



## ENGLISH

### Curriculum Intent

The over-arching aim of the English Curriculum at Stonehenge is that all students should leave the school with a wide experience of the English language. They will have read a range of poetry and prose, both fiction and non-fiction, and several Shakespeare plays. They will have been empowered to 'think big' by considering the power of language, its ability to inform, entertain, and influence, and the importance of having an awareness of it.

Key Stage 3 has been structured to provide a wide range of fiction and nonfiction texts to broaden students' experience and general knowledge of the world around them, creating a passion for lifelong learning and a sense of global citizenship. There is a conscious move to avoid the white, male, middle-class writers who dominate the GCSE syllabus. LGBT content is added here, as are other social issues that are sometimes best approached through reading and writing. Theatre companies are brought into school, often the only way many students will experience a live performance. Year 7 visit Warner Bros Studios in conjunction with the Harry Potter / Myth and Magic units to see how English can become a career after school.

Key Stage 4 takes the skills that students have developed over Key Stage 3, and applies them to the demands of the GCSE exams.

Assessment takes place at the end of each half-term, with the completion of each unit of work. Students' attainment is measured with I Can Statements, which map out every individual's skills during the course of each year. The I Can Statements were created by looking at the demands of the GCSE exams, and working backwards, determining which skills we would like students to have by the end of each year. The targets are challenging, but achievable, and students will see how their skills develop over the five years. Reading and writing tasks are revisited in each unit to allow for the accurate updating of I Can data during the year, giving a clearer picture of how students are developing. Most assessments are intended to be formative, allowing students DIRT opportunities to develop skills. Summative assessment takes the form of GCSE English Language papers in Year 9, and English Language and Literature at several points during years 10 and 11.