.g. hand signals.
- ❑ Use poetry, rhymes, and rhythms to aid memory and link to modern culture.
- ❑ Get students to make own word lists to collect new words and test and check their meaning.
- ❑ Utilise vocabulary books to create ambitious word banks.

- Use language precisely
- Listen to others and respond by building on ideas and views
- Confidently articulate ideas using appropriate formality in verbal responses and not just through the written word

- ❑ Inappropriate use of formality.
- ❑ Words which are not frequently used are easily forgotten so repetition is needed.
- ❑ Often little planned time in lessons to “talk” contributes to lack of extended verbal responses.
- ❑ One-word answers for fear of getting it wrong.
- ❑ Lack of time planned to develop communication skills needed for the wider world.

- ❑ Teacher model effective use of language and insist on students responding in the same manner. Scaffolding to be used to develop students' ability to do this.
- ❑ Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practise correct use of language.
- ❑ Use a range of questioning strategies.
- ❑ Allow students "thinking" time and adequate time to respond verbally in an extended manner.
- ❑ Offer students challenge.
- ❑ Use games to encourage meaningful peer group talk and embed new words and how they can be utilised in different formations.
- ❑ Use small group discussion to develop student understanding through conversation in a less threatening atmosphere.

Reading

Key issues

- Strategies to help reading for understanding
- Retrieval
- Summarising and synthesis
- Decoding and comprehension

Common difficulties

- ❑ Students often cannot relate to different texts from a variety of genres used in school in terms of language and style.
- ❑ Children often prefer fiction to non-fiction texts.
- ❑ Children prefer to use interactive methods of discovering information e.g. Internet.
- ❑ Limited range of text that can be offered to students.
- ❑ Weak readers can lack the ability to scan and skim read. Many students lack reading stamina and fluency.
- ❑ Students prefer to copy chunks of text instead of synthesising information to aid understanding.

Some Supporting Strategies

- ❑ Develop activities to promote meaningful reading experiences. Utilise Reciprocal Reading approaches to develop 'good' reading skills that can be applied across all subject areas.
- ❑ Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, and summarising.
- ❑ Activities following reading to ensure effective comprehension of information.
- ❑ Regular opportunities to revisit material read to secure comprehension and aid retention of information.

Writing Composition and Grammar

Key issues

- Correct spelling and using a full range of punctuation accurately
- Follow grammatical conventions with accuracy
- Organise work in a logical and coherent form
- Adapting writing to suit formality, audience, and purpose

Common difficulties

- ❑ Many students are reluctant writers.
- ❑ Poor handwriting and spelling can make writing difficult to interpret.
- ❑ Lack of understanding what they are being asked to write about.
- ❑ Time pressure in lessons to get ideas or work down onto paper.
- ❑ Students lack the stamina to write at length. Lack of time planned into lessons across a range of subjects can prevent students from acquiring this skill.

Some Supporting Strategies

- ❑ Students given regular opportunities to write for a full range of genres and modes.
- ❑ Students read a full range of genres, using their understanding of generic conventions in their own writing.
- ❑ Use writing frames where appropriate, encouraging children to use it as a guideline and eventually manage without.
- ❑ Opportunities for extended writing including drafting, redrafting and consolidation using teacher feedback.
- ❑ Teach students how to summarise text and develop effective note taking skills.
- ❑ When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed.
- ❑ Regular opportunities to utilise a full range of sentence forms and punctuation, using scaffolding to develop skills and building to independent use.
- ❑ Low stakes quizzes to improve retention of how to use more complex punctuation such as semi colons. Regular opportunities to practise these skills within lessons.
- ❑ Classroom displays and lesson content to provide students with visual cues of how to use effective discourse markers and write like a literary expert.

English and SEND



As reflected in our school Mission Statement and Curriculum Intent, every student at St Joseph's is recognised as having individual skills and talents which are equally important and valued. The English Department is therefore committed to responding to every individual's special educational needs at any stage of their learning journey to ensure every student is given the very best opportunities to flourish and feels fully included and supported.

