



Curriculum Intent and Implementation

English Department Intent

In English at Bishop Walsh, we aim to expose pupils to ‘the best which has been thought and said’ and develop life-long skills in literacy and communication. We want pupils to explore the world, cultures, history and experiences of others through a range of texts from the literary canon, modern literature and a range of non-fiction from across time. We are committed to ensuring pupils have high aspirations and want all our learners to be confident readers, have mastery of literacy and to be critical, independent thinkers. Across all key stages, there are numerous opportunities to develop written and spoken communication, creatively and analytically, and the deliberate practice of vocabulary to encourage confident thinkers and speakers inside and outside of the classroom. English also contributes to the SMSVC curriculum throughout the study of language and literature; exploration of a range of moral topics and appreciation and understanding of different viewpoints and experiences help to develop pupils spiritually and socially.

Daily/Weekly Review:

English lessons begin with retrieval practice of prior learning of the topic and key stage. This may look like knowledge questions, key terminology, tier three vocabulary or quotation retrieval. Teachers use these ‘do it now’ retrieval activities to inform planning and assessment of knowledge and key skills.

At Key Stage 3, all curriculum booklets have planned ‘Stop! Knowledge Check’ sections sequenced into the learning to ensure that pupils have the necessary building blocks of knowledge before moving on in the topic.

Home learning includes tasks reviewing key course content, wider reading/research and reinforcing essential English skills through deliberate practice.

Modelling

Modelling is evidenced in all English classrooms in a range of ways. Teachers model how to read and decode a range of material in all lessons. Pupils are encouraged to use formal, critical vocabulary to state their opinions in discussion.

In curriculum booklets, pupils can find model answers to exemplify good practice in writing and scaffolds, vocabulary banks and sentence starters are used to support and model the writing process. Teachers regularly use the visualiser and whiteboards to live model thinking and writing to the class. In whole class feedback, pupils receive model answers so they can make the necessary edits to improve their work.

Explanation and reading

In English pupils engage in reading every lesson through literature, non-fiction and guided reading activities. Teachers model good reading to pupils and stop to check understanding, develop interpretations and explore writer's methods and effects. Effective annotation is modelled across all key stages and pupils are guided on how to extract relevant and important information.

All students have access to an online library via e-platform; this provides students with access to thousands of electronic texts and audiobooks. Beginning in September 2023, students in Year 7 and 8 will have dedicated reading for pleasure time as part of a fortnightly 'Big Write/Big Read' lessons. We work closely with the SEN team to ensure students have access to high quality reading programmes such as Switch-on Reading and Lexia.

For all topics studied in English, pupils are provided with knowledge organisers and glossaries of tier 2 and 3 vocabulary to support them in their study. When explaining key concepts in lessons, teachers can refer pupils to these resources to support learning.

At GCSE and A Level, pupils have access to online English magazines and lectures at home in order to develop an understanding of critical reading. We share critical perspectives of the literature we read in class in order to develop students' understanding of how to interpret texts.

Deliberate Practice

Every English lesson includes deliberate practice of reading and writing to support pupils in mastering skills for effective communication. All teachers make use of strategies including but not limited to questioning, thinking time, retrieval practice and quizzing to ensure pupils have a range of opportunities to practice their knowledge and skills.

Whole class and personalised feedback is given to pupils at regular intervals through topics: live in the classroom, after red pen pieces or assessment points. All pupils' complete reviews of the work through lessons titled '*Dedicated Improvement and Review Time*' (DIRT) to encourage reflection on strengths and areas for improvement with scheduled lesson time to practise the skills again. All improvement work is completed in purple pen to highlight the improvement of key skills.

We follow the 'I do, we do, you do' model to scaffold the deliberate practice of essential skills and always schedule time for independent work that includes editing and redrafting time which raises the importance of practising skills to the point of mastery.