



**English Curriculum: Intent, Implementation and Impact St Dunstan's School 2021 - 2022**

**St Dunstan's School Context**

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent	Implementation	Impact
<p>The St Dunstan's English curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p> <p><b>Truth:</b> We seek the intentions of writers, the purpose of the texts and how they achieve their aims. Students are encouraged to look at etymology and precision in language use. We challenge misconceptions in the representation of gender / ethnicity in the texts we study as well as questioning the reliability of narrators and texts in general.</p> <p><b>Resilience:</b> Students are encouraged to grow their resilience in working through unseen texts and in making predictions. We use checklists for writing and support each other in helping oneself before looking for teacher led support (The Pit, 2 Before Me, collaborative writing).</p> <p><b>Awareness:</b> The English curriculum helps students to become culturally, historically and politically aware</p>	<p><b>KEY STAGE 3</b></p> <p>Students are offered a rich and varied selection of texts from across the years, which will both inform and engage them, while teaching them about people, settings, situations and issues, enriching their cultural understanding and increasing their empathy for others.</p> <p>Texts are selected to build on prior knowledge at KS2, developing understanding and challenging students as they continue through KS3. Following the National Curriculum, we teach Shakespeare and 19<sup>th</sup> Century texts as well as a variety of modern and older poems, to introduce and secure new vocabulary, style and ideas. Termly knowledge checks are part of all KS3 units, and these are linked to the texts studied as part of the end of term assessment alongside more general themes and ideas from the units as a whole.</p>	<p><b>KEY STAGE 3</b></p> <p>Pupils produce good outcomes at KS3, and pupil voice indicates clear engagement with the themes and issues taught within units. Learning walks show that students are engaged well in interactive teaching and learning and feedback on the Roots of English Language has been positive. Book scrutiny, which is regular, has shown improved extended writing and better engagement with purple pen and teacher feedback.</p> <p>Assessment marking is moderated across the department to ensure consistency in grading. There are opportunities to moderate across the trust for common assessment points. Formative knowledge</p>

through the study of contextual areas of literature texts. In addition, non fiction work broadens awareness and celebrates diversity. Students are constantly demonstrating an awareness of writers' use of language and are aware of the connotations of the language that they use in their own writing.

**Kindness:** We evaluate kindness through the characters that we meet in our texts. A positive learning environment is created where there is an air of kindness and this can be seen in peer assessing, supporting one another, assisting with routines etc.

### Key Stage 3

The English KS3 curriculum aims to enable all students to achieve more than they thought possible in English.

Year 7	Roots of English (S+L)	Myths and Legends (Writing)	Nature Poetry (Reading)	Lark Novel (Reading)	Take Action (Writing)	Shakespeare (AMND) (Reading)
Year 8	Gothic Reading	Gothic Writing	Crime Writing	Noughts and Crosses (S+L)	Poetry about People	Shakespeare (R&J)
Year 9	Dystopian Fiction	OMAM	Travel Writing	Rhetoric (SLE)	Unseen Poetry	AIC

The schemes of work develop students' skills in order to prepare them for future learning, both in and out of school. We cross reference careers in all SOLs and try to make links with industry as much as possible with visits to The Guardian education centre to work on journalism and with the RSC in analysing stagecraft and the role involved in the theatre industry.



KS3 students have fortnightly library lessons and use the AR programme to guide and develop their reading ability. Reading Week activities and World Book Day / National Poetry Day celebrations are all part of life at St Dunstan's.



Schemes of work and lessons are designed to offer students an array of opportunities to plan, draft, write and edit their work, in order to create a well-crafted piece of writing and to develop students to become both competent and confident writers.

Our units on fiction and non-fiction texts ensure that pupils are able to first understand and then shape their work to suit the purpose of the piece, as well as offering an opportunity to engage with important global issues, such as the war on plastic in nature and environment units or issues of race, gender and disability in 'Of Mice and Men.' Year 9 pupils use the ideas and issues raised as part of the 'Rhetoric' unit to guide them in the planning, writing and delivery of a speech. We make use of a variety of methods in teaching and assessing our KS3 students such as role play, group work, interactive online quizzes, whole class reading as well as some guided work which allows us to intervene at the point of learning.

checks will take place mid-term, with summative assessments taking place at the end of the year.