Achievement with care is our vision for all our students here at St Joseph's. As an English Department, our curriculum planning, teaching and learning strategies and extra-curricular provision aims to ensure all students with learning difficulties are able to access their entitlement to a broad, balanced and enriching school experience. Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential.

Our curriculum and environment are adapted for students including those with additional needs. Subject teachers are responsible for the progress of all students in their lessons. Highly experienced staff within the department adapt teaching and learning strategies to meet the needs of each diverse learner and we match levels of additional support to an individual's educational needs. Staff are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students. This can mean teachers plan visual, auditory, or kinaesthetic activities to engage students and make learning accessible. Teacher may also organise small group or 1-1 learning with a member of the learning support team. Alternative tasks for home learning may also be utilised, and staff may liaise with parents to help support students who may need pre-teaching of content, vocabulary or over-learning of certain topics. A wide range of teaching strategies and resources are used to support SEND students within the department, these range from laminated and/or enlarged resources to allow easy access to material, coloured overlays for reading, scaffolded activities and model answers, text-based help sheets, and video help resources with subtitles. Staff design seating plans strategically with SEND children seated as priority. For example, visual/hearing impaired children will be seated toward the front of the classroom; seating positions will be chosen to ensure SEND students can access support from their teacher or a teaching assistant easily. The students selected to sit either side of the SEND student are typically chosen as a learning buddy to ensure they feel safe and confident in the classroom.

Students with SEND are assessed by the learning support team early in their school career, but these students are also assessed regularly within our subject, along with their peers, to ensure teachers can continue to provide the best provision for each learner and an accurate picture of their progress can be established. Parents, carers, and students are fully involved in the identification and assessment of SEND; we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. Staff within the department work closely with the learning support team within school to ensure each student feels fully supported in every lesson, but also to ensure each individual has the opportunities to develop skills independently when they feel confident to do so. Students with access arrangements are supported in their completion of assessed pieces both in the classroom and in formal assessments. If appropriate for their needs, students can benefit from extra time to allow for processing, use of a laptop in lessons, a reader or a prompt. These arrangements form part of everyday learning for students to ensure this is their normal way of working in school and not just part of the formal assessment process.

Assessment in English informs not only teaching practice and curriculum improvements, but also groupings of students. Students with SEND are grouped based on a holistic picture of their progress and ability to ensure their learning experience is just as challenging and enriching as their peers. Learners with educational needs are fully integrated in to mainstream groups along with their peers; alternative provision is only sought when this is deemed appropriate by the learning support team. SEND students also have equal access to departmental support and intervention programmes to ensure any gaps in their progress are addressed and each student has the opportunity to develop the essential skills needed for life beyond the classroom.



English Structure

As practitioners of one of the most pivotal faculties in the school, the English department are highly dedicated professionals who are passionate about the subject they teach. The English team includes many specialised staff who are experienced examiners from both English Language and Literature specifications which allows us to offer the very best provision to our students. English lessons aim to promote active learning whilst affording students the opportunities to become independent and resilient, skills essential for success in the English GCSE examinations and the wider world. As a team, we continue to strive for new, innovative ways to inspire our students, so they have the confidence and skills necessary to flourish into high achieving individuals. Not only does the curriculum explore the fascinating world of Literature and the ambiguities of Language, but also provides students with opportunities to explore and respond to real world issues that impact on societies past and present.

