

DUDLEY ACADEMIES TRUST

CURRICULUM INTENT STATEMENT

ENGLISH



We believe that our learners deserve a diverse and ambitious English curriculum, rich in skills and knowledge. The English Curriculum has been designed to enable all learners to foster a love of literature through the reading of a wide range of challenging texts. The Trust believes that reading is the foundation of the English curriculum; in becoming confident readers, learners will develop their own spoken and written voice. The systematic delivery of Word Consciousness, in the teaching of English, is fundamental in learners developing their analytical, explanatory and descriptive voice.

From year 7 to 11, learners are exposed to challenging texts across all genres and time periods. Each unit will have links to others which enables learners to see clear connections and patterns in texts and society. Fostering a love of literature is imperative whilst developing resilience in approaching more complex texts. The curriculum is underpinned by the idea of Cognitive Load theory – the map is progressive where each scheme and each year building on each other. The interleaving of the schemes will enable learners to see clear links through literature across time and the society we live in. The curriculum is a 5 year journey that builds upon the challenging aspects of KS2.

The L4L curriculum is closely linked to the English curriculum through the range of texts and skills that are taught. The resilience curriculum is bespoke and designed to enhance the literacy of learners with high levels of SEND thus closing the achievement gap between them and their peers. Once learners have met national benchmarks, they will be reintegrated back into the main English curriculum. The English curriculum is challenging and covers texts from the canon through to the modern day; all our learners regardless of ability will follow the same learning journey from year 7 to 11.

Our English curriculum will give students the opportunity to:

- enjoy a wide range of fiction and non-fiction texts which help them to connect with the world around them;
- read complex passages confidently and methodically, in order to breakdown the language and structure to establish and analyse meaning;
- demonstrate mastery of reading through discussion and writing;
- develop cultural capital that will help remove barriers to achievement in school, future learning and the world of work;
- write clearly, fluently and accurately in plain English, showing flair and creativity where appropriate;
- develop detailed ideas in writing, adapting language to audience and purpose;
- use a wide range of appropriate and ambitious vocabulary with precision;
- produce work of which they can be proud;
- to talk, articulate and express their ideas, views and opinions about a wide range of topics clearly, confidently and respectfully;
- develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

Dreaming big	Rewarding effort	Leading together	Respecting each other and our world	Learning that inspires
<p>Through delivery of an English curriculum that is appropriate and meaningful, during their five- year journey we will prepare our learners for life in modern Britain. This is clearly shown through the interleaving of key skills and narratives on the curriculum map.</p> <p>The SMART curriculum provides challenge – all lessons are pitched to a challenging level and are differentiated accordingly.</p> <p>All learners will follow an aspirational curriculum with the ethos that every child can read any book; there will be no excuses.</p>	<p>The wide range of literacy and English based opportunities such as The Speaker’s Trust and Poetry by Heart enable our learners to be rewarded for hard effort.</p> <p>Regular feedback through demonstrate and connect, verbal feedback and detailed formal assessment will be intrinsically rewarding for learners.</p>	<p>Through a challenging curriculum, we will encourage learners to develop an inner resilience strength of character, and essential leadership qualities that will result in them confidently and consistently presenting the best version of themselves in all they do. Particularly through the spoken voice schemes of learning, learners will show their leadership skills.</p>	<p>The English curriculum takes a holistic view as well as an academic. Schemes of learning draw on literature from our own rich literary heritage as well as from across the world. This represents the multicultural society we live in and allows learners to respect this society.</p> <p>Through our commitments programme, learners in all year groups will benefit from a rich extra- curricular provision. English departments will support with this particularly through the Poetry by Heart competition.</p>	<p>The wide range of texts, written and spoken opportunities provide learners with an inspirational learning experience. The English curriculum draws widely on the work of Doug Lemov and the ways in which we can develop reading; we have utilised Alex Quigley’s research on closing the vocabulary gap and the curriculum mapping is underpinned by Cognitive Load theory.</p>

Year 9

	SEPTEMBER					OCTOBER				NOVEMBER				DECEMBER			JANUARY				FEBRUARY			MARCH				APRIL			MAY				JUNE			JULY															
Teaching Topic	Date	31 August 2020	07 September 2020	14 September 2020	21 September 2020	28 September 2020	05 October 2020	12 October 2020	19 October 2020	26 October 2020	02 November 2020	09 November 2020	16 November 2020	23 November 2020	30 November 2020	07 December 2020	14 December 2020	21 December 2020	28 December 2020	04 January 2021	11 January 2021	18 January 2021	25 January 2021	01 February 2021	08 February 2021	15 February 2021	22 February 2021	01 March 2021	08 March 2021	15 March 2021	22 March 2021	29 March 2021	05 April 2021	12 April 2021	19 April 2021	26 April 2021	03 May 2021	10 May 2021	17 May 2021	24 May 2021	31 May 2021	07 June 2021	14 June 2021	21 June 2021	28 June 2021	05 July 2021	12 July 2021	19 July 2021					
Non-fiction travel																																																					
Monarchy and the Government Transactional writing unit with Spoken Language																																																					
Literature: Oliver Twist																																																					
Literature: Oliver Twist																																																					
Gothic Writing Unit																																																					
Gothic Writing Unit																																																					
Civil Rights and Power. Poetry comparison.																																																					
Shakespeare Heroes and Villains																																																					

Year 10

	SEPTEMBER					OCTOBER				NOVEMBER				DECEMBER			JANUARY				FEBRUARY			MARCH				APRIL			MAY				JUNE			JULY														
Year 10	Date	31 August 2020	07 September 2020	14 September 2020	21 September 2020	28 September 2020	05 October 2020	12 October 2020	19 October 2020	26 October 2020	02 November 2020	09 November 2020	16 November 2020	23 November 2020	30 November 2020	07 December 2020	14 December 2020	21 December 2020	28 December 2020	04 January 2021	11 January 2021	18 January 2021	25 January 2021	01 February 2021	08 February 2021	15 February 2021	22 February 2021	01 March 2021	08 March 2021	15 March 2021	22 March 2021	29 March 2021	05 April 2021	12 April 2021	19 April 2021	26 April 2021	03 May 2021	10 May 2021	17 May 2021	24 May 2021	31 May 2021	07 June 2021	14 June 2021	21 June 2021	28 June 2021	05 July 2021	12 July 2021	19 July 2021				
Literature: An Inspector Calls																																																				
Write, Write, Write - Non - Fiction																																																				
Food Glorious Food. Focused on Language Paper 1 & Paper 2 reading sections																																																				
Literature: Macbeth. Writer's intentions and whole text analysis.																																																				
Villain Scheme																																																				
Narrative Writing																																																				
Jekyll and Language																																																				
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