



To Create:
Self-worth, Opportunities & Compassion

At ARTS Education it is imperative that the curriculum supports and challenges pupils at all levels and abilities, whilst also catering for their specific needs. The rationale for the curriculum therefore is to ensure that pupils of all abilities are able to access and engage with a broad range of contemporary and classical texts. Despite the differing levels of accreditation that pupils are working towards, it is imperative that they all receive a broad and varied curriculum which allows them to engage with a range of new and enlightening concepts and ideas. As with all subjects taught at ARTS Education, the English curriculum explores the importance of British values along with opportunities to develop pupils' spiritual, moral, social and cultural awareness.

Intent

The intent of the English curriculum is to enlighten students with a range of new and interesting concepts, through the study of language and literature. Their studies will enable them to explore the wider world through the telescope of language and literature, broadening their knowledge and experiences. The curriculum aims to instil a real passion for English as a subject of study and pleasure to enjoy.

The English curriculum has been designed to enable students to explore a wide range of both non-fiction and literary texts, which encompass wider topics and themes relevant to the world around us. Pupils will develop their comprehension, critical evaluative and analytical reading skills, helping them to cultivate a greater understanding of a range of topics and concepts.

Their exposure to a variety of subject matters and themes will empower students to develop their own personal opinions and views. The English curriculum aims to provide students with the skills to air their views in a variety of both formal and informal settings.

These are skills that they will be able to use both in further educational and vocational settings.

The curriculum also aims to support students in the development of their own creative writing skills, providing them with opportunities to create a range of non-fiction and fictional texts. It aims to build upon students' primary literacy education and continue to build a strong foundation of literacy skills, which they can utilise in their wider curriculum and also as they progress into adult life.

Implementation

A varied and differentiated delivery of the curriculum is imperative at ARTS Education, the delivery of topics varies greatly according to pupils' ability and understanding. This is to ensure that the students are able to experience the same broad range of classical and contemporary texts and concepts, however it is delivered to students on a level which they can access.

ARTS Education curriculum will broaden the knowledge of our pupils and ensure that they are consistently challenged. The interesting topics and texts covered in the curriculum aim to awaken pupils' curiosity, intrigue and reflection; they also allow students to make connections with other subjects and topics across the curriculum.

The English curriculum is carefully structured to allow pupils to continuously build upon skills and knowledge that they have already obtained. The structure and content of the curriculum allows our students to develop into critical and evaluative readers as well as confident and skilled writers.

Formative and summative assessments are carefully mapped out across the academic year to ensure that students' learning and understanding is monitored and measured; importantly, assessments also provide opportunities to address any misinterpretations.

Curriculum Organisation and methodology

The curriculum is sequenced in a way which allows pupils to build on and reinforce reading, writing and oracy skills, whilst exploring a range of genres and modes of writing.

Key Stage 3

Reading

- Reading a wide range of fiction and non-fiction texts: stories, newspaper articles, speeches, plays, reports, letters.
- Developing an understanding of the writers' craft by discussing the purpose, form and intended audience of texts
- Developing an understanding of how writers use language to create meaning, both literal and figurative
- Exploring different lives, worlds and ideas through reading a range of texts
- Developing vocabulary through reading and discussing unfamiliar words
- Reading for comprehension
- Reading for pleasure

Writing

- Reinforcing spelling, punctuation and grammar skills learned in KS1 and KS2
- Creating new texts using existing texts as a prompt
- Developing different writing styles to suit different purposes and audiences
- Demonstrating a range of ambitious vocabulary
- Developing the skills of constructing different sentence types
- Recognising that writing is a craft and being willing to edit and redraft work as part of the writing process

Speaking and Listening

- Recognising that people have different ideas and opinions and that these can be shared in a polite and supportive way
- Developing confidence to speak in front of others, and to hold and explain personal thoughts and opinions
- Develop active listening skills which are essential to good communication and interpersonal relationships

Assessment

- All students will be assessed on speaking and listening, reading and writing throughout the KS3 curriculum.
- All assessments have been designed to develop skills that will be required for higher qualifications such as GCSEs.
- End of year in-school assessments will be taken by all students.