Staffing Structure

Head of English – Mrs C Wood

Assistant Head of English – Miss C Malone

TA4 for English – Miss V Ball

Teachers of English:

Mrs L Durkin

Mrs E Weall

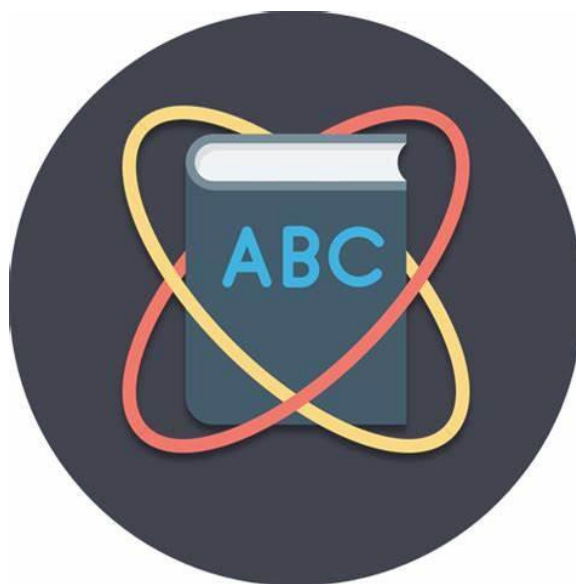
Miss L Cross

Mr R Minns

Mrs N Clarke

Mrs H Howe

Miss B Morton



Curriculum Structure

Students in lower school follow a programme of study which aligns to the National Curriculum for English and is underpinned by the AQA English Language and Literature specifications. Our schemes of learning aim to develop students' creativity, foster a love of literature as well as gain the necessary language skills they need to understand, analyse, evaluate, and respond to a wide range of reading material. Each unit of work is carefully crafted to provide enticing opportunities to develop specific skills, offering appropriate stretch and challenge to refine and master these areas as students progress through lower school.

In upper school, students study English from the AQA suite of GCSE qualifications. Students will study both English Language and English Literature specifications.

Subject content for English Language:

Explorations in creative reading and writing

Writers' viewpoints and perspectives

Spoken Language (non-exam assessment)

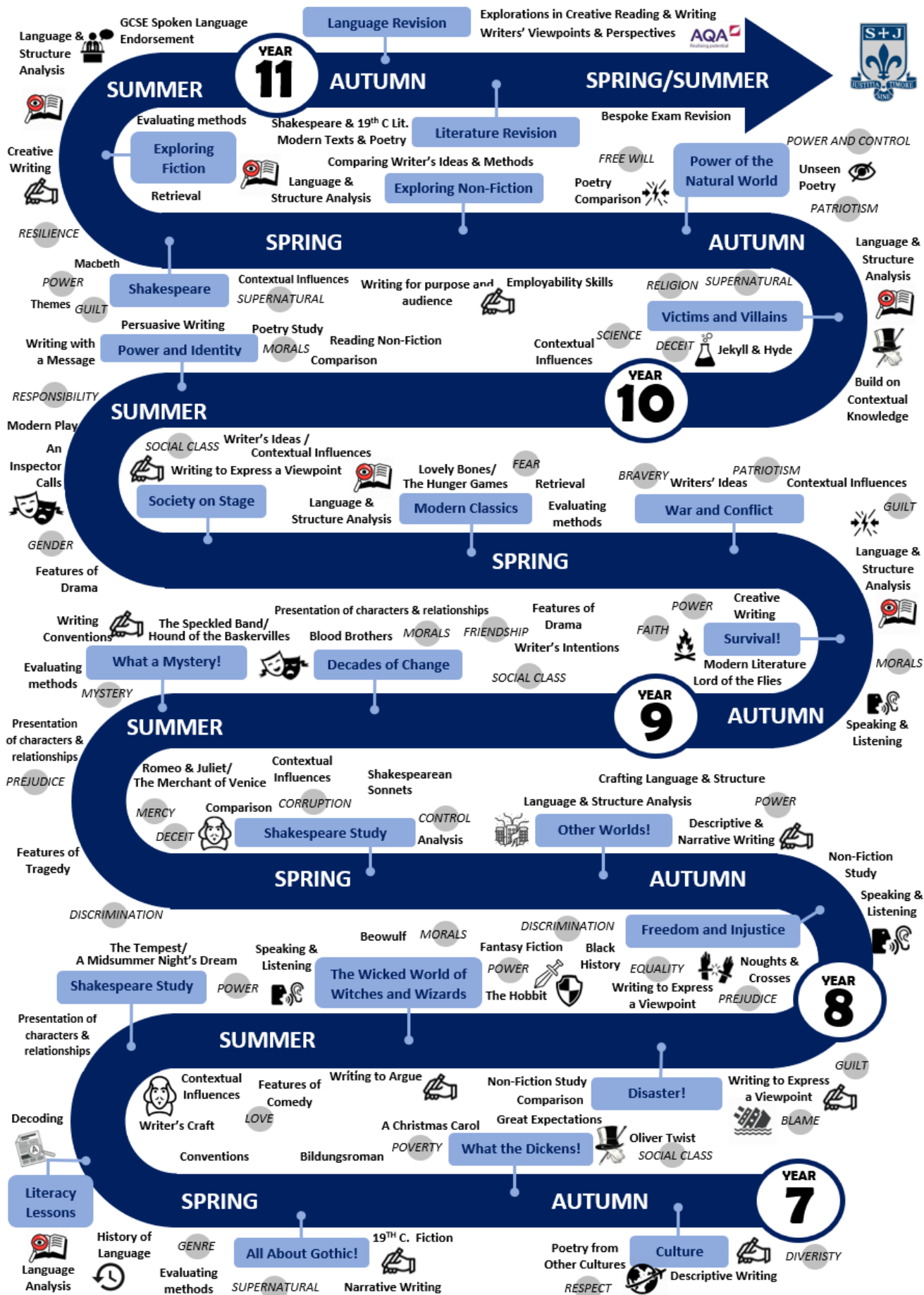
Subject content for English Literature:

