

Subject: English

English Lead: Mrs P Mooney

Exam Board: AQA

Qualification type: GCSE

Intent

Principles of the English Curriculum

The United Curriculum for English is built upon the core United Curriculum principles available **here**.

The Montsaye English curriculum strives to enable pupils to see for themselves how writers and thinkers have captured the human experience: triumph and tragedy, suffering and loss, pride, humility, and identity. Our curriculum is unapologetically ambitious, intellectually challenging and diverse; it is designed to inspire young minds to become critical readers, thinkers and speakers. We want our pupils to feel empowered by the language and literature they encounter with us, so they can embrace the world around them. Our pupils will harness the power of their own voice to respond, question and challenge the world beyond their lived experience; they will learn a variety of linguistic and expressive tools for all aspects of their futures beyond education.

From the beginning, pupils will:

- study a wide range of high-quality texts and writing forms to give them a broad experience of English
- experience a curriculum that is carefully sequenced accordingly to ensure the substantive and conceptual knowledge they acquire is returned to and built upon to form strong foundations for their future learning
- experience an interleaved curriculum, where new knowledge is linked to previously taught content understanding the nuanced connections so that students develop strong, long-term memories, preparing them for their next steps
- explore key questions, linked to the most important concepts, vocabulary and substantive knowledge, leaving room for teachers to adapt lessons without losing sight of the core purpose

Implementation

We interleave the knowledge and skills required for both specifications as the skills are transferrable and closely linked. We intentionally build on the close reading, comprehension and analysis work taught throughout Years 7, 8 and 9, preparing them for a lifelong love and study of language and literature. Year 10 focuses on embedded the understanding and knowledge of narrative conventions that weave through poetry,

fiction, short stories, play texts and non-fiction. We ensure that pupils are exposed to poetry every term across Year 10 to consistently revisit this literary form. At the end of the academic year, all pupils complete their spoken language endorsement.

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.