

**Dene Magna English - Curriculum vision 2024-2025**

<p><b>KS3</b></p> <p>Our aim in Key Stage 3 is that students will develop their ability to write fiction and non-fiction with greater impact and control of how language is used for effect, adopting and adapting the different structures and conventions, such as those of genre, when describing and narrating a story or manipulating a reader’s response when conveying a point of view.</p> <p>Students will be introduced to classic texts from the British literary heritage carefully chosen to engage and broaden our students' cultural capital as well as prepare students for the complexity of texts at GCSE. With the school located in a predominantly white, working class area, exploring texts from the literary canon as well as from other cultures and traditions allow us to introduce them to a rich variety of texts and experiences. Non-fiction study begins with a focus on subject matter that is accessible and engaging but which then progresses in complexity and nuance, both of the topics and of the writers’ perspectives through KS3 so that students are able to engage with the challenge of the non-fiction they will study for GCSE Language.</p>		
<p><b>Intent</b> (Content we want our students to learn; Rationale)</p>	<p><b>Implementation</b> (How this builds on prior knowledge. How we will ensure our students understand this content)</p>	<p><b>Impact</b> (How we will know if and what our students know; the outcomes of our students)</p>
<p>The English curriculum at KS3 aims to provide a broad and rich collection of units of study, enabling students to acquire knowledge and understanding that will lead them to excel in later years, delivered by teachers who are subject experts.</p> <p>The curriculum aims to prepare pupils for a rapidly changing world by providing them with high levels of core knowledge, appropriate skills and vocabulary so that we can inspire pupils to question; think critically, creatively and develop their intellectual curiosity. This cultural capital is vital, especially for students living and growing up in the rural area in which our school is situated, to ensure they are capable communicators and independent thinkers when they leave.</p> <p>The skills our curriculum develops throughout these three years include making critical comparisons, studying the style of writers, analysing language and</p>	<p>Our carefully designed curriculum, using the National Curriculum as the base, draws on skills learned at KS2 and continues to build on them, increasing in complexity throughout the years. The curriculum contains a diverse range of novels, poetry, playscripts and non-fiction (including the works of Shakespeare, Dickens, global poets as well as contemporary authors) to engage our students and equip them with the cultural capital needed in an ever-changing world.</p> <p>The curriculum is designed to be academically challenging and stimulating for our students of all abilities, with each year building on skills and content learned previously.</p> <p>Our lessons contain retrieval practice at the beginning of each to ensure that learned content is remembered and built on as well as addressing any gaps in knowledge. We are a department that effectively models so our students</p>	<p>With the cohorts of students we teach, our curriculum gives them the subject knowledge and cultural capital required to enter KS4 with confidence. Our curriculum sequence follows on from KS2 and runs through to KS5, with assessments regularly throughout.</p> <p>The order of our curriculum across KS3 allows opportunities for gaps in knowledge to be addressed as well as knowledge to be enhanced. An example of this is our teaching of Shakespeare, which begins in Y7 with a study of a theme through extracts and develops in Y8 with a study of a whole text. Finally, in Y9, students look closely at structure and Shakespeare’s intention, thus further developing analytical skills at the same time.</p>

<p>selecting relevant evidence.</p> <p>Our students will learn to identify and explore the impact of language, structure and context within a range of texts, varied by purpose, genre and form. Students will also learn how to develop their own written voice, exercising variation of sentence structures and interesting vocabulary.</p> <p>We aim for our students to become confident communicators, adopting language, style and expression in both written and spoken contexts.</p> <p>We believe that all students, regardless of ability or background, are capable of making progress. We support our weaker readers with Reading Buddies and some of our weaker writers work closely with the SEN team on skills such as handwriting. Through the Accelerated Reader Programme, we can track and monitor progress of each of our readers in KS3.</p>	<p>learn to understand exactly what is required of them in various pieces of writing.</p> <p>Students are formally assessed once per half term, with GCSE assessment objectives being at the core of the assessment structure. To help our students focus on specific skills, our assessments are each limited to one or two 'AOs' in years 7 and 8, naturally increasing in year 9. These skills include reading, writing and speaking. When they reach KS4, our students will be more familiar with the assessment criteria. The feedback we deliver is targeted and specific, and each of our students have opportunities to respond to this feedback and improve.</p> <p>To support writing in class, students are set weekly ILT via 'Spellzone', an online resource that helps students identify areas of weakness in spelling and prompts improvements. To aid reading, students at KS3 follow the Accelerated Reader Programme and are encouraged to continue reading at home and undertake 'AR' quizzes to track progress.</p> <p>We offer our students the ability to visit performances at theatres as well as hosting engaging visits from authors in school. Furthermore, each year 7 student receives a free book as part of the 'Book Buzz' programme which aims to engage more readers.</p>	<p>Our assessment is effective in showing our students particular skills that they need to improve, but also providing them the opportunities to make these necessary improvements. Our department uses formative and summative assessments alongside live marking.</p> <p>The attainment of students at KS3 is tracked through these formal assessments at each half term, with a formal 'assessment point' also recorded.</p> <p>By the end of KS3 our students are equipped with the knowledge of and experience in key topics such as Shakespeare's writings, 19th century works, poetry and both fiction and non-fiction writing.</p>
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**KS4**

Students study both English Language and English Literature in Key Stage 4 and this leads to two separate GCSE qualifications. We follow the Eduqas GCSE syllabus for both subjects. Each year of KS3 has built up the opportunity to practise a particular component and skill ready for KS4. Students have built a bank of knowledge/skills and working memory of how to approach each aspect of the National Curriculum (Knowing more, remembering more). The contextual information gained through the studying of a broad KS3 curriculum leads students to have good foundational knowledge useful for application to the writing sections of the Language papers as well as the Literature qualification.

