

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

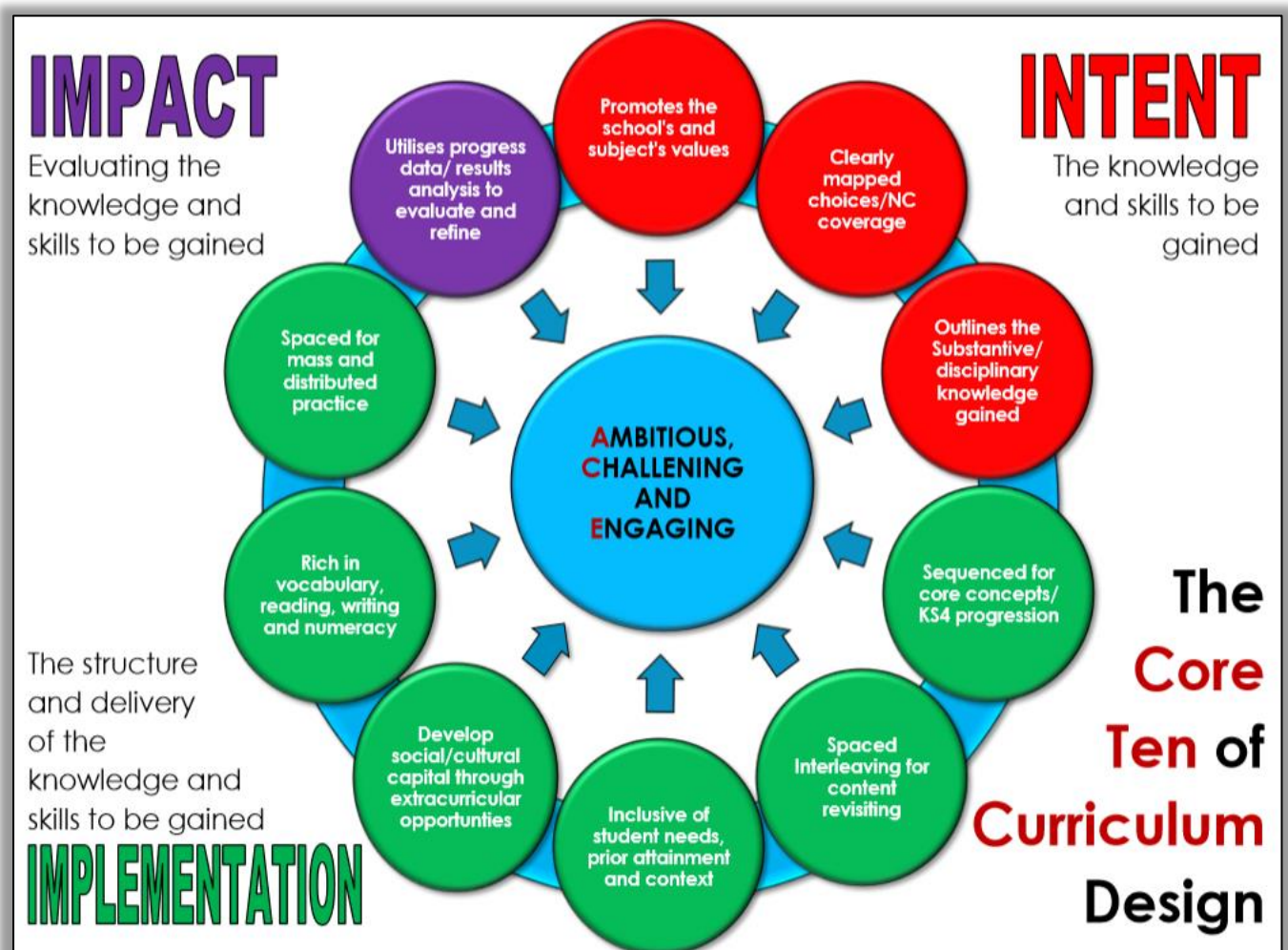
Key Stage 4

Subject: English Language

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Created: June 2020

Updated:



Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS3 and to KS5
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
10	Unit/Topic	Short Stories		People, Places and Action	Writing in Wartime	Story Gateways	Life in the 1800s
	Specification/ Assessment Objective	Paper 1 A01-A04		Paper 1 A01-A04	Paper 2 A05/A06	Paper 1	Paper 2 Reading (most) A01-A04 Paper 1 Reading (minor)
	Powerful Knowledge	<ul style="list-style-type: none"> - Exam strategies - Crafting stories through language - Structures e.g. Freytag's Pyramid - Inference 		<ul style="list-style-type: none"> - Exam strategies - Characterisation - Settings - Effective action within texts - Inference 	<ul style="list-style-type: none"> - Exam strategies - Pre 1900 texts - Inference 	<ul style="list-style-type: none"> - Exam strategies - Story openings - Inference 	<ul style="list-style-type: none"> - Exam strategies - Non-fiction texts from various contexts - Inference
	Mass Practice	Language Paper 1/ Section A		Language Paper 1/ Section B	Language Paper 2 Section B	Language Paper 1 Section B	Language Paper 2 Section A
	Distributed Practice	'Five A Day' recall activities in each session. 'Big Question' style checkpoint assessments where appropriate.		'Five A Day' recall activities in each session. 'Big Question' style checkpoint assessments where appropriate.	'Five A Day' recall activities in each session. 'Big Question' style checkpoint assessments where appropriate.	'Five A Day' recall activities in each session. 'Big Question' style checkpoint assessments where appropriate.	'Five A Day' recall activities in each session. 'Big Question' style checkpoint assessments where appropriate.

What are the key concepts to be covered?	<p>Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Writing for Purpose; Comparison; Critique; Authorial Intent; Specific Question Approaches at a fundamental level; Writing Strategies, examiners' gift.</p> <p>Specifically: how writers craft a short story and create strong characters, the features of non-fiction writing, how language is used by writers to convey 1800s Victorian Britain including poverty and the wider class system, societal attitudes and living conditions.</p>
What prior knowledge, at KS3, are you assuming they have?	<p>Application of the KS3 Skills spiral so that all question types have been taught to a set standard and set strategy. Awareness of and exposure to pre 19th, and post 20th century texts in all years at KS3. Basic inference and information retrieval skills when reading. The ability to apply BUG in exam-style questions with ease and little prompting. Prior knowledge of two Shakespeare plays at KS3, and an even variety of poems, novels, plays, travel writing, fiction and non-fiction extracts. Awareness of purpose, audience and style for written tasks</p> <p>A good understanding of themes and wider concepts such as savagery, villains, tragedy, transformation and nature. A broad bank of tier 2 and tier 3 vocabulary taught in every KS3 English lesson. Different structures of a text such as chronological, cyclical, use of foreshadowing and epistolary. Core sentence structures to vary in descriptive writing.</p> <ul style="list-style-type: none"> - Fundamental literacy skills - Foundation knowledge of prose, poetic and dramatic form - Foundation knowledge of linguistic features and typical impacts
What knowledge do they need to have a successful start to Year 11?	<p>An understanding of Freytag's pyramid and the five elements: exposition, rising action, climax, falling action and denouement (resolution).</p> <p>Language techniques, poetic techniques and dramatic techniques and the key differences.</p> <p>Reading and decoding strategies when reading an unfamiliar text including chunking the text and summarising paragraphs as they read.</p> <p>Core sentence structures and sentence openers to apply in their descriptive and transactional writing.</p> <p>The key similarities and differences between fiction and non-fiction texts when reading and writing their own.</p> <p>Awareness of how writers convey Victorian Britain including what it was like to live at that time, the differences to now and the attitudes of the rich and poor.</p>
How are topics spaced between unrelated topics?	<p>Skills will consistently be reapplied across units and in different contexts – the Specific Question Approach will be regularly revisited as it was in KS3. Five a day recall will promote memory retention and homework will call on prior learning. Lots of the reading and writing skills translate across both paper 1 and paper 2.</p>

11	Unit/Topic	Travel Writing	Character and Perspective	Just Write	Past Papers/ Revision	Past Papers/Revision	
	Specification/ Assessment Objective	Paper 2	Paper 1 & Paper 2 Reading- A01-A04	Paper 1&2 Writing Components A05 and A06	Paper 1&2 A01-6	Paper 1&2 A01-6	

