

KS3 & 4 Curriculum: Intent, Implementation and Impact (English St Dunstan's School)

Intent	Implementation	Impact
<p>KS3 Curriculum</p> <p>To develop reading and writing skills to dovetail into the new GCSE specification.</p> <p>(Reading)</p>	<p>Texts are carefully chosen to suit learners' needs and to introduce 19th century fiction.</p> <p>Tasks and assessments are planned to develop key skills in reading and analysis.</p> <p>All KS3 pupils have a library lesson once a fortnight.</p> <p>DEAR time ensures that all pupils across the school read independently, for pleasure.</p> <p>Authors and outside speakers are brought in to celebrate National Poetry / World Book Days and students participate in workshops.</p> <p>In Year 7 the progression project on White Fang, builds upon progress made with Year 6 teachers and the 'Presentation Pledge' is used to ensure there is no 'dip'.</p> <p>All KS3 units of work alternately assess reading, writing or speaking and listening so that skills across these key areas are covered and assessed equally. Monitoring of assessments if done through a Dept spreadsheet which indicates progress levels and highlights areas of concern.</p> <p>Pre 19th century literature and Shakespeare are studied each year to prepare pupils for the demands of the GCSE reading content.</p> <p>All units are differentiated fully to accommodate with wide intake of abilities and to reflect our mixed ability groupings in KS3. This includes 'Stretch or Challenge' support materials for HAP and paragraph frames / vocab boxes etc for LAP.</p> <p>Long term memory of skills is encouraged through whole school literacy which is led by the English department. All subjects use skimming, scanning and PEE to analyse reading sources.</p>	<p>Residual for Year 9 = 0.38 Year 9 9-4 = 71%</p> <p>Year 8 = 78% pupils improved their reading age</p> <p>Pupils use Accelerated Reader regularly as a means of assessing their own understanding of a text. They compete with classmates and are rewarded for 'Word Millionaire' and highest class totals.</p> <p>Pupil voice indicates that students are happy in English, that they get the help they need to make progress and that they enjoy the vast majority of texts selected for study.</p> <p>Evidence of book looks, learning walks – always positive. English books are used as an exemplar for the rest of the school as feedback and GP responses are of a high standard.</p> <p>Creative work of some pupils was highly commended in a local Snowdrop Festival poetry competition.</p>

<p>(Writing)</p> <p>Speaking and Listening skills are also developed to prepare for the spoken language component at KS4 as well as the different genres of non-fiction writing acquired.</p>	<p>Written tasks are often linked to texts studied to further engage students' understanding and enhance skills.</p> <p>Tasks are increasingly matched to style and format of AQA GCSE tasks to encourage familiarity.</p> <p>Pupils are encouraged to experiment freely, in a non- judgemental environment, with sentence forms, vocabulary and structural devices.</p> <p>Structural devices are taught from Year 7 in an effort to produce refreshing writers who can evaluate the success of the device in question. Connectives are taught across the school following training in literacy briefings, led by the English department.</p> <p>SPAG is taught via starter activities and consolidated through homework tasks. In addition, SPAG is taught across the whole school and common approaches are suggested in Literacy briefings, led by the English department. E.g. Kung Fu Punctuation, spelling rules.</p> <p>In Year 7 and 8 spoken language tasks include: campaign projects and presentations, debating and speeches.</p> <p>Pupils are encouraged to use discussion skills every lesson and oracy is valued as much as reading and writing skills.</p> <p>We prepare and enter KS3 pupils for the local Rotary Club Youth Speaks competition annually.</p>	

<p>KS4 Curriculum To develop an interest in, and engagement with, literary heritage texts, in line with the GCSE spec.</p> <p>To foster a rich and varied style of writing at the appropriate level for each student.</p> <p>To develop analytical and evaluative skills for both language and literature.</p>	<p>The curriculum builds on prior learning from KS3 through the constant reference to social, historical and cultural context of texts studied e.g. poetry, 19th Century Literature, Shakespeare</p> <p>Texts are carefully chosen to engage students where possible. For example, Power and Conflict poetry, Macbeth and Christmas Carol are more accessible for all abilities than other texts on the prescribed list.</p> <p>We study a range of sources to support the study of pre 1900 texts such as documentaries, diary extracts, newspaper sources, images and maps from the past. This also supports our study of Paper 2 Language.</p> <p>We offer learners at KS4 the chance to visit the theatre to support their studies of texts. In addition, the study of exam poetry is supported by a visit to Poetry Live, run in conjunction with the exam board.</p> <p>The curriculum builds upon writing training from KS3. Where possible, scaffolding is removed for most learners. Extended writing across the curriculum supports the writing requirements of GCSE and the wider world.</p> <p>We try to offer a visit to The Guardian headquarters in London where pupils experience a simulated newsroom and create a selection of newspaper pages.</p> <p>We continue to reinforce the teaching of SPAG and text conventions through fun activities such as Punctuation Speed Dating.</p> <p>Written activities are scaffolded for LAP and HAP are supported with stretch and challenge opportunities such as experimenting with structure, vocabulary and fine-tuning an academic voice.</p> <p>Teaching is passionate and creative with excellent subject knowledge from practitioners. This includes experiential learning, group activities where possible, research and roleplay responses. For example, the teaching of Bayonet Charge features a change in costume for empathy, the reading of An Inspector Calls is facilitated through a dining room set up.</p> <p>Regular formative and summative assessment is carefully monitored to ensure progress is made and to inform where intervention is needed. This includes a mini</p>	<p>9-4 above national average 67% FFT20 +0.19 Girls' progress is above national at +0.27</p> <p>Upward trend in SEN and PP</p> <p>Pupil voice indicates that students are happy in English, that they get the help they need to make progress and that they enjoy the vast majority of texts selected for study.</p> <p>Evidence of book looks, learning walks – always positive. English books are used as an exemplar for the rest of the school as feedback and GP responses are of a high standard.</p> <p>Creative work of some pupils won a Somerset wide poetry competition and saw some work published.</p>
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assessment 4 weeks in, followed by a formal assessment. SISRA is used to monitor sub groups.

Feedback is personalised and thorough and takes whatever form is necessary; green pen responses are detailed and valued.

We prepare pupils at KS4 for the Youth Speaks competition run by the Rotary Club.