Shakespeare study

19th Century Novel

Modern Prose or Drama

Poetry (anthology and unseen)



(More information about the structure of the English curriculum is evident in our long-term curriculum plans for each year group.)

The English Consolidation Curriculum and Covid-19



The curriculum at St Joseph's has been impacted by Covid-19 and therefore whole school and departmental adjustments have been required to best support the learning and wellbeing of all our students. The English Department has adapted the curriculum from September 2020 and beyond to enable our specialist staff to

prioritise certain areas of the curriculum for home-learning and others for face-to-face teaching. Adjustments to the English curriculum included resequencing programmes of study, increased skills/knowledge checks allowing for additional formative assessments to identify gaps in students' learning, scheduling further opportunities for the consolidation of content and skills where gaps have been identified.

Remote-learning was an adaptive process as staff and students became more familiar with online-learning. As a team, the English Department carefully selected the most appropriate curriculum areas to be delivered remotely and subsequently designed plans for addressing gaps identified to ensure that face-to-face learning was maximised when students returned to school. Regular formative assessment points were used during periods of home learning so that students' progress continued to be monitored and informed next steps for teaching and learning. Consolidation continues to remain a key focus of the curriculum upon returning to face-to-face teaching as is promoting positivity and establishing effective learning routines. Interventions continue to be implemented for individuals and small groups when this is identified as a priority to ensure students are fully supported in their learning.

To ensure our students receive the very best opportunities for intervention and consolidation, the English Curriculum prioritises strategies that will narrow skills gaps in reading, writing, including spelling, punctuation, grammar and vocabulary. Baseline assessments, together with CATs testing, help to inform intervention strategies that aim to narrow the learning gaps of Year 7 students whose education has been disrupted at Key Stage 2. Regular assessment points scheduled throughout each academic year also inform departmental intervention approaches for students in all year groups; data is collected regularly, and carefully planned strategies are deployed to ensure gaps are effectively diagnosed and addressed.

Schemes of Learning and lessons continue to be adapted to ensure thorough re-teaching of curriculum areas when needed. As a priority, staff continue to nurture and monitor students' reading, including reading aloud and guided reading as a class, giving them time to read independently where their reading is secure, but also providing programmes of support where this is an area of weakness. Our Accelerated Reader Programme and newly designed Literacy Lessons support this.

