

### CURRICULUM INTENT

**The English department seeks to inspire passionate readers and proficient writers through a culture rooted in collaborative learning, creative thinking, cultural exploration and intellectual rigour.**

The English curriculum at Avanti Fields is committed to enhancing the intellectual and cultural lives of our students. By delivering access to literary work spanning a plethora of eras, cultures and civilisations through impassioned, strategic and differentiated teaching, the department works to develop and sustain an ambitious level of critical and creative thinking about literature and the world.

By cultivating an understanding and appreciation of English language – both written and spoken – through a number of modalities and initiatives throughout the academic year, students will develop their own language and communication skills that will serve them in all fields.

As such, the curriculum is carefully designed to not only feed into the skills, knowledge-base, styles and formats which GCSE examinations will demand of our students, but for functions in society beyond academic life.

### THE AVANTI WAY

#### EDUCATIONAL EXCELLENCE



The English Department at Avanti Fields strive to uphold 'educational excellence' by enhancing the intellectual and cultural lives of our students. The department works to develop and sustain an ambitious level of critical and creative thinking about literature and the world. Students are set to develop their own language and communication proficiencies – including reading, writing, speaking and listening skills - which are intended to serve them in all fields. A particular emphasis is placed on cultivating resilient readers and dedicated writers. The Programme of Study has been carefully created to align with and work up to the high expectations of GCSE English whilst allowing for the development of skills, competencies and qualities beyond academia.

#### CHARACTER FORMATION



In English, the 'character formation' aspect of the Avanti Way is particularly pertinent due to the nature of the topics, themes and texts that we cover. Across a number of various contexts and literature, we are - by virtue of our subject - engineering discussions and creating curiosity around textual characters: their choices, qualities, relationships and values. Broader themes such as friendship, morality, love, good vs. bad, identity, culture and family span numerous texts covered in the English curriculum, as well as more text-specific themes - all of which lend themselves to discussions around Character Formation. There is a concerted effort to link these discussions to personal experience and development, tapping into students' own worldviews, journeys and characters. Through this literary and inner exploration, the department hopes to pull importance towards virtues such

#### SPIRITUAL INSIGHT



English presents spiritual or religious undertones in many of our studies, especially within those texts which explicitly emphasise or allude to religion. A number of our over-arching subject areas have been adapted to reflect 'spiritual insight' by incorporating texts, themes and discussions centred around notions of spirituality and God; these include Cultural Heritage extracts, Shakespeare's plays, 19th Century poetry, romantic poetry, war poetry, pre-19th century fiction, travel writing, the modern novel and persuasive rhetoric. Qualities such as sacrifice and forgiveness are particularly prevalent in these literary works. To this end, the English Department has also created a topic called 'Cultural Heritage: Ancient Heroes' which specifically studies stories and characters derived from ancient Hindu tradition, Greek mythology and Biblical tradition; access to these will allow for the cultivation of



	as kindness, compassion and positivity whilst rendering students confident in who they are and who they aspire to become.	culturally diverse spiritual knowledge and – through various forms of symbolism – represent the need for spiritual values such as simplicity, renunciation and purification.
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**PROGRAMME OF STUDY**

Students will be provided opportunities to develop the following knowledge, skills and understanding in English:

- **Experience of Literature Across Time and Culture**
- **Developing Love of Reading (Fiction and Non-Fiction Texts)**
- **Critical Thinking and Analysis**
  
- **Writing Fiction: Narrative and Descriptive**
- **Writing Non-Fiction: Argue, Persuade and Advise; Inform and Explain**
- **Technical Writing Skills/Accuracy**
  
- **Communication, Presentation And Debate**
- **Interpersonal and Team-Working Skills**

