



**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”.

**KS3 Year 7 English**

## English Curriculum Intent

Mission Statement	School Curriculum Intent	English Curriculum Intent
<b>'To educate</b>	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.
<b>each and every</b>	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.
<b>unique child</b>	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.
<b>in our care</b>	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.

<b>to hear</b>	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.
<b>and respond</b>	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.
<b>to what God calls them to be'</b>	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 7 English Scheme of Work Overview

<b>Sequencing of topics</b>	Term one: 19 <sup>th</sup> century novel- Oliver Twist and weekly Mastery writing lessons. Term two: A Midsummer Night's Dream and weekly Mastery writing lessons.	Term three: HT5: Poetry from other cultures and weekly Mastery writing lessons. HT6: History of the English language and Ancient Tales. Modern novel.
<b>Calendared assessments</b>	Term one: End of term assessment- exploring the character of Bill Sykes Term two: End of term assessment- extended reading task commenting on a character or theme from the play. Term three: End of term assessment- extended reading task based upon the modern novel/ creation of own poetry.	
<b>Personal Development</b> <i>(Cross curricular, School Values, SMSCV, cultural capital)</i>	<p><b><u>Cross curricular:</u></b> 2019: RE and English are working together to promote the Words of Unity poetry competition for all year groups. The introduction, conditions and impact of workhouses are taught in History- Year 8 term one.</p> <p><b><u>School Values:</u></b> Attentive and discerning- when reflecting upon tasks and assessments and identifying how to improve. Compassionate and loving- when learning about the plight of children in Oliver Twist. Curious and active- when following the multiple plot paths in A Midsummer Night's Dream.</p> <p><b><u>SMSCV:</u></b> -Exploring cultural diversity and heritage in poems from different cultures and traditions. -Considering what is morally right and wrong when examining the actions and motivations of different characters. -Understanding how language changes and develops over time through historical periods and cultural influences.</p>	
<b>Progression model</b>	What <b>knowledge</b> will pupils develop? <i>(Including key terminology)</i>	What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i>
	<ul style="list-style-type: none"> <li>➤ Through Mastery writing, students will consolidate knowledge of grammar, sentence structure and punctuation along with regular weekly practise.</li> <li>➤ Students will develop their knowledge of how characters are presented in texts from different time periods and genres.</li> <li>➤ Students will understand how to respond to texts- learning how to form topic sentences, to support their understanding and explore their intended meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will begin to develop their written responses to whole Literature texts.</li> <li>• Through Mastery writing, students will build upon their written accuracy and expression.</li> <li>• Students will develop their independent reading skills through regular whole group reading for pleasure.</li> <li>• 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.</li> </ul>
<b>Development homework</b>	- Each half term has a bank of developmental homework tasks 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.	