The department also encourages students to engage in rich discussions about their learning that facilitates the sharing of ideas, knowledge and experiences. Planning regular opportunities to consolidate skills encourage further mastery, and carefully selected class readers provide ample opportunities for teachers to engage our young people in reading rich and challenging texts, model fluent reading and initiate active discussions to develop essential oracy skills.

HOW DO I ACHIEVE SUCCESS IN ENGLISH?

		Reading Skills	Writing Skills	Oracy Skills
Step 12	Detailed, impressive, inventive.	<ul style="list-style-type: none"> I can select a range of well-chosen quotations to support my detailed analysis. I can use sophisticated and accurate subject terminology and use this confidently in my responses. I can analyse language in detail and provide imaginative interpretations. I can consider alternative viewpoints and do not rely on obvious interpretations. I can confidently evaluate how effectively a writer has used techniques for a specific purpose. I can confidently compare ideas in texts, writing thoroughly detailed explanations. 	<ul style="list-style-type: none"> I can write about complex, mature ideas and present these confidently in my work. I can use an extensive range of ambitious vocabulary throughout my work. I can create impressive characters and settings that are unique. I can think of imaginative ideas for my writing. I can use inventive structural devices. I can craft devices throughout my work in an imaginative way. I can sustain these throughout my work. 	<ul style="list-style-type: none"> I can vary my vocabulary and expression when speaking. I can use different strategies to engage the listeners' interest. I can show confidence and fluency when I talk in a range of different scenarios. I can respond to and question what is said by others. I can make well-judged, detailed contributions to discussions. My comments can shape the direction of a debate or discussion.
Step 11	More developed, convincing.	<ul style="list-style-type: none"> I can use well-chosen quotations to support my detailed analysis. I can consistently use accurate subject terminology and use this well in my responses. I can analyse language in a more developed way but is not always detailed. I sometimes consider alternative viewpoints in my work. I can evaluate how effectively a writer has used techniques for a specific purpose in a detailed way. I can convincingly compare ideas in texts, writing detailed explanations. 	<ul style="list-style-type: none"> I can write about a range of convincing ideas and link these fluently in my work. I can use a broad range of challenging vocabulary in my writing. I can create convincing characters, plot and settings. I can use a convincing structure in my writing. I can purposely craft devices throughout my work. 	<ul style="list-style-type: none"> I can use Standard English effectively in a range of situations. I can demonstrate a sensitive awareness of topics when listening to other. I can adapt my vocabulary and expression to other people's needs and to the topic being discussed. I can adopt a range of different group roles and responsibilities when working in a team. I can sustain effective collaboration (teamwork) and discussion.
Step 10	Clear, relevant, effective.	<ul style="list-style-type: none"> I can select a range of relevant quotations to support my explanations. I can clearly and accurately use subject terminology and mostly use this well in my responses. I can clearly explain how writers use language for a specific purpose. I clearly understand and can clearly explain the intended impact on the reader. I can clearly evaluate how effectively a writer has used techniques for a specific purpose. I can clearly and effectively compare ideas in texts, making relevant explanations. 	<ul style="list-style-type: none"> I can write about a range of effective ideas and can connect them well in my writing. I can use sophisticated vocabulary effectively well in my work. My characters, plot and settings are clear and effective. They are consistently presented in my writing. I can use structure effectively in my work. I can use an increasing amount of sophisticated devices throughout my writing. 	<ul style="list-style-type: none"> I can talk confidently and clearly. I can listen effectively in a range of scenarios. I can make a formal presentation in Standard English using appropriate devices. I can adopt different group roles and responsibilities independently. I can use a range of clear ideas to contribute to an effective discussion.
Step 8 and 9	Mostly clear, appropriate	<ul style="list-style-type: none"> I can select a variety of relevant quotations to support my explanations. I can mostly use clear and accurate subject terminology. I can provide clear explanations of how writers use language for a specific purpose. I mostly explain the impact on the reader. I can make some appropriate evaluative comments about how a writer has used techniques for a purpose. I can make some appropriate and mostly clear comparisons between texts. 	<ul style="list-style-type: none"> I can write about a clear range of ideas, mostly throughout my work. My vocabulary is clearly chosen for effect. I can show a clear control of characters, plot and setting in my writing. I can use a clear, logical structure. I can use appropriate devices, mostly throughout my work. 	<ul style="list-style-type: none"> I can control the mood, tone and pace of my talk for a particular effect. I can clearly discuss a range of ideas. Across a range of scenarios, I can recognise meanings and can clearly respond to the ideas of others. I can work collaboratively in a group. I can clearly contribute to discussions.
