

English Curriculum Intent

The English curriculum at Salford City Academy aims to inspire students to develop a love of literature and master the written and oral skills required for life. Through our rich and inclusive curriculum, students experience texts from diverse perspectives and learn how to articulate strong opinions and ideas in their writing and exploratory talk. Our commitment is to foster students' curiosity about the world around them and to equip students with the skills and confidence to take their studies to the next level, whether that be further qualifications, higher education or into the workplace.

Students' reading and literacy skills are developed by studying a sequence of schemes of work that have been carefully designed to continuously interleave both knowledge and skills. The Salford City Academy English department's curriculum is thematic, exploring ideas about conflict, relationships, gender and power. For example, when students join the academy in Year 7, they explore individual experiences of conflict in fiction, war poetry and non-fiction texts. The skills and knowledge acquired in Year 7 are then developed through the study of increasingly challenging texts and complex characters as students progress through Key Stage 3 and Key Stage 4.

Our English curriculum aims to provide an understanding of English knowledge, categorised according to the following areas: reading and comprehension skills, the ability to analyse the language used by writers, the ability to analyse the structure of a text and evaluate its effectiveness, the planning and writing of both creative and transactional texts, and the ability to be able to write with technical accuracy.

All students will study the content outlined in the scheme of learning which has been constructed based on the following principles.

Entitlement: All will study a wide range of high-quality texts and writing forms including plays, non-fiction, novels and poetry from Elizabethan times to the present day.

Coherence: The curriculum is carefully sequenced according to themes, ideas, and concepts whilst introducing a variety of literary genres and forms, including different writing forms. In Year 8 students study the epistolary writing within the challenging text of 'Dracula', and in Year 9 students study the more complex literary method of allegory in the play 'The Crucible'. The themes of schemes are explored to ensure that in Year 7 students can differentiate between a narrative and a writer's message, and that by Year 9 this has been developed further to enable students to relate a writer's message to the human condition as a whole.

Mastery: We want our students to be able to link new knowledge to previously taught content and understand the different ways they connect. This is achieved through 'Do it now' activities at the start of lessons and the use of knowledge organisers for pre-loading and linking towards new schemes of work. The aim is that students understand a key foundation of knowledge thoroughly before exploring more complex ideas.

Adaptability: Each lesson addresses a key question, for example: Can I understand how Shakespeare presents love in the opening of the play 'Much Ado about nothing? This ensures teachers can adapt lessons without losing sight of the core purpose. This enables students to accumulate knowledge and develop skills in order that they are able to write developed extended pieces of writing that form cohesive responses to given questions.

Representation: All will encounter texts which offer both a mirror and a window to the rich and multi-layered experiences of the world we live in, seeing both themselves in their learning, and also explore the world as a whole and other cultures. In Year 7 students study the poetry of the First World War, which considers the experiences of war over one hundred years ago. In Year 8 students study Social Justice poetry in which they consider the difficult situations that individuals across the world and across the decades face and overcome, and in Year 9 students will study a non-fiction scheme of work which explores non-white experiences in the modern world.

Education with character: Through the curriculum, students are given many opportunities to share, reflect and learn about each other's lives whilst recognising common shared experiences. In Key Stage 3 students study the changing roles of women within society. For example, students are given the opportunity to discuss the subjugation of women within a patriarchal society in texts such as 'Much Ado About Nothing', 'Of Mice and Men' and 'The Crucible'.