

Key Stage 5 - Intention Statement for English



Intention Overview:

Language: *"Language shapes the way we think and determines what we can think about"*

Literature: *"One that loves reading has everything within their grasp"*

Literature: To empower and inspire our students by exposing them to a wide and ambitious range of fiction, non-fiction, poetry and drama from various time periods.

Language: To develop aspirational, inquisitive learners who appreciate the linguistic craft of the writer and can apply these skills in their own writing.

Curriculum Knowledge

The KS5 curriculum at Archbishop Sentamu Academy is designed to mirror and develop the skills base learned in KS3 and KS4, with several curriculum 'threads' that can be easily traced such as the focus on the literary canon, our linguistic heritage and Chaucer - both of which are explored in Language A level as part of the Language Change unit. Our KS4 focus on dramatic Shakespearean tragedy effectively informs students' study of Othello in the 'Elements of Tragedy' unit.

Literature study here at ASA includes textual choices that are tailored to our students and their prior knowledge, maximising their chances of success. Among other texts, students explore elements of the tragic genre in *The Great Gatsby*, *Othello* and a selection of Keats poetry. These challenging texts allow for lively intellectual debate on subjects such as racial prejudice, the presentation and development of the Machiavellian villain, classical Greek influences, the Romantics and conspicuous consumption in the 'Roaring 20s'. In the second year, the NEA coursework unit allows us to give students the freedom of complete creative autonomy: they choose (with our guidance) their own literary texts and critical approaches, encouraging the skills that they will need for under-graduate study.

Language study explores both the spoken and written modes, examining accent, dialect, idiolect and sociolect within a range of contexts and situations and studying a range of short texts from a wide-range of genres, such as advertising, political speeches and fictional extracts (such as Virginia Woolf's *Mrs Dalloway*). The AS year also trains students to interpret and evaluate spoken transcriptions and spoken language features, exploring how these transform completely depending upon the context. The A2 year develops further on these skills, exploring Language Change through the ages (from the Middle ages up until the present day), the influence of global English and begins to prepare students for undergraduate study when constructing responses to critical spring-board material. The NEA unit in the second year allows the same freedoms encouraged in literature study, with students choosing their own reference materials and linguistic theories. Our students leave the course well prepared for the rigours of University.

Our sixth form also provides students with the opportunity to re-sit their English GCSE, focusing on improving areas of misconception and pushing students to reach their potential. The re-sit course mirrors the curriculum studied in Y11, but with more focus on individual and bespoke revision, using item-level data to target weaker areas. As in KS4, the focus in language is primarily upon the writer's craft and manipulation of language to create a range of effects. We explore a vast range of different fictional texts across a number of genres, thus easily linking back to KS3 studies and building on students prior learning. Creative writing opportunities often use literature study as an inspiration, and students are also encouraged to explore their language crafting as part of our fortnightly 'Writing Weekday' lessons.

Essential Skills to Develop

Subject Specific Skills

Language students will be able to:

- Apply appropriate methods of language analysis, using associated terminology and coherent written expression
- Demonstrate critical understanding of concepts and issues relevant to language use
- Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
- Explore connections across texts, informed by linguistic concepts and methods
- Demonstrate expertise and creativity in the use of English to communicate in different ways

Literature students will be able to:

- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- Explore connections across literary texts.
- Explore literary texts informed by different interpretations

GCSE Re-sit students are encouraged to:

- Identify and interpret explicit and implicit information and idea
- Select and synthesise evidence from different texts
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Supportive Learning Skills and Attributes

- Forming a structured argument, persuading and debating
- Empathy and responding to characters and their emotions
- Revision and recall skills
- Literacy skills - extended writing, written and verbal communication
- Comparative skills, similarity and difference and significance
- Reading comprehension
- Resilience
- Forming personal opinions pertaining to current worldwide issues
- Developing personal confidence in oratory skills

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Speaking and Listening skills:

- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken Standard English effectively in speeches and presentations

Cultural Capital (opportunities and experiences)

- The varied historical contexts of our text choices allow teachers to explore a range of historical events and the impact that these have on the human psyche, such as World Wars I and II and the social stratification of Victorian Britain.
- Students are exposed to a variety of authors from diverse background and consider topics such as discrimination and social stigmatisation
- Students are encouraged to broaden their worldview and develop a wider understanding of, and appreciation for, a range of opinions and ideas
- Lessons allow us to challenge misconceptions (e.g. Shakespeare's inversion and reversal of the stereotypical Jacobean gender roles) and create and structure intelligent debate
- Students explore their literary heritage through the study of Shakespeare, Blake and Tennyson
- Poems such as 'Checking out me history' and 'Emigree' create opportunities for discussion of immigration, multiculturalism and racial diversity

Implementation:

- Detailed Curriculum maps and Long Term plans inform implementation
- Resources are found on the English shared drive for all topics
- Topics are assessed each half term with standardised assessments and moderated by the Department and KS4 management team
- External (Trust) moderation is organised termly to support in-house moderation

- Topics are organised on a half termly basis with clear guidance on the skills that need to be understood and taught
- Students work in one exercise book
- Minimum expectation of 20 minutes extended writing and 20 minutes of reading every lesson
- Homework is set once per 4 lessons

Measuring Impact:

- A Level Language is one of our most popular and successful A level courses in the ASA sixth form
- Data is analysed at each data collection point, with key focus students highlighted and shared with staff for key interventions
- Formal, standardised assessments are mapped into our curriculum and are complemented by whole school Pre-public Exams
- Students are constantly assessed, through class work, verbal responses, mini assessments and
- Assessments are marked inline with AQA mark schemes and guidance for accuracy of predictions
- PPE results and predictions
- PLCs are used to help students to develop areas of weakness

Academy Values:

How does English develop:	
Respect	A central component of all English lessons is our drive to broaden the minds of our students and to encourage them to respect other cultures, other viewpoints and other ways of looking at the world. Developing respect and empathy for others is essential for analysing and understanding the range of texts that we study.
Courage	Students are taught to have resilience in their reading and writing abilities and the courage to share and improve their responses with others. We also examine the courage of particular writers and their experiences, such as how poets demonstrate their courage in standing up for what they believe in (e.g. Political and social protest writing for A2 Lit).
Community	English lessons are designed to encourage a sense of community and the value of working together. This is clear in paired and group tasks and also in the content of our curriculum. For example, we discuss the concept of morality in texts such as <i>The Kite Runner</i> .
Wisdom	The English curriculum is designed to instill wisdom and experience into our readers and writers - producing students who have a broader outlook of the world around them and who can see life through a range of different lenses.