Step 6 and 7	Some success.	<ul style="list-style-type: none"> I can select some appropriate quotations to support my comments. I can use some subject terminology, mainly appropriately in my work but I make some mistakes. I can make some comments on how writers use language, but my comments are not always clear and are not fully explained. I can make some evaluative comments about how a writer has used techniques for a purpose. I can make some explained comparisons between texts. 	<ul style="list-style-type: none"> I can present some linked and relevant ideas in my writing. I can use some vocabulary for a specific purpose. I include some successful characters, plot and setting in my writing. I can show some control over the structure and pace of my work. I use some devices for a purpose. Sometimes I can overuse certain devices. 	<ul style="list-style-type: none"> I can talk in a way that engages the attention and interest of my audience. I can change my vocabulary and expression to engage my audience. I can sustain roles and responsibilities in pairs or groups. I can sometimes make meaningful contributions to discussions.
Step 4 and 5	Attempts, straightforward.	<ul style="list-style-type: none"> I can select quotations to support my comments, but I do not always select the most appropriate examples. I can use subject terminology, but sometimes make mistakes. I can sometimes use terminology randomly which can make my responses disjointed. I attempt to comment on how writers use language, but my comments are unexplained and narrow in focus. I attempt to make evaluative comments about how a writer has used techniques for a purpose. I attempt to make comparisons, often making straightforward cross references between texts. 	<ul style="list-style-type: none"> My ideas are often predictable and underdeveloped. I attempt to vary my vocabulary. I create straightforward characters, plot and settings. I attempt to use structural features in my writing. I attempt to vary devices in my writing, but the devices I use are mostly straightforward. 	<ul style="list-style-type: none"> I can use Standard English to explain, explore or justify my ideas. I can respond to other people's ideas across a range of scenarios. I can adopt different roles when working in a pair or group. I mostly make straightforward contributions to discussions.
Step 3	Simple.	<ul style="list-style-type: none"> I can make references to a text to support my ideas but sometimes I don't use direct quotations. At times I may copy large sections of a text. I can use simple subject terminology, but sometimes I do not use any. Sometimes I may make mistakes when using terminology. I make simple comments on how a writer uses language. I write about simple meanings. I can identify when a writer uses a technique and make a simple comment about why they might have done that. I can make simple cross references between texts. 	<ul style="list-style-type: none"> I can include one or two relevant ideas in my writing. My ideas are sometimes linked but do not include any detail. I can use simple vocabulary. I create simple characters, plot and settings. I use simple structures in my writing. I can use simple devices in my work. 	<ul style="list-style-type: none"> I can speak clearly to a group. I can use Standard English appropriately when I present my ideas. I can take on simple roles and responsibilities in pairs and groups. I can make simple contributions to discussions.
Step 1 and 2	Limited, vague, basic.	<ul style="list-style-type: none"> I use limited references to a text, if any. I often summarise the text instead. I do not use subject terminology very often, if at all. The comments I make are limited and vague. I often just rephrase the meaning of the text. I try to identify when a writer uses a technique. I begin to make a basic comment about why it might have been used. I can make basic cross references between texts. Sometimes I only focus on one text. 	<ul style="list-style-type: none"> The ideas in my writing are often unrelated and sometimes random. I do not often link my ideas together. I used basic, limited vocabulary. I create a very basic characters, plot and settings in my writing. The pace of my writing is basic and rushed. I used a limited number of basic devices in my work. Sometimes I do not use any at all. 	<ul style="list-style-type: none"> I can speak to a group, sometimes changing the way I speak for my audience. At times, I can use some Standard English when speaking aloud. I attempt different roles and responsibilities in pairs or groups. I make limited contributions to discussions.

