

English

Curriculum Principles

By the end of their education, a student of English at Dixons Brooklands Academy will:

- Appreciate a wide variety of high-quality literature and literary non-fiction including poetry, plays, novels, short stories and a range of letters, speeches, essays, articles, diary entries and reports by writers from wide variety of cultures, perspectives and historical contexts spanning a range of genres, themes and moral issues.
- Know how to be able to craft their writing to match the conventions of a wide variety of forms from speeches and letters to narrative and descriptive pieces making judicious choices regarding language, structure and nuance to manipulate readers in a variety of contexts.
- Be able to articulate their ideas with confidence, adapting register and form to match their audience.

It is the vision of the English Department at Dixons Brooklands Academy to equip all young people with the skills to be confident, independent thinkers who are empathetic, articulate and make a positive difference in their community.

In order to achieve a true understanding of English, topics have been intelligently sequenced based on the following rationale:

- Each academic year, students are exposed to high quality literature and literary non-fiction from a wide variety of forms in order to enable them to revise and develop key knowledge in relation to each: comprehension, analysis and evaluation of entire works of Shakespeare, poetry from the English-speaking canon and both classical fiction and high-quality contemporary fiction.
- Within each scheme of work (SoW), key knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' quizzes, Morning Meeting quizzes and repetition of key skills. All SoWs allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students they teach each time they re-visit an area of key knowledge.

The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- By providing opportunities for all students to appreciate a very broad variety of texts written in a very broad variety of contexts with situated purposes, we intend to increase the cultural capital of all students allowing them to access concepts and moral standpoints at least as well as their more advantaged peers.
- The department aims to close gaps in the pre-requisite knowledge students require swiftly and responsively in order for students to access the wider curriculum. The department ensures that students are able to access our challenging curriculum by revisiting key concepts and key knowledge in different contexts across different units of work. Through constant review and formative assessment, both in lessons and across Cycles, teachers are able to ensure that knowledge gaps are closed and remain closed.
- In all lessons, at all levels, the curriculum is made accessible to all learners. Through continual review of INIS and INIP documents, staff are able to adapt the curriculum in order to maximise the attainment of all pupils, and especially those with SEND. This may take the form of adapted resources, additional review or precise teaching and classroom management strategies to allow all students to achieve. These documents are regularly reviewed to ensure that best practice for individual students is shared. In doing so, the department are able to ensure that key concepts have been understood and retained.

We fully believe English can contribute to the personal development of students at Dixons Brooklands Academy:

- By selecting a wide variety of texts which provide contrasting viewpoints regarding a range of moral issues, the English curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities promoting cohesion and empathy.
- Through selecting texts from a wide variety of cultural contexts, including both short stories and poems written in a wide variety of English-speaking countries, students' understanding and empathy for a wide variety of cultures is deepened.
- Through selecting a variety of non-fiction texts for SoWs in all year groups, ranging from topics such as social media use and healthy eating to sustainability and environmental issues, many opportunities for personal development are provided.

At KS3 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice, both in morning meetings and during curriculum time.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- several of the non-fiction forms students are taught to write in will be useful and transferable to the world of work, for example, letters, reports and evaluations.
- Through taking part in several national writing competitions, students will be given the opportunity to become published authors, gaining insight into this career path and the process and competition involved in becoming a published writer.



A true love of English involves learning about English beyond the curriculum. We teach beyond the specification and national curriculum requirements, in order to widen students' experiences, whilst also ensuring students are well prepared to be successful in GCSE examinations:

- Students are given the opportunity to appreciate narratives from a variety of cultures and viewpoints in order to foster a sense of belonging and expose students to cultures that they may otherwise know very little about. This includes Adichie's Purple Hibiscus, a range of Greek Myths, and a multitude of modern text extracts from a range of writers and cultures.
- Students will be given the opportunity to probe how playwrights, poets, novelists and journalists utilise nuanced language to convey moral, spiritual and political messages with increasing sophistication each year. This supports our students to read critically and feel confident in both their understanding of the wider world and their articulation of their own perspectives within it. This then equips our students with the skills to read critically beyond their compulsory education; whether that be for academic or real life purposes.