Powerful Knowledge	<ul style="list-style-type: none"> - Exam strategies - Travel writing conventions - Different cultures - Inference 	<ul style="list-style-type: none"> - Exam strategies - Characterisation - Perspectives - Viewpoints - Inference - Connections between AOs and questions across the two papers. 	<ul style="list-style-type: none"> - Exam strategies - Writing strategies- - Core sentence structures - Varying sentence openers - Constructing characters - Applying foreshadowing in their own writing. 	<ul style="list-style-type: none"> - Exam strategies - Timing - Intervention on skills that are not yet secured 	<ul style="list-style-type: none"> - Exam strategies - Timing - Intervention on skills that are not yet secured 	
Mass Practice	Language Paper 2 section A	Language Paper 1/ Section A Also trial exams	Language Paper 1 and 2 Section B	Language Paper 1 Section A and B Also trial exams- March	Language Paper 2 Section A and B	
Distributed Practice	Five a day recall 'Big Question' style checkpoint assessments where appropriate.	Five a day recall 'Big Question' style checkpoint assessments where appropriate.	Five a day recall 'Big Question' style checkpoint assessments where appropriate.	Five a day recall	Five a day recall	
What are the key concepts to be covered?	<p>Broadly: Analysis and Language and Structure; Reading for Meaning; Inference; Summary; Writing for Purpose; Comparison; Critique; Authorial Intent; Specific Question Approaches and how to build on fundamentals, Writing Strategies, where skills cross over between paper 1 and paper 2.</p> <p>Specifically: building resilience when writing, the difference between fiction and non-fiction writing and the techniques to employ to suit purpose, audience and style, the conventions of travel writing including anecdotes, satire, use of reported and direct speech, how to identify viewpoints and perspectives and how to write a personal and critical response to an examiner's statement.</p>					
What knowledge do they need to have a successful start to KS5?	<p>An insight into why writers write and how they use their craft to achieve an effect on the reader.</p> <p>An understanding that the context in which a text is written can change its meaning.</p> <p>Literary techniques at a high-level including elements of grammar, sentence levels and structural devices.</p> <p>Exposure to a huge scope of texts from writers from different backgrounds.</p> <p>Knowledge of cohesive devices such as discourse markers and other techniques to make a confident, and cohesive writer.</p>					
How are topics spaced between unrelated topics?	<p>Skills will consistently be reapplied across units and in different contexts – the Specific Question Approach will be regularly revisited as it was in KS3. Five a day recall will promote memory retention and homework will call on prior learning. Lots of the reading and writing skills translate across both paper 1 and paper 2.</p>					

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Social/Cultural Capital	Short story writers from Staffordshire potential visit, e.g. Wanda Pierpoint. Visit to the Library.		Exploration of different places around the world through the texts including Dublin, Northern France, Wiltshire.	National Memorial Arboretum visit, Staffordshire Regiment Museum and/or Imperial War Museum.	A potential author visit. Tamworth or Lichfield Literary Festival.	Visit to Blists Hill Victorian Museum at Ironbridge.
	Tier 2/3 Vocabulary	Precarious, equably, dexterously, innovative, denouement, climax, exposition, literary device, authoritative, metaphor, pronouns, personal pronouns, conclusions.		Parapet, rotund, dovecot, ransacked, plateau, amphitheatre, bracken, heather, structured, dialogue, emphasis, impression, historical novels, clauses, hyperbole, voices.	Tolerable, shell hole, mirth, sapper, tenor, flashback, character, foreshadow, natural imagery, compassion, pathos.	Dynastic, oppressed, paraphernalia, dismount, contusions, migrated, conventions, authorial mediation, structural devices, exposition, discourse markers, utterances.	Societal, deprivation, squalor, exploitation, Proletariat, Bourgeoisie, Aristocracy, industrial, ragged.
	Reading	Predominantly the reading materials will come from AQA Insights: GCSE English Language Reading Resource Paper 1. All of these are 20 th and 21 st century. WAGOLL examples of short story analysis and moderated scripts with examiner comments. AQA Short stories Anthology.		Predominantly the reading materials will come from AQA Insights: GCSE English Language Reading Resource Paper 1. All of these are 20 th and 21 st century.	Predominantly the reading materials will come from AQA Insights: GCSE English Language Reading Resource Paper 2 including diaries, journal extracts and articles on hostile environments but also some small parts of fiction: 'Birdsong'.	Examples of story gateways from AQA Insights: GCSE English Language Reading Resource (Paper 1).	The opportunity to read non-fiction such as a Victorian Etiquette guide, articles by Henry Mayhew and a range of fiction poetry from Victorian writers such as Blake and Wordsworth,

Writing	The opportunity to craft whole short stories using a variety of voices and perspectives. Descriptive writing in language paper 1 section B style of more focussed objects to craft depth of writing too. Application of drop, zoom, shift, end. Regular scope for extended writing, either for analytical (etc) purposes, or as part of creative writing, thematically linked to each unit.	Specifically, students will describe an image or use a sentence starter or scenario to craft a short story in the style of Language Paper 1 section B.	Mainly non-fiction/transactional such as a persuasive speech with jingoistic qualities. Other smaller writing may include short reviews and some descriptive writing about the war.	Practising the craft of writing openings and using exposition and foreshadowing to 'drop' the reader in.	Regular scope for extended writing, either for analytical (etc) purposes, or as part of creative writing, thematically linked to each unit. Transforming some of the reading materials into articles, leaflets, and written analysis and comparisons of reading material.
Numeracy	Recognising the sequencing of short stories and plotting the chronology. Looking for patterns in short stories.	Recognising the sequencing of short stories and plotting the chronology. Looking for patterns in short stories.	Understanding how to use numbers in non-fiction writing such as the use of statistics, graphs, and other data as persuasive devices.	Recognising the sequencing of short stories and plotting the chronology. Looking for patterns in short stories.	Use of Venn diagrams to compare two texts, tables to construct elements needed for WWW and SQILSQIL.
How does the PoS support students with SEND needs?	<p>All lesson resources contained within one easily differentiated PowerPoint file and a Knowledge Book that will be adaptable and printable, based upon the work of Oliver Caviglioli – also providing one centralised bank of resourcing for sessions, supporting organisation.</p> <p>Our consistency of approach for all teachers will ensure quality first teaching can be universally applied across different classes and different staff members – with staff members able to differentiate their approaches according to the needs of their group.</p> <p>We have planned an intervention system to support students who struggle with core concepts and skills- delivered by JMH and KEB.</p> <p>A focus on assessing and improving writing speed and words per minute to help SEND to get more ideas down on the page. Five a day recall with support retention of Literature and Language. By breaking down and chunking the short stories and extracts, less able readers will learn vital reading strategies to apply in their exams including chunking, summarising and decoding, in both pre 19th and post 20th century texts.</p>				
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	<p>All of our units place the explicit teaching of vocabulary at the start of every session to encourage word richness in student work in order to close the vocabulary gap. Lots of practice of descriptive writing for LPA and a chance to harness an experience that they have and write about it so that it is familiar and they are invested in it.</p> <p>High level of challenge in revised and new schemes and pitched to the top with the scope for differentiation by the class teacher dependant on the class.</p> <p>For HPA pupils, the extended reading section of the Knowledge Books will be a stretch task. Also, the skills spiral dictates 7+ strategies for HPA to attempt for all question types and the descriptive writing paper.</p>				

	How does the PoS offer contextual content appropriate to Amington students?	The cultural capital opportunities will give Amington pupils experiences to write about and the descriptive writing training for paper 1 section B will encourage real life experiences that they have had. Closing the vocabulary gap by front loading with new vocabulary and reducing word poverty and also by exposing to a range of short stories and extracts the discussion of other places around the world, and other times, broadens pupils' knowledge and horizons.				
11	Social/Cultural Capital	Experiencing new destinations around the world through literature.	Organise a visit to a point of interest to inspire extended creative or transactional writing (e.g. beach, forest, lake, etc)		Past Papers/ Revision	Past Papers/Revision
	Tier 2/3 Vocabulary	Itinerary, travelogue, authentic, meander, picturesque, inter-continental, circumnavigate, perambulate, troubadour.	Scourges, accumulation, apartheid, fundamental, preeminent, reform, perspective, theoretical, nonconformist, critically, contradictory.	Structural devices, cohesive devices, discourse markers, figurative language, persuasive techniques and rhetoric, paragraphs, syntax, foreshadowing, exposition, Freytag's pyramid.	Inference, analysis, comparison, perspective, emphasise, construct, narrative, adventurous, strategy.	Inference, analysis, comparison, perspective, emphasise, construct, narrative, adventurous, strategy.
	Reading	Mainly non-fiction writing, including pre 19 th and post 20 th . The Grasmere Journals of Dorothy Wordsworth, poetry from Simon Armitage and Rory Stewart's travel journal.	Speeches from famous speakers including Nelson Mandela and J F Kennedy. In addition, a letter to The Times from Florence Nightingale.	Example short stories and student responses of transactional writing and narratives to deconstruct, improve and use as a model.	Exemplar responses including student and teacher-modelled answers, and moderated scripts from AQA. Close reading of mark schemes and examiners' reports.	Exemplar responses including student and teacher-modelled answers, and moderated scripts from AQA. Close reading of mark schemes and examiners' reports.

