

## **ENGLISH INTENT**

The English curriculum at Salford City Academy aims to nurture a love of literature and reading for pleasure amongst students. As a consequence of this, we provide students with the opportunity to