Assessment Principles

Year 7 begins our 5-year spiral curriculum. The scheme of learning and lesson outcomes are within the relevant areas on the shared drive. There are 7 key assessment objectives which are covered and revisited across the first two years at St Joseph's. Teaching of these skills focus on first building a foundation of understanding and a functional skill level before moving to further development and eventual mastery. This will ensure students progress through the curriculum each year. The path to progression through both reading and writing assessment objectives is set out in the progression scales; these should be used alongside curriculum planning. Scheduled teaching of texts/topic and assessment deadlines can also be found in the shared curriculum area.

Year 9 acts as a bridging year. The autumn term allows students to continue to develop more complex skills learned in Year 7 and 8 in preparation for the start of their AQA GCSE studies later in the year. This allows a broad and balanced curriculum to be delivered in Year 7 and Year 8 as well as providing students with the time to explore both English Language and Literature topics in the necessary breadth and depth. Year 10 and 11 will be taught both Language skills and Literature content alongside each other in a layered approach. Throughout GCSE studies, students complete exploration of topics at different levels: foundation (plot, character, themes); developed (focussed exploration of key ideas); mastery (deep knowledge and understanding across the whole text with application to wider issues). For the specifications of both English Language and English Literature, schemes of learning are within the relevant areas of the shared drive. Within these areas are teaching resources and materials. Progression scales also support the tracking of skills and content through both GCSE specifications. Teaching order and unit deadlines can also be found in the shared curriculum area.

Class books will contain all notes from lessons and examples of homework (unless this has been submitted electronically). Exercise books should have a front cover, progress tracker and progression scales at appropriate points depending on the year group and topics. Class books should predominantly use peer and self-assessment as a method of marking with student responses to this marking when appropriate. Teacher book reviews should be completed regularly to ensure any misconceptions/errors are corrected and that sufficient progress through a unit has occurred. Opportunities for consolidation based upon feedback should be scheduled after end of unit assessments to allow for effective reflection and evaluation of progress.

Formal assessment in Year 7 and Year 8 will be evidenced in class books. Assessment files from Year 9 onwards will support the tracking of student progress through their studies. Assessments will evidence students' progress through the skills-based progression scales. Teacher marking should be used to assess the pieces of work using the progression scales to provide a constructive next step for the student, which should be responded to using purple pen. The results of all assessments should be detailed on the tracker document in a student's exercise book, therefore indicating their area(s) for development. Assessments in English should be supported by Question Level Analysis conducted by the relevant curriculum leader within the department. Results from the QLA will be stored centrally and will be used to inform future planning and intervention. All class books should be marked in line with the school impact marking policy.

Forming Judgements for Data Drops: All judgement should be skills based using the progression scales (not grades) in Year 7 and Year 8. When judgements are to be formed for reporting purposes, a holistic approach should be used considering each student's learning journey. This should include all evidence from assessments, class work, homework, and attitude to learning.

Enrichment and Extra-Curricular

The English department offers weekly enrichment during P6 as well as other activities, trips, and visits as they arise from external providers. Enrichment activities are often changed year upon year according to interest and demand.

Current extra-curricular activities on offer include:

- Cakes and Classics
- Literature Lovers Club
- Big Book Quiz
- Creative Writing Club
- Journalism Club/School Newspaper
- Reluctant Readers
- Language Investigators
- Games Galore

Extra-curricular visits include:

- Acting companies visit to school to perform versions of key GCSE texts
- Theatre visits
- Rewards Trips
- Big Book Quiz competition (if participating teams qualify)