

CURRICULUM IMPACT STATEMENT: ENGLISH

INTENTION

The core skills of English are Reading, Writing and Oral Communication. It is through the study of these areas that students learn how to be better communicators in both speech and the written word.

- Develop Speaking, Listening and Communication (SLC) through extending students' vocabulary which will enhance their access to the curriculum – especially the pre C20 parts of it, and improve subject specific vocabulary.
- SLC can be developed through discussion in PSHE, and good examples of oral work can be captured through the SLC Capture sheet which can then be included in exercise books to track progress in Speaking & Listening.
- Linking History and English through joint study.
 - Unit of work on the plague being developed that will use historical source material that will be analysed and then knowledge gained will be used in creative writing.
 - History (SC) to source a range of C19 goblets that can be used as GCSE English Language Practice and then work with MC to write English Language appropriate questions to analyse the texts. The same material could also be used with a History focus if necessary/desirable.
- Art and English Creative Writing.
 - Use paintings and art photographs as stimulus material for creative writing – something that is part of the GCSE English Language specification.
- Develop creative responses to Science.
 - Group writing used as part of a lesson on digestion. Developing use of scientific vocabulary while discussing construction of narrative.

IMPLEMENTATION

- Plague History/English unit to be developed for delivery in 2019/20 – there might be a chance for a small test run of the unit towards the end of the current academic year.
- GCSE English C19 text links to be developed by SC and MC during Spring 2019 for use with the current Y11 students, especially those in Pathway 2/3 where unfamiliarity with C19 textual language can be a bar to achievement.
- There should be opportunities to link creative work in both Art and English on a more regular basis, especially at KS3. Something to explore during 2019 with the aim of a shared project/scheme of work for 19/20.

IMPACT

- Students able to apply learning from different subjects in a cross-curricular context at both KS3 and 4.
- Develop understanding of C19 society that feeds into the types of text chosen for the Language exam paper.

- Extend range and depth of vocabulary, embed historical terms and subject terminology for the subjects where links are made and embedded with other subjects.
- Develop understanding of narrative arcs and structures of creative writing using images as stimuli. This may lead to the extension of the idea of the narrative arc into subjects where report writing is necessary.
- Shared writing seen by students as a valuable tool for developing understanding in subjects other than English.

CURRICULUM IMPACT STATEMENT: ENGLISH LITERATURE

INTENTION

- Introduce another GCSE for students in Pathway I to give them more opportunity to achieve a range of grades to help them into college.
- Stretches the students who are usually the academically more able in the cohort.
- Makes for a more interesting and varied approach to teaching examination skills through the use of a range of different texts.
- Exploration of C19 and Shakespearean use of language will develop vocabulary.
- Improves the school's Attainment 8 score.

IMPLEMENTATION

- The Head of English had already taken the decision to teach Year 10 some of the English Literature specification so that students had studied some of the texts in, hopeful, advance of returning to mainstream schools.
- Discussion with the SSSfN Headteacher, Rachel Thornberry, led to money becoming available to resource the course.
- The Head of English developed an outline programme of study for Pathway I students to study English Literature at KS4. Language is being taught through Literature in the first instance and, when an extra lesson becomes available, Literature can have some discrete time on the timetable. The balance between Lit/Lang will change as the year progresses as we recognise that a GCSE in English Language is more important to students and their further education/training plans.
- Resource development has happened as the term has progressed and materials shared. In this first year, the decision was taken not to teach the Literature course at Rosebery to Year 11 as the cohort there were significantly weaker, academically, than at the other two SSSfN bases.
- Discussions have also taken place with Rachel Thornberry and Lesley Moore about the timetable implications of the additional GCSE with the possibility that an extra period can be found within the current academic year to provide more time for English and a permanent extra period can be added to the timetable in the next academic year.

IMPACT

- Teaching Literature has given more variety to English lessons from the start of the year and access to more varied texts types and vocabulary.
- Language of source material used in History will also develop students' vocabulary and understanding of C19 syntax.
- Students have more variety in the types of writing task as it can be used to develop two different sets of skills.
- An extra lesson for English Language/Literature will come on stream in the Spring Term to add valuable teaching time.