TERM	YEAR 7	YEAR 8	YEAR 9
<b>AUTUMN 1</b>	<b>Cultural Heritage:</b> <i>Ancient Myths, Legends and Heroes (Indian and Greek)</i>	<b>Pre-1914 Text:</b> <b>Gothic Fiction (extracts)</b>	<b>Writing Form &amp; Convention:</b> <b>Media &amp; Non-Fiction</b> <i>(Newspaper Articles and Travel Writing)</i>
<b>AUTUMN 2</b>	<b>Writing Form &amp; Convention:</b> <b>Descriptive Writing</b> <i>(Fairy Tales)</i>	<b>Modern Novel:</b> <i>'Noughts &amp; Crosses'/</i> <i>'The Hunger Games'/</i> <i>'The Curious Incident of the Dog in the Night-Time'</i>	<b>Modern Novel:</b> <i>'Of Mice and Men'</i>
<b>SPRING 1</b>	<b>Modern Novel:</b> <i>'Holes'</i>	<b>Writing Form &amp; Convention:</b> <b>Persuasive Writing</b> <i>(Political and Persuasive Speeches)</i>	<b>19<sup>th</sup> Century Poetry &amp; GCSE Poetry Anthology Taster</b>
<b>SPRING 2</b>	<b>War Poetry</b>	<b>Romantic Poetry</b>	<b>William Shakespeare:</b> <i>'Romeo and Juliet'</i>
<b>SUMMER 1</b>	<b>William Shakespeare:</b> <i>'A Midsummer Night's Dream'</i>	<b>William Shakespeare:</b> <i>'Hamlet'</i>	<b>Researching and Presenting:</b> <b>Persuasive Speech</b> <i>(Room 101/'A Hero')</i>
<b>SUMMER 2</b>	<b>Pre-1914 Text:</b> <i>'Treasure Island'/</i> <i>'The Jungle Book'</i>	<b>Media and Advertising</b>	<b>Pre-1914 Text (GCSE Intro.):</b> <i>'A Christmas Carol'</i>

**ASSESSMENT AND FEEDBACK**

Students are assessed regularly in English through a combination of formative and summative assessments. Students receive timely written and verbal feedback after each assessment, following the whole school 'Strengths, Improvements, and Actions' (SIA) policy. Post assessments, Dedicated Improvement and Reflection

Time (DIRT) is built into lessons to allow students to reflect and act upon the feedback by re-drafting segments of their assessment, allowing them to make further progress in their knowledge, skills and understanding.

The Assessments for KS3 English have been designed using GCSE Assessment Objectives (AOs) at the core.

The curriculum has been designed so that students will approach all GCSE AOs during each year of KS3.

There will be three 'primary' assessments each year covering reading, writing and spoken language. In addition, students will have an opportunity to be re-tested on both reading and writing in 'secondary' assessments.

### PRIMARY ASSESSMENTS:

- Explicit use of skills and Assessment Grids during planning to make expectations clear.
- Students should draft, peer check and use DIRT (Dedicated Improvement & Reflection Time) to improve, before submitting final piece.
- Teacher will mark the student's final piece in detail, using Assessment Grids and our SIA Policy to 'grade' and signpost useful feedback.
- Students use DIRT to rewrite a section/paragraph.

### SECONDARY ASSESSMENTS:

- Students are given the same opportunities to plan and draft.
- Self and peer assessment of drafts (using Assessment/Skills Grids)
- Students complete final piece.
- Teachers simply signpost on Assessment using SIA Policy – feedback is less extensive but offers enough individual support to allow DIRT and re-drafting.

## SUPPORT AND GUIDANCE

1. Students should be reading a mixture of **FICTION** and **NON-FICTION** books. They should read for at least 20 minutes a day – if not more!
  - a. Reading material should be a little **challenging** – they shouldn't just pick an 'easy' book. They can discuss the **themes, characters, language** and **author's message(s)** with you!
  - b. Read books or plays that your child needs to study for school – your child will be studying at least **two Shakespeare plays** between now and Year 11 ('A Midsummer Night's Dream' and then either 'Macbeth' or 'Romeo and Juliet'). It can really help them if you read these together, and talk about the **language** and **characters**.
  - c. Why not learn a few short quotations together as a competition?
2. Your child could try to learn a new word every day.
  - a. You can download '**Word of the Day**' – a free app on the App Store  
Try to use it in **speech** or in your **writing** at least once in the day!
3. Try some **SKIMMING** and **SCANNING** together.
  - a. Skimming is when you read through a piece of text quickly to find out what the main idea is;
  - b. Scanning is glancing through a piece of text to find a specific piece of information;
  - c. You can do this with a newspaper – perhaps ask your child to find something out for you.
  - d. Why not ask them to scan a newspaper for news about a favourite footballer or to find out the weekend weather, or get them to skim-read a recipe to tell you the basic steps?
4. Help by testing your child when they have **spellings** to learn, and by encouraging them to look up words they don't know in a dictionary.



5. Use **BBC BITESIZE**: <https://www.bbc.com/bitesize> to brush up on **Reading** and **Writing** skills.

### **EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES**

- Debate and discussion ingrained – critical thinking, communication, collaboration, creativity
- Clear links to Drama lessons (Speaking and Listening skills)
- After-school Debate Club to develop critical thinking and communication skills
- Projects and incentives in place to promote Literacy (Reading and Writing):
  - **500-word story challenge**
  - **'Reading Rampage' initiative**
  - **'8 For 8' Book Challenge**
  - **World Book Day**
- Strong interventions in place – Guided Reading and lunchtime Intervention Club