Pupils use Accelerated Reader during their library lessons to monitor progress with their reading ability. STAR Reading test results are shared with staff so that resources are suitable, a ZPD is generated to sufficiently challenge students in their independent reading. Competition between classes aims to foster a love of reading for pleasure and reward. Accelerated Reader helps to raise pupils' reading ages considerably over the year as pupils engage with both fiction and nonfiction articles at their own level.

Growth Reports show groups made the following increases in reading age:

- 8.1 +3 months
- 8.2 +6 months
- 8.2 +10 months
- 9.1 + 4 months
- 9.2 + 6 months
- 9.3 + 2 months

Several students have had their work published in the Young Writers' Poetry anthology and we have had students participate in a range of writing and debate competitions e.g the Youth Speaks run by the Rotary Club.

The units at St Dunstan's School School seek to promote an intellectual curiosity and love of reading. Students have the opportunity to read a wide range of texts from the literary canon through to contemporary works and world literature; all invite students to negotiate ideas relating to their world and to gain the knowledge required to navigate the wider world.

We start with Roots of the English Language because it teaches etymology, which is often omitted because it is not explicitly tested yet it holds the key to using and analysing language precisely and is an opportunity to develop communication skills at a new school.

Department initiatives as well as teacher guidance encourage students to read widely and independently. In short, we want all students to be challenged and inspired by the language and ideas they read, ranging from ideas about nature, the environment, poverty and crime through to engaging with ideas about social justice. Furthermore, we want pupils to be able to contextualise their knowledge and to articulate connections between, for example, the characters and content from their term 2 'Myths and Legends' unit and the term 6 study of 'A Midsummer Night's Dream.' Our novel study in Year 7 diverts from the rest of the trust to take account of the low reading ages of cohorts on entry. We are studying a Barrington Stoke low access / high interest story by an acclaimed author, Lark. This is from a trilogy and so breeds enthusiasm for reading and following the lives of the character it is centred around. Our work in Gothic and Crime writing prepares students for the demands of 19th century literature and our Travel Writing unit studies

Annually, we take a group of pupils to Glastonbury Abbey as part of our Activities week and this enables them to take pride not only in their local area and heritage but fosters a love for investigative creative writing.

SEND pupils are catered for in small groups or mixed ability settings depending on the year group that they are in. Teachers unpack and chunk learning using a repertoire of skills and methods such as visual aids, support by Teaching Assistant and adapting written work so that all can access and make progress.

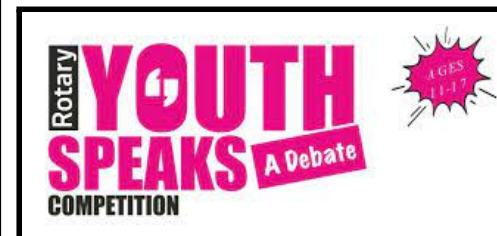
Intervention sessions are held for reading in Learning Support and these students follow the Read Write inc programmes. Our current Year 7 cohort are working with TAs on a structured reading programme using Barrington Stoke texts which aims to raise their reading levels.

SoLs and KS3 homework / self study have designated tasks which are assessed through informal discussion and presentations to secure speaking skills.

#### KEY STAGE 4

The KS4 English curriculum is delivered in thematic blocks where clear sequences in learning are evident. For example, term 1 of the Year 10 course includes the teaching of six poems from the 'Power and Conflict' section of the anthology that are linked through ideas relating to power, tyranny or the power of nature; one lesson is given to each poem with a focus on 5 key ideas followed by two lessons making links between ideas and methods across each cluster of poems.

Last Year's Year 7 cohort finished the year with a positive residual. showing that gaps from remote learning had begun to close.



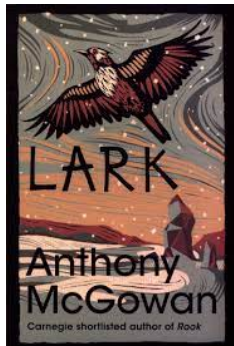
#### KEY STAGE 4

Exam results have steadily improved over the past 3 years from -0.31 in 2018 to -0.24 and most recently the P8 figure for English was +0.13. Results for disadvantaged and boys remain a priority but also showed progress. Outcomes are good, and they give pupils further life opportunities through access to college courses, 6th form enrolment, apprenticeships and careers.

