



# ENGLISH

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Curriculum Intent

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**Blackburn Central**  
**HIGH SCHOOL**

Aspire and achieve

# ENGLISH

We believe that English underpins all subjects taught. We are at the forefront of driving Literacy standards forward, which ultimately enables pupils to access texts across all subjects. We aim to develop pupils' vocabulary, their emotional literacy and their understanding of the world outside the classroom through ambitious, inspiring Literature.

Reading comprehension will be supported by embedding opportunities to access a range of texts, across a range of authors and times regularly. An interleaved curriculum will support pupils who attain below functional reading ages. A bespoke reading intervention has been designed and will be used to target these pupils to support their reading attainment.

Our curriculum allows for an aspirational flightpath in that all pupils are encouraged to achieve a Grade 3 at the end of Year 7. Given that KS2 and GCSE standards have risen, we have designed a curriculum that reflects and supports this learning and achievement journey. A three week assessment cycle inspires self-reflection and self-assessment skills that develops pupil autonomy; it is of paramount importance that the transition between KS2 and KS3 is smooth and expectations are maintained. It is key that the resilience, independence and stamina that is embedded at KS2 is preserved at KS3.

Our KS3 curriculum and Schemes of Work are designed to support and mirror our KS4 curriculum. We are passionate about preparing our pupils fully for the demands of GCSE examinations, so that they feel happy, comfortable and confident in themselves and their abilities. By creating opportunities for KS3 pupils to learn about the Social, Cultural and Historical contexts of GCSE Literature texts, in preparation for the GCSE specification, pupils feel confident in handling a variety of texts from a variety of authors, poets and playwrights. We want to empower our KS3 pupils and ensure that they approach literature with assertiveness and self-assurance. In year 9, pupils are introduced to GCSE literature texts; however, to avoid narrowing the KS3 offer, this is carefully interleaved with opportunities to explore a variety of texts and opportunities to develop reading and writing skills.

Our curriculum also bridges the gap from KS2 and KS3: We have ensured that Schemes of Work reflect GCSE assessment objectives that are not taught at KS2. We have created opportunities for pupils to learn, practise and command the skills needed to analyse the Writer's craft. By providing a multitude of opportunities, across a multitude of texts and writers, pupils develop their confidence in handling a variety of language choices, techniques, structures and forms.

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The English Literature and Language GCSE courses assess a wide range of competences across a breadth of texts. We have designed our curriculum in a way that pupils have access to a wide variety of texts in order to prepare them for the Literature specification, but also for the Unseen elements of the Language course. By interleaving Literature and Language skills equally across both key stages, we are able to provide the best opportunities to play to pupils' strengths and to create opportunities for all. We aim to create opportunities to develop culturally and acquire knowledge of the best that has been thought and written. Therefore, reading is at the heart of our curriculum because it encourages learners to read fluently and write effectively. By spending time reading a range of texts we create opportunities to develop critical understanding, contextual understanding, emotional literacy, vocabulary, spelling, grammar, confident control of Standard English, subject terminology and linguistic conventions. Across the curriculum we have placed importance of non-fiction reading and writing, in order to ensure that skills for work, life and further education are prioritised. Furthermore, our curriculum is diverse and inclusive: By streamlining texts for GCSE Literature, we have selected texts that purposefully highlight economic, religious, cultural and gender politics.

Our curriculum is designed to instil self-confidence in pupils, create a love of reading, a love of other cultures, belief systems, equality and their own humanity. Pupils have the opportunity to develop their independent reading in Accelerated Reader Library sessions and bespoke reading interventions support readers who are not yet functional.

The English department is always seeking opportunities to develop pupils' understanding of the world, whilst supporting their knowledge and skills. Cultural Capital opportunities happen frequently across all years: from theatre trips, using a range of digital platforms, visits from authors to celebrating literary heritage days – to name a few.