

English Curriculum Statement

In line with our whole school curriculum statement, Saint Aidan's is a Church of England High School with an inclusive Christian ethos. Our vision is:

- We **aspire** to be a school where life is lived in "all its fullness" (John 10:10).
- We **believe** in the God-given potential of every one of our students.
- We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result, the English curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

The formal English curriculum

Aims: Through the teaching of English at Saint Aidan's we aim:

- to challenge and extend students of all abilities
- to develop the potential of individual students
- to provide a wide variety of opportunities for students to read, write, speak and listen
- to promote a variety of English teaching and learning methods to raise the achievement of students working individually, in pairs or in groups
- to provide continuity and progression from KS2, through KS3 and KS4 and prepare students for English Language and English Literature at KS5 or for life and work outside of education
- to engender a love of reading and literature

Objectives: By the end of their English education at Saint Aidan's all students should be able:

- to read fluently and comprehend what they are reading, making inferences where required
- to write for a variety of different audiences and purposes, with accuracy and confidence
- to speak clearly and communicate their viewpoint in a convincing and purposeful way
- to obtain the highest English Language and Literature GCSE grade that they are capable of

Key Stage 3

In Year 7 students are taught in classes according to their EOKS2 test scores. There are two more able classes and four mixed ability classes. All students in Year 7 have four hours of English, with one lesson explicitly focused on literacy and reading. These classes are continued for Year 8 when they have three hours of English. In year 9 we go from six to eight classes and revert to four hours. The way we group the students in Year 9 varies depending on the cohort. There is clear progression over Years 7, 8 and 9, in the units of work, to allow the students to develop the skills required and examined at GCSE (see KS3 curriculum map).

Key Stage 4

The eight classes and four hours, from Year 9 continues for Years 10 and 11, however, the classes are changed, in collaboration with the Maths Department. This enables us to have more flexible approaches to raising achievement through strategically positioning students/teachers with classes and creating grade specific classes. All Year 10 students begin both the Language and Literature courses with a small number eventually not being entered for Literature to allow them to focus their time on Language. (see KS4 curriculum map).

Assessment

At both Key Stages students' work is assessed through 'learning checks'. Summative assessment is in the form of mock exams at Key Stage 4 and end of year assessments at Key Stage 3. Both types of assessment allow the right support to be provided, to inform the next stages of teaching and to allow students and parents to be informed of progress.

Beyond the formal English curriculum

- Creative Writing Club
- Lexonik intervention groups
- Sparx Reader intervention groups