High quality impact is also measured by monitoring through learning walks, exam moderation and inspecting pupils' books. Formative knowledge checks will take place mid-term, with summative assessments taking place at the end of the day.

Extra-curricular enrichment is key to fostering pupils' enthusiasm for the subject. Whilst Covid has meant such activities are more difficult, the lifting of some measures

viewpoint and perspective to help identify these strands before the language paper in Year 11.



Students gain a range of English language writing and speaking opportunities where they are challenged to express themselves, justify opinions and to consider view-points which broaden their own. Knowledge gained in English feeds into many other subjects including history, art, drama, languages, the sciences and music. Pupils are encouraged to develop their own clear, communicative voice in Year 7 and 8 point of view units relating to crime and the environment. In Year 9, we want pupils to be able to verbally express and articulate a viewpoint to an audience relating to an issue about which they feel strongly.

At the end of Year 9 pupils complete a bridging unit on J.B Priestley's 'An Inspector Calls', where they will explore how societal messages are conveyed through dialogue, setting and characterisation without the extended prose assessment that would accompany GCSE study. Our curriculum plan is constantly



Students then focus on crafting language for effect using a range of stimuli (images and poems) related to nature. This is followed by exploring skills for close linguistic analysis of writer's craft using fiction extracts linked to the themes in their 19th Century text. Pupils should be able to articulate a clear learning journey and understand how to contextualise their learning across different lessons.

The focus then shifts to studying *A Christmas Carol* in preparation for 'extract to whole' analysis. Students read the whole text and are taught how characters develop and change, how the writer uses methods to create meaning and to evaluate the importance of contextual factors. Links are made between other texts which are studied in the course such as *An Inspector Calls*.



Students are then taught how to analyse structure and evaluate statements in fiction extracts, with some exam sources used. Pupils bring their enhanced

means that the department can start looking at possibilities for theatre trips, poetry live events among others to ensure evidence of wider cultural and intellectual enrichment. Revision for Year 11 is offered and taken up by a range of pupils from a variety of abilities.



reviewed by the HOD and other post holders in order to ensure that it meets the needs of the cohort.

Our Units of study encompass and exceed the National Curriculum and so we are certain that our students are ready to take on the challenges of KS4 curriculums in related subjects.

#### KEY STAGE 4

The English KS4 curriculum aims to enable all students to achieve more than they thought possible in English.

Our ultimate aim is to ensure that all students achieve the very highest grades in both GCSE English Language and Literature through effective and rigorous exam preparation. In turn, this will enable them to access a wide variety of opportunities in their life outside of school and to be able to lead happy, successful lives.

Through our teaching of exam texts, following the AQA specifications for English and English Literature, we aim to encourage our students to engage with and develop points of views on universal themes such as human nature, politics, social responsibility, relationships and conflict. Such teaching helps students to develop a rounded and empathetic character capable of asserting a viewpoint. We believe that developing students' communication skills is vital in equipping them for later success; students are encouraged to develop and articulate their points of view and they are taught how to structure and develop a written argument. These are skills that will prepare them for their next stage of

structural and evaluative skills to a series of unseen poetry lessons and then complete their study of the remaining 'Power and Conflict' poems. At this stage, students are quite proficient at analysing poetry independently and can draw comparisons across the whole cluster.

Finally, having honed and refined their analysis skills in relation to fiction extracts and poetry, students study both 'Macbeth' and 'An Inspector Calls' in terms 5 and 6 of Year 10, making connections with the themes in the plays and the extracts and poems studied previously.



In Year 11, pupils begin by studying English Language Paper 2. Their lessons draw upon a range of themes and sources and pupils will be able to express a clear journey through their learning experience of combined reading and writing skills. The remainder of Year 11 is spent revising content taught in Year 11 and refining writing skills taught in Year 10 e.g. Creative Writing. The Head of Department will regularly review the curriculum long-term plan in order to ensure that the revision of previously taught units matches the needs of the cohort as a whole.

education but also skills that will encourage them to be articulate and confident in all aspects of life.		
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