

Followers of Christ	Resilient Thinkers	Responsible Community	Respectful Individuals	Excellent Achievers	Family
					
Faith	Resilience	Community	Respect	Excellence	Family



Jeremiah 29:11 For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.

We believe that English is an essential tool for communication, whether through written or spoken form, that enables us to make sense of the world around us. It enables us to communicate our ideas, ambitions, opinions and our faith. The ability to effectively use spoken and written language allows us to participate in society and, later in life in the work force, therefore it is our mission to ensure all pupils develop the ability and confidence to speak and write competently.

During their time at All Saints Catholic College, pupils will be taught a range of skills including:

- To speak confidently, fluently, and accurately in a range of situations for a variety of purposes.
- To participate confidently in discussions, presentations, role play and collaborative group work.
- To write accurately for a range of audiences and purposes – using accurate grammar, vocabulary, spelling and punctuation.
- To use language as a means to persuade, clarify, explain, narrate, and express emotion.
- To develop the skills of planning, drafting and editing in writing.
- To acquire and use confidently a wider vocabulary.
- To read for pleasure and to deepen knowledge.
- To develop cultural awareness and knowledge through literary heritage.
- To develop interpretive skills and critical thinking.

English is integral to everything students do whilst at school and beyond and our intent is to provide transferrable skills in reading, writing and spoken communication; it provides a strong foundation for any job or profession that involves these key skills.

KEY STAGE 3

During Key Stage 3, students will be building on the skills, knowledge and understanding developed at Key Stage 2. Pupils will study plays by dramatists such as Patrick Ness, Malorie Blackman, Tennessee Williams and Shakespeare, exploring themes and characters and how the issues in these plays are pertinent to modern society.

Pupils will also study more modern texts, such as *No Ballet Shoes in Syria*, *The Graveyard Book*, *I am Not a Number*, *Bone Sparrow*, *Coraline* and *Refugee Boy* (amongst others) which will allow pupils to consider themes such as friendship and loss of innocence and invite discussion and reflection on key moral issues. These will help to develop pupils' understanding of social, emotional, spiritual, and cultural backgrounds.

Pupils have a fortnightly library lesson to help encourage reading for pleasure and a love of literature. To support our pupils who find reading difficult, staff lead group reading sessions, coupled with discussion, to help pupils understand what they have read and discuss any issues raised within the stories.

Furthermore, students will read and study a range of non-fiction texts and writing styles, developing their knowledge of the world around them, looking at topics such as: race, gender, and identity to equip pupils with the skills required to fully participate in society.

Pupils will also study more thematic schemes of work such as Autobiography, Greek Myths, Gothic Horror and Dystopian Literature alongside a range of poetic styles.

During their final term in Key Stage 3, pupils will study a range of introductory units to enable them to acquire foundational knowledge specifically linked to the context of their GCSE texts: Shakespeare's World, Victorian London, and Edwardian England.

ASSESSMENT AT KEY STAGE 3

Formative assessments, such as checkpoint quizzes, are used regularly in English lessons to check understanding and identify any knowledge gaps and/or misconceptions. Pupils are assessed half termly on a range of knowledge and skills, then given opportunities to revisit and improve their work to make more progress. These summative assessments are then used to inform, adapt, and amend (where necessary) future lessons to ensure that pupils' knowledge is secure.

KEY STAGE 4 ENGLISH LANGUAGE

Throughout Key Stage 4, pupils will read a range of fiction and non-fiction texts in preparation for their written exams. This will take the form of both exam papers and novels such as *The Great Gatsby*, *Fahrenheit 451*, and *Animal Farm* for Language. Pupils will also study the speeches, letters and autobiographical extracts of the most influential voices of our age.

KEY STAGE 4 ENGLISH LITERATURE

Pupils will study the contextual background of Literature texts such as *A Christmas Carol*, *Macbeth* and *An Inspector Calls*. Our curriculum at Key Stage Four incorporates elements of English Language and Literature that enables pupils to demonstrate and celebrate the skills they have developed from Year 7 to Year 11.

ASSESSMENT AT KEY STAGE 4

Formative assessments, such as checkpoint quizzes, are used regularly in English lessons to check understanding and identify any knowledge gaps and/or misconceptions. Pupils are assessed half termly on a range of knowledge and skills linked to the English Language and English Literature exams. Pupils are given feedback linked to the AQA GCSE mark schemes, with a clear focus on specific assessment objectives. During Key Stage 4, pupils will sit a number of mock examinations in both Language and Literature; one mock examination in the final term of Year 10 and two sets of mock examinations in Year 11 in November and March.