

English department's CALIBRE Curriculum

<p>Cultural capital and local context</p>	<p>As an English department serving a highly diverse community, we are fully committed to increasing cultural capital, so that every child learns about the best that has been written, created, and spoken in the English language. We also take full advantage of our proximity to London and all the culture it has to offer.</p> <p>Example: Students participate in visits to the theatre and extra-curricular activities such as workshops, reading club, and competitions etc.</p>
<p>Ambitious</p>	<p>All literary texts stretch students' thoughts and critical thinking and allow them to have control over a range of forms as well as an awareness of different varieties of communication. All lessons challenge the demands of spoken and written language with a range of challenge tasks and secondary material to promote higher order thinking. GCSE terminology is present throughout KS3 lessons to allow smooth transition throughout the Key Stages.</p> <p>Example: The study and analysis of a range of literary texts including Shakespeare and 19th century Literature results in essay writing from Year 7. Accelerated Reader is used to encourage students to read challenging texts from a variety of genres with quizzes taken at the end of a book to help push reading ages up.</p>
<p>Logically structured</p>	<p>In English, we teach a broad and balanced curriculum which encompasses poetry, creative writing and a range of genres including non-fiction, prose fiction and playwriting. Our curriculum is designed to further progression by leading students to develop their skills, knowledge and understanding seamlessly throughout the Key Stages. In Literature, facilitating students to develop increasingly analytical approaches to progressively more complex texts achieves this. In Language, through a development of skills which lead students to an appreciation of writers' craft; language, form, and structure; and transferable skills that they can apply in their own writing.</p> <p>Example: Restructuring of the Year 9 KS3 curriculum allows for a smoother transition from Year 9 to Year 10 where students study an adapted version of GCSE Language paper 1 and 2 and whole prose/modern play analysis in preparation for the GCSE curriculum.</p>
<p>Intelligent assessment</p>	<p>English is about equipping students to deal with the everyday demands of spoken and written language, in work or in further education. Using the assessment objectives for both English Language and Literature, assessments are structured to meet the criteria for various reading, writing and speaking and listening skills. Throughout lessons and at the end of every unit from Year 7, there are opportunities for live feedback to formative assessments, as well as dedicated feedback lessons following summative assessments to ensure that pupils know what is needed to make good academic progress.</p> <p>Examples: Typically, in KS3, assessments are modelled on the skills required to enable them to undertake the GCSE Language and Literature examinations successfully. Embedded structures in year 9 allow for a seamless transition into KS4 to enable students to be able to evaluate, analyse and be critical thinkers.</p>
<p>Breadth and Depth</p>	<p>The English curriculum focuses on a wide variety of both fiction and non-fiction texts that represent a multitude of cultural beliefs and backgrounds. At all Key Stages, students are encouraged to explore texts written by authors and poets from different heritages. Giving students access to different texts in a range of formats equips them with the skills to be critical readers and writers both in the classroom and beyond. The demands of the curriculum across all Key Stages not only enable students to use English in the practical sense, but also develops their ability to think innovatively and work independently.</p> <p>Example: Independent research whereby students present on authors and historical movements that have shaped the literary world.</p>
<p>Retention</p>	<p>As a core subject, a large focus is placed upon the retention of information in both English Language and Literature. Knowledge is embedded to ensure successful recall and retrieval methods, which become particularly useful for students at GCSE when encouraged to learn key quotations.</p> <p>Example: Students are also encouraged to create revision material. We also include mini memory tests for GCSE students.</p>

Equality	<p>English and literacy are about equipping students to learn effectively and succeed in all subjects, and is the responsibility of all teachers, not just English teachers. Each teacher has a class pack with relevant student information and an annotated seating plan to maximise the learning in our mixed ability classes.</p> <p>Example: Lessons provide differentiation so that all students can access the material. For all assessments at KS3 we have support sheets which provide prompts. There is planned and targeted intervention for GCSE and A level students.</p>
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