

English – Curriculum Intent and Implementation 2019-2020

The **intent** of our English curriculum at Chipping Sodbury School is to develop English learners who:

- are passionate readers;
- are resilient, independent learners;
- are confident in speaking in front of others;
- have a strong awareness of the range of texts available and have benefited from opportunities to experience a range of topics and themes within their regular access to a range of all mediums of languages;
- have a sound understanding of English grammar, which includes the ability to apply it in new contexts and the ability to use and understand a range of sentence types confidently;
- are able to express who they are, and their viewpoints on the world we live in;
- are analytical linguists, having developed an understanding of an extensive range of vocabulary suitable for all purposes, audiences and formats;
- are able to progress readily to the next stage of their English learning;
- are proud of their reading and writing achievements.

The intent of our curriculum is **implemented** through:

- an awareness of students' KS2 literacy experience;
- half-termly assessments in reading and/ or writing;
- a curriculum overview that is designed with a sharp focus on the layering and interleaving of knowledge and skills;
- the expectation that students will engage in reading, whether independent or aloud in lessons;
- the inclusion of a range of writing formats;
- building on prior literacy knowledge whilst regularly revisiting SPaG and reading comprehension within new contexts to ensure knowledge is secure;
- the routine expectation that students will show resilience in each and every lesson and are supported in this through independent learning resources;
- the central focus of a range of engaging material, including key novels, plays, films and other literature;
- the use of a differentiated feedback programme that teaches students how to improve through the use of model extracts;
- ensuring that each year group has at least one opportunity to participate in an on or off-site learning experience which will give them the opportunity to enhance their English Language and Literature learning experiences, such as our work with the RSC;
- a reflective approach to the continuing professional development of English teachers (an 'open classroom' policy, collaborative planning, moderation and cohort gap analysis, a teaching and learning focus to all faculty CPD)