



Key Stage 4 - 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 communicate clearly, appreciate the linguistic craft of the writer and can apply this crafting in their own writing.

Curriculum Knowledge	
<p>The KS4 curriculum here at Archbishop Sentamu Academy is designed to build upon the skills base developed at KS3 and inspire and encourage students to progress into our 6th form at KS5.</p> <p>Language and literature is split across the curriculum, with a focus in language on the writer’s craft and manipulation of language to create a range of effects. We explore a vast range of different fictional texts across the literary canon and 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.</p> <p>Engagement is key, and so our curriculum map begins with Willy Russell’s Blood Brothers. Our students can easily relate to this text and its themes of class division and inequality, with many opportunities for lively debate and consideration of contextual and political factors. Exploring the linguistic themes, such as Russell’s manipulation of non-standard language and the stigmatisation of accent and dialect, creates the perfect basis for students to progress to Language study at KS5.</p> <p>Students then progress into the study of Power and Conflict poetry. The anthology poems from seminal authors explore an exciting range of contexts and allow students to consider the psychological impacts of war, cultural and religious differences and abuses of power. This branches perfectly into opportunities for students to explore a range of unseen poems, and we help them to develop the skills to approach these poems confidently.</p> <p>We also explore Dickens’ Christmas Carol and this links well to Blood Brothers, with students considering the impacts of social stratification and Scrooge’s initial rejection of Christian values. His eventual redemption allows us to explore not only social but also moral debate and Dickens’ language use offers a rich foundation for analysis.</p> <p>The curriculum thread of Shakespearian theatre study runs throughout our entire curriculum from Y7 to Y13, and in our study of Shakespeare’s Macbeth students explore Jacobean gender politics and a lust for power, linking back to our earlier texts (such as Ozymandias) and allowing students to build on prior knowledge. This is also an exciting opportunity for students to explore the genre of tragic drama, preparing them for their exploration of Othello for the AS Literature ‘Elements of Tragedy’ unit.</p>	
Essential Skills to Develop	
Subject Specific Skills	Supportive Learning Skills and Attributes

Literature:

- To read, understand and respond to a wide range of texts.
- To develop and maintain a critical style and develop an informed personal response
- To use textual references, including quotations, to support and illustrate interpretations
- To analyse the language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate
- To show understanding of the relationships between texts and the contexts in which they were written
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Language:

- To identify and interpret explicit and implicit information and ideas
- To select and synthesise evidence from different texts
- To 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
- To Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- To evaluate texts critically and support this with appropriate textual references
- To 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
- To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

- 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

<p>Speaking and Listening skills:</p> <ul style="list-style-type: none"> ● To demonstrate presentation skills in a formal setting ● To listen and respond appropriately to spoken language, including to questions and feedback on presentations ● To use spoken Standard English effectively in speeches and presentations. 	
<p>Cultural Capital (opportunities and experiences)</p>	
<ul style="list-style-type: none"> ● 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 15 minutes extended writing and 10 minutes of reading every lesson
- Homework is set once a week

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 situations of conflict (e.g. power and conflict poetry).
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 Christmas Carol.
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.