



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Year 9 English

English Curriculum Intent

Mission Statement	School Curriculum Intent	English Curriculum Intent
To educate	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	The English department consists of nine subject specialists including some teachers with examiner experience. Our subject is pivotal to the whole school curriculum, and therefore, we pride ourselves on working collaboratively within the department and across the school, to plan and implement a curriculum that suits the needs and aspirations of our learners. As a team we share good practice, evaluate and adapt our curriculum in response to the progress of our pupils. Our pedagogy is based on the Rosenshine Principles; this allows for a five-year program of study that incorporates regular activities which engages pupils with interleaved knowledge retrieval, modelling and scaffolding to ensure all pupils are able to achieve and succeed in life. We support the whole school with literacy-based strategies and initiatives, for example Reading Relay, so that they are not only successful in their study of English but are able to access all curriculum areas with their literacy knowledge and skills.
each and every	We are ' <i>A Catholic School For All</i> ' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	Our curriculum provides a plethora of opportunities to discuss and explore our school values. Through the texts we teach, topics we cover and through social, historical and cultural contexts we explore; learners see the importance of our values. For example, pupils are encouraged to develop their curiosity when reading texts and are challenged to consider values such as love and compassion, when discussing difficult characters. Our exploration of these different elements allows pupils to consolidate, apply and articulate their own moral values.
unique child	We value human dignity and recognise every child as a unique individual made in the image of God.	Our pupils are taught in mixed ability with the highest of expectations for all - that each pupil works to achieve. In Key Stage three, our curriculum focuses on mastering key skills and concepts (such as analytical writing and written accuracy) which students will need to progress once in Key Stage four. We 'teach to the top', which means adapting and scaffolding for each unique child in our care, in order to support them to make the progress they are capable of, and enabling them to achieve, as well as succeed, with no limits or barriers. We encourage independent reading through the Accelerated Reader program in Key Stage three, and through reading for pleasure in Year 9. It is essential we foster a love of reading, for pupils' own moral and cultural enrichment as well as developing confident reading skills.
in our care	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	Our high expectations for all, are centred on mutual respect. We explicitly teach the principles of collective responsibility which encourages a better understanding of respect of being part of a learning community.

to hear	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	Our schemes of work and selected texts taught, incorporate frequent opportunities to instil SJW values by exploring topics that are culturally relevant and applicable to the society pupils live in today; for example, pupils explore the concepts of social class division, prejudice and discrimination. Pupils are supported to discuss these concepts sensitively and respectfully.
and respond	We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.	Pupils complete two GCSEs in English- Language and Literature. Pupils are enabled to continue into Higher Education in English or other qualifications. The skills they gain in English will enable to them to participate confidently in other studies, including honing their accuracy and form in written work, increasing confidence, articulation, expression in their spoken word and being able to read for meaning from a wide variety of sources.
to what God calls them to be'	Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.	We have high expectations of our pupils and our ambitious curriculum broadens their understanding of not just what happens in the classroom, but how it applies in the wider context. We want our pupils to leave our school and go on to be learned and wise; with a richness of literary skills and knowledge that will enable them to be discerning adults who can engage meaningfully with society and the wider world.

Year 9 English Scheme of Work Overview

Sequencing of topics	Autumn term 1: Rhetoric and transactional writing Autumn term 1: 19 th century literature: Jekyll and Hyde Spring term 1: Dilemmas: creative writing.	Spring term 2: Shakespeare: Romeo and Juliet Summer term 1: Poetry: pre and post 20 th century and comparison Summer term 2: Introduction to evaluation and structure. Speech writing.
Calendared assessments	HT1: Literature- analysis of novel opening. HT2: Language based: transactional writing HT3: Language based: monologue writing	HT4: Literature- exploration of Tybalt's character HT5: Comparison of pre and post 20 th century poetry. HT6: Tracking of a theme or character across the drama text.
Personal Development <i>(Cross curricular, Jesuit Values, SMSCV, cultural capital)</i>	<p><u>Cross curricular:</u> Concept of marriage, family and relationships are taught in RE predominantly in KS4. The Victorian Era (including the Poor Law and the Industrial Revolution) are taught in History- year 8 term one.</p> <p><u>Our School Values:</u> Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve. Curious and active- when learning to put themselves into the shoes of a character in monologue writing. Learned and wise- in considering links between texts.</p> <p><u>SMSCV:</u> -Exploring cultural diversity and heritage in poems from different cultures and traditions. -Use of students' imagination and creativity when writing as a character.</p>	
Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<ul style="list-style-type: none"> ➤ What ingredients are required to plan and structure both transactional and creative writing- including paragraphs, language and linguistic devices. ➤ Knowledge of how to compare- in terms of ideas/ language/ structure and a personal response. ➤ Key features of a Shakespeare text and the associated terminology. ➤ Understanding and appreciation of the writer's craft and how/why events, characters and themes are presented a particular way. 	<ul style="list-style-type: none"> • Beginning to track and identify different points where a character/ theme/ idea changes across a whole text, rather than in isolated events. • Students will be introduced to a wider, more specific range of subject terminology through both Language and Literature schemes of work. • Through GOSSIP, students will learn how to build on their accuracy of SPaG, as well as using it to create a specific impact. • Through the use and application of tier 2 and 3 vocabulary, students will begin to use more academic vocabulary in both their speech and writing.
Development homework	- Each half term has a bank of developmental homeworks that are linked to the concepts and texts being studied. The options cover a range of skills, including creative, transactional, research based and wider reading.	