The curriculum at key stage three consists of a range of modern and classical texts (ranging from Shakespearean texts, John Boyne's *The Boy in the Striped Pyjamas* to Arthur Conan Doyle's -Sherlock Holmes *The Speckled Band*). These texts have been

selected carefully to not only provide students with a broader knowledge of important worldwide historical events but the themes in these texts also provide opportunities to: enhance students' understanding of relationships, to improve their abilities to empathise with others and to enhance their emotional literacy skills.(British Values, PSHE, SMSC)

The selection of fiction and non-fiction texts is also used as creative stimuli for a range of original writing tasks. The challenge in these tasks is built up from year 7 to year 9, allowing students to slowly build upon the skills that they have already obtained, ensuring that their knowledge is transferred into their long term memory.

The topics and themes covered in all of the texts are also used as a springboard for a range of interesting and thought-provoking discussions; verbal discussions are constantly encouraged to allow students to share their opinions and ideas and listen to the ideas of their peers, consequently broadening their experience and understanding.

Interventions

Any gaps in subject knowledge will therefore have been identified and interventions will be put in place either through the key skills programme, in lessons through targeted individual tasks or finally through targeted one to one intervention sessions.

Key Stage 4

Reading

- Reading a range of fiction and non-fiction texts from the 19th, 20th and 21st centuries
- Developing the skills of deep reading to analyse the writers' intentions in regard to creating meaning for the reader through use of language and structure
- Analysing the writers' use of language to create shades of meaning, both literal and figurative; persuasive and instructional
- Understanding that writers write for different purposes and audiences and vary the tone, style and language to suit the perceived reader
- Reading for pleasure to explore different ideas, worlds and lives

Writing

- Creating new texts using existing texts as a prompt
- Reshaping existing texts through summarising or repurposing
- Writing in a range of genres and styles: discursive, persuasive, narrative, descriptive, factual and instructional
- Developing sophisticated writing skills: varied sentence starters; range of sentence types; ambitious vocabulary; figurative use of language
- Understanding that writing is a craft which needs refining, and therefore being willing to edit and re-edit work as part of the writing process

Speaking and Listening

- Developing key skills for life through effective communication
- Developing confidence to speak in a formal way about a specific subject to an audience
- Developing active listening skills and appropriate ways to respond to the thoughts and opinions of others
- Recognising that people have different ideas and opinions and that we are able to discuss these in a polite and constructive manner.

Exam Preparation and Revision - GCSE

- Throughout KS4 students will recall information from their prior learning, allowing for knowledge to be stored to long term memory and easily accessible during assessments.
 - During each topic, learners will access exam style questions to ensure they are prepared for assessment expectations from the start of the study of each unit.
 - Students will have opportunities to complete parts of and full exam papers
- Students will access mark schemes and examiner reports to be informed of what the examiner is looking for

- Students will receive detailed feedback on current outcomes and be given feed forward to demonstrate how to improve exam answers
- Revision materials and exam question workshops will be available to complement class teaching.

At key stage four, pupils will continue to study a range of classical and modern texts (ranging from Shakespeare's Macbeth, J B Priestley's An Inspector Calls to modern extracts from a range of sources, covering a range of topical and important themes). Again these texts allow students to continue to develop their knowledge of the way that history can be studied through literature, again broadening their wider understanding of the world around them. Additionally, the texts also allow students to continue their study of language, whilst accessing a range of important themes, which will not only help to develop their academic abilities but also their social awareness (which is essential in this setting).

The broad range of texts (including a novel, play, poetry (conflict poetry) and a range of extracts taken from further modes) are also used to focus the original writing tasks, produced by the students. Again these tasks are carefully mapped out to ensure that students are able to build upon their current writing skills, ensuring that their progress is continuous.

Oracy continues to be an important aspect of the key stage four curriculum; students are encouraged to share their views and ideas with their peers and listen and respond to the ideas of others. Additionally, students are also tasked with creating formal presentations (containing their views, ideas and research) and delivering them in a formal manner. These tasks are designed to not only prepare our students for differing social settings but also for further educational and vocational experiences which they may face in the future.

Programmes of study

Accreditation Options
-AQA Step up Silver and Step up Gold
-AQA GCSE English Language
-AQA GCSE English Literature

Reading and Writing Interventions

At ARTS Education those students that require support with reading and writing will receive targeted intervention, building upon their current knowledge and skills. These sessions are designed to not only enable students to access their wider curriculum but also to ensure that their reading and writing ability is at a level which enables them to function independently in the wider community.

- [KS3 National Curriculum](#)
- [KS4 National Curriculum](#)

Careers

Skills learned in English are necessary for the majority of careers available. Examples of some careers that use specific English skills are:

- journalist.
- copywriter.
- teacher.
- paralegal.
- marketing executive.
- editor.
- museum curator.
- freelance writer.