

# English at Ormiston Latimer Academy



## **Intent**

*Our English provision aims to inspire learners to develop an appreciation of the world's literary heritage and develop a life long habit of reading.*

*The subject of English aims to develop students' strategies in order for them to decipher language from today and the past.*

*Through finely targeted lessons, students' writing skills will be developed and they will be able to recognise and use form, structure and literary devices in their written responses.*

*In order for all students to be able to access the English curriculum, discussion and debate are fully encouraged as are active listening skills.*



## Progress

- English will be assessed regularly by the subject teachers via detailed marking of exercise books and end of unit assessments.
- Ongoing formative assessment is an embedded feature. Both formative and summative assessment will be recorded on Pupil Asset
- In normal circumstances, the AQA Examining Board will assess the students via set exam papers in GCSE English Language and English Literature (owing to the COVID pandemic, the subject teachers have assessed students using past papers for assessment and moderating via Teams with other OAT London Schools).

## Support

- Key stage 3 students will be able to access the English curriculum via long term & medium term planning incorporating live modelling, secondary and primary sources, speaking and writing frames.
- Differentiated work is available where needed to meet the needs of all students (EHCP information is used to provide targeted support
- Key Stage 4 students will be able to access both the AQA English Language (8700) and the AQA English Literature (8702) exam courses and access arrangements may be appropriate for some learners.
- Key Stage 4 students will also have the opportunity to take the English Functional Skills qualification

## Links with SMSC, Math and Science

- *Enrichment of vocabulary – both literary and non literary*
- *Speaking aloud – debating skills/discussion opportunities*
  - *Developing intellectual curiosity*
- *Encouraging empathy via reading other peoples' experiences – biographies*
- *Development of cultural capital – for example, poetry from a range of cultures*
  - *Furthering ethical and moral codes and challenging gender stereotypes – an example being the “flawed” anti hero Macbeth.*



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## Implementation and Content

### KS3

The central foci are on reading and writing with especial emphasis on Speaking & Listening. Students' confidence in using Standard English is promoted when articulating their opinions and arguments through use of text and modelling.

The texts studied are varied ranging from Shakespeare to poetry, modern novels and plays. Key genres are also considered such as Gothic fiction, dystopian fiction. We choose texts that enable learners to build on knowledge.

Non Fiction, in the form of biographies and newspaper articles, is also studied.

### KS4

The curriculum at KS4 is exam orientated and seeks to prepare all students for the AQA GCSE English Language (8700) and the AQA GCSE English Literature (8702).

In Years 10 and 11, students study the AQA GCSE English Literature course which involves the study of a set Shakespeare play, the AQA Poetry Anthology from the Power & Conflict section, a modern play and a text from The English Literary Heritage.

Students are also enabled to sit the Edexcel English Functional skills papers in Reading and Writing.

Learners develop analytical skills which enable them to access challenging and complex texts. They learn to elaborate and closely examine themes in the texts in relation to their wider social and cultural environment. Learners are encouraged to think and write creatively using a range of language techniques.

### CIAG

Students will be made aware of the way English underpins many career opportunities such as journalism, teaching, law.

Possible occupations are shown to students via texts – for example the lawyers in “Refugee Boy” and “Dr Jekyll and Mr Hyde”, the inspector in “An Inspector Calls”.

Extra curriculum activities that encourage learners to consider different career options to include theatre and museum visits.

## What are the objectives for your curriculum?

We want our learners to be literate, articulate and confident members of society. *We aims to develop students' strategies in order for them to decipher and manipulate language and be comfortable using standard English in appropriate contexts. English underpins success in all areas of the curriculum and further study and employment.*

## Impact

### What do you want pupils to be able to know and do by the time they leave?

The sequencing and cumulative nature of the course will enable students to develop a well rounded understanding and linear projection of English literature.

Learners should be able to remember subject knowledge in the long-term: not for a few weeks or months, but for years and beyond.

The coherence of the curriculum involves a strong focus on vocabulary and precise definitions of subject specific words, built up into extensive glossaries within their textbooks. This will assist students to broaden their vocabulary, aiding in better communication overall.

### What values have guided your decisions about the curriculum you have in place?

Our core values consist of giving all learners access to “powerful knowledge”. We fervently believe that all learners are entitled to an all encompassing education, one which acknowledges the diversity of experiences and cultures and also introduces them to new worlds. We understand that our learners are at different stages of cognitive development and as such we go to great lengths to stimulate their curiosity, stretch their understanding and ensure that knowledge is securely embedded.

### How does your curriculum reflect your school's context?

Our learners arrive at school at different stages in their academic journey and we have designed a curriculum which is flexible and responsive to their needs.

We use baseline assessments which are used to inform the delivery of the curriculum. We make a point of using unabridged texts but presenting them in such a way that each learner is able to access and actively participate in all lessons. Learners are encouraged to question what they are reading and contend with new knowledge and ideas. Due to the gaps in knowledge emphasis is placed on revisiting and revising content.

### How does your curriculum reflect national policy (for example, British values and PSHE)?

Linking curriculum learning to careers, self-presentation skills will be taught in English. The spoken language unit will be used to help students prepare for job interview techniques. Engagement with business and organisations will be made to showcase job opportunities related to the English Curriculum post.

### How does it cater for disadvantaged and minority groups?

The characters that learners explore in English Literature are from a wide variety of backgrounds. Where the texts seem to be removed from learners' experiences we establish connections through themes, language and personalities. Where opportunity arises, we take learners out of the classroom to experience the texts in motion for example theatre visits – showing actors of all ethnicities re enacting classic texts.