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Our KS4 curriculum is spread across two GCSE qualifications, as part of the WJEC Eduqas exam board. We want our students to develop a secure understanding of and love for key literary texts.</p> <p>The students' Literature and Language skills should be further developed at KS4, ensuring they have the ability to analyse language and structure closely, evaluate the intentions of writers, locate and retrieve relevant information across a variety of texts and compare presentation of themes. Importantly, they will need to continue developing their cultural capital through the variety of texts studied.</p> <p>Building on KS3 skills, students should, through our curriculum, have opportunities to write both fiction and non-fiction at a higher level, drawing on imagination and knowledge of the real world.</p> <p>We aim for each student to be confident and comfortable when heading into their English examinations. We help them develop their revision skills alongside a bank of revision resources.</p> <p>We want our students to love English and pursue</p>	<p>The texts studied are selected by class teachers who use professional judgement and knowledge of the students in their class to make their decision. The texts are taught alongside the relevant contextual information needed by students to explore in added layers of depth.</p> <p>Our students are placed into ability groups once in year 10, which allows teaching to be more specialised and targeted. Our low attainers have the opportunity to be entered for the 'English Entry Level' certificate.</p> <p>At KS4, our students are formally assessed once per half term, with additional feedback opportunities presented throughout the term. The assessments here encompass all the assessment objectives as would be required in the GCSE examinations.</p> <p>Our lessons continue to contain retrieval practice, giving students the opportunity to recall prior learning and for teachers to identify gaps in knowledge. Our lessons provide a variety of reading, writing and spoken opportunities.</p> <p>Use of period 6 and other targeted interventions aim</p>	<p>Our GCSE results in both disciplines of English remain consistent and similar to pre-covid levels.</p> <p>Our Literature results are a real strength of the department as a consequence of the breadth of texts our students are given access to throughout their studies at Dene Magna. Just over three quarters of our cohort this summer passed in at least one of the disciplines, and significantly more than half achieved a grade 5+.</p> <p>On top of this, we have proved successful in narrowing the attainment gap between boys and girls. In the summer not only did boys' attainment improve by at least 3% per grade marker, but this also closed the gap on the girls.</p> <p>The number of students taking English at A-Level has risen this summer, with cohorts of 12 per class. English in one form or another remains a popular A-Level choice and this work will continue into next year on the back of this</p>

<p>studying one of the English subjects at A-Level. With this we intend to make the subject as enjoyable and accessible as possible.</p>	<p>to support and challenge each of our students.</p> <p>In year 10, ILT is set on 'Seneca', an online platform that tests knowledge and comprehension but also allows for varying degrees of challenge. In year 11, ILT is not set in any specific form but we do continue to use Seneca as well as setting written tasks.</p>	<p>summer's results.</p>
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**KS5**

Our aim in Key Stage 5 is that all students will leave with the highest grades in both English Language + Literature and English Literature as possible. In a community where university is not common, we aim to provide opportunity and raise aspiration for potential higher education study. We follow the AQA English Language and Literature course, whilst we follow Edexcel for English Literature. Through studying our KS3 and KS4 curriculum, students will be equipped to thrive at A-Level.

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Our curriculum at KS5 intends to challenge our students, fostering a love for independent learning alongside the subject. Furthermore, we aim to build resilience and independence in our learners.</p> <p>We intend for each of our students to be equipped with a high level of skills that will be directly transferable to the wider world, making them desirable to higher education and the world of work.</p> <p>We aim to do this by continuing to build on skills they have learned throughout KS3 and KS4, in particular:</p> <ul style="list-style-type: none"><li>● Analytical skills: being able to analyse language, structure and form whilst considering authorial intent and contextual factors</li><li>● Wider reading skills: becoming more resourceful in gathering appropriate knowledge through a range of materials</li><li>● Comparative skills: having the ability to compare intent, meaning and technique across multiple texts</li><li>● In Language + Literature, the skills of identifying language features and analysing their effects.</li></ul> <p>Our department aims to promote English-based</p>	<p>Throughout KS5 our consistent assessing and tracking of student progress allows us to identify and close gaps in both knowledge and skills. Students will complete at least two summative assessments per half term, with at least one of these per unit of work.</p> <p>We still set weekly ILT, in particular wider reading either in preparation for future lessons or to enhance what has been learned in the previous lesson. On top of this, students are guided towards other wider reading that they can approach independently.</p> <p>As the first year of KS5 develops, we check folders and aid students in optimising organisation.</p> <p>Each Y11 student sits a 'transition' day lesson where they are given bridging work to complete over the summer, allowing for a slightly more natural transition into KS5.</p> <p>Our students in KS5 are offered various visits to boost knowledge, such as theatre visits, a trip to Hay-on-Wye- the 'Town of Books' and an upcoming visit to Bath: studying all things Shelley and Frankenstein.</p>	<p>An important way to measure our impact at KS5 is through the number of students who go on to take their love for English to higher education.</p> <p>Despite English Literature being a slightly declining subject of study at HE, we still have a number of students each year who go on to study English in one form or another. This summer, three students from a class of ten went on to study English Literature and Journalism at university. Also considering the context of the school, this is a positive impact of their A-Level study.</p>

courses at degree level, regardless of socio-economic background in an area where university isn't overly common.		
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