Writing	Writing pieces of travel writing and crafting using anecdotes, bias and satire.	Opportunities for description of characters and building a persona for a narrative. Describing the famous speakers based on the non-fiction texts read.	Focus on transactional writing: reviews, articles, leaflets, essays and speeches. Focus on constructing a short narrative or description. Unit is focused solely on developing resilience, pace and confidence when writing.	Regular scope for extended writing, either for analytical (etc) purposes, or as part of creative writing, thematically linked to each unit.	Regular scope for extended writing, either for analytical (etc) purposes, or as part of creative writing, thematically linked to each unit.	
Numeracy	Understanding how to use numbers in non-fiction writing such as the use of statistics, graphs, and other data as persuasive devices.	Understanding how to use numbers in non-fiction writing such as the use of statistics, graphs, and other data as persuasive devices.	Understanding how to use numbers in non-fiction writing such as the use of statistics, graphs, and other rhetorical devices.	Confidently understanding question timings, mark allocations and time for planning. Understanding too the weighting of questions and therefore allocated time given. Revision clock.	Confidently understanding question timings, mark allocations and time for planning. Understanding too the weighting of questions and therefore allocated time given. Revision clock.	
How does the PoS support students with SEND needs?		<p>All lesson resources contained within one easily differentiated PowerPoint file and a Knowledge Book that will be adaptable and printable, based upon the work of Oliver Caviglioli – also providing one centralised bank of resourcing for sessions, supporting organisation.</p> <p>Our consistency of approach for all teachers will ensure quality first teaching can be universally applied across different classes and different staff members – with staff members able to differentiate their approaches according to the needs of their group.</p> <p>We have planned an intervention system to support students who struggle with core concepts and skills- delivered by JMH and KEB.</p> <p>A focus on assessing and improving writing speed and words per minute to help SEND to get more ideas down on the page. Five a day recall with support retention of Literature and Language. By breaking down and chunking the short stories and extracts, less able readers will learn vital reading strategies to apply in their exams including chunking, summarising and decoding, in both pre 19th and post 20th century texts.</p>				

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How does the Implementation Plan meet the ACE curriculum design?

Ambitious	<ul style="list-style-type: none"> - This curriculum is ambitious because it has never been done at the school before – Language has always been taught through Literature, or in discrete units to limited success. We will strive to get the best grades possible for students in English Language through this curriculum, as these are what they will need later in life. - It is also ambitious as it incorporates clear strategies for 7+ grades across all question types in the reading and writing paper.
Challenging	<ul style="list-style-type: none"> - We will select texts and extracts with a degree of challenge so as to acclimate students to the challenges of the GCSE exam, but also to texts beyond GCSE level, so that they are prepared to be lifelong readers and writers after leaving the Academy. We are using short stories and extracts suggested by AQA in the AQA Insight booklets and they include pre 19th and post 20th century extracts and a range of fiction and non-fiction texts.
Engaging	<ul style="list-style-type: none"> - We will use our curriculum time wisely, to ensure that students are focussed on specific texts and the skills required to decode and understand them. We will offer thematic units to give us the scope to pick only the best texts, that are the most important for students to study. It is engaging because Language and Literature are running simultaneously which removes schemes of work where one skill is studied for a block half-term. It is engaging as we will provide opportunities to widen students' cultural and social capital.

What are the current strengths of the Implementation Plan?

- Considers HPA stretch and challenge but also SEND support (e.g. Regular exam practice; Intervention where needed)
- High level vocabulary has been considered and will be evident in all lessons throughout KS4.
- Clear focus on examination performance
- Short stories and extracts have been chosen as recommended by AQA.
- Embedded strategies from extensive work in re-planning our departmental approach in 2019-2020 year will form a backbone through each unit
- Intervention Point after Term 3 Year 11 to allow for re-setting based on wholly completed courses could be discussed
- Significant time to allow for revision, revisiting or reteaching before examinations, in term 4 and term 5

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;

- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- Our planning is based on the needs of our students, the needs of our department and online research into the way in which other schools operate, which has seen us revise our initial plan to allocate lessons into the model presented here.
- Ongoing CPD in 2019-2020 from Helen Pickering has been highly beneficial and would be essential for this English Language strategy to be successful- enquiries have been made about training for JMH and KEB from Helen to enable them to deliver targeted intervention with confidence.
- It has been agreed that Helen Pickering, or another suitable body, will mark the initial set of Year 11 trial examinations to offer a baseline for future planning and interventions in this year group.
- Events like visiting the PiXL English conference as a department have been very successful in developing pedagogy and it would be beneficial to try and repeat this if it proves possible
- We will look to produce Knowledge Books with all key content in for each unit once the curriculum is established and a framework for planning is in place.
- Staff in the English team will need to be given suitable time, CPD and encouragement to embrace the teaching of Language, as we are a department that has a tendency towards the teaching of Literature. Where possible we must embrace the challenge and opportunity that teaching English Language affords us.
- Department freed up to participate in PiXL Subject Conferences (October/November 2020 will be digital and free for all attendees).
- Departmental access to ExamPro to support modelling examples