

Subject Name: (English)

Department Vision & Ethos

INTENT

The English department at Sandy Secondary School aims to develop language literacy and communication for the whole student. As a department we aim to provide a creative, engaging and expansive English education. Topic areas develop curiosity and collaborative skills, making for students who are ready to solve problems, accept challenges and strive for continual personal improvement. The curriculum aims to encourage independent learning and self-discipline. Although a competitive environment is encouraged students are taught how to work within a team to achieve a goal and celebrate together. English at SSS provides students with a variety of learning opportunities both in lessons and extra-curricular creating a love of the subject and motivation to challenge themselves to be the best they can.

It is our intent.....

Trustworthy & Honourable	Taking responsibility for their own learning and developing good habits both in lessons and with homework. Considering both sides to any situation and making a decision based on evidence.
Positive & Resilient	Arriving at every lesson ready to learn and expecting to achieve. Demonstrating the ability to continue when it becomes difficult.
Competitive & Driven	Aiming to improve themselves in every area, each and every lesson. Pushing themselves to go to the next step in their learning and being able to bridge any gaps in their learning. Challenging themselves to be the best they can. The drive to achieve excellence in everything that they do.
Courteous & Compassionate	Understanding that different students learn in different ways and at times the structure of learning will change to accommodate this Helping each other to achieve in lessons and develop the skill needed to succeed. Being able to learn from one another as part of a two-way process Manners and respect
Aspirational & Self-Motivated	Wanting to be the best that they can be in each and every area of the subject Being prepared to try in every lesson and looking at how they can learn and develop from the experiences they have in the classroom Extra-Curricular experiences to support learning

IMPLEMENTATION

How the curriculum is implemented

See attachments

IMPACT

What can be expected by the end of each key stage

By the end KS3... Students will have knowledge of different styles of texts and their history. Students will have developed language literacy and communication skills. Students will understand the majority of key terminology and be able to self and peer evaluate work using the assessment grid. Students will have confidence working in groups and will have experience of using a number of analytical techniques within a group. Students will have a bank of evaluative vocabulary they can draw upon and be able to link this together. Students will have an understanding of the principles of evaluating texts and authors. Students will have developed the confidence to analyse and will be able to set revision targets.

By the end of KS4....

Students will have a good knowledge of English across the GCSE curriculum; they will be able to communicate in a clear and consistent way. Students will be able to demonstrate and explain the use of English language devices. Students will be able to interpret and analyze professional English works and will be able to link linguistic choices to writers' intentions. Students will have an extensive analytical and evaluative vocabulary they can apply this to analyzing taught and unseen texts. Students have the ability to write creatively for narrative, descriptive and transactional writing.

By the end of KS5.....

Students will have developed a greater knowledge of the development of English in from Pre 1900 texts and into the 21st century. They will be able to provide examples of works that support this development. Students will be able to compare and contrast the difference between writers and their styles. They will identify contextual influences the impact linguistic style and choices. Students will develop analyses further and use evaluative language well. Students will have developed choreographic skills on a group and will have had experience of directing this. Students will have studied their set texts in detail and will be able to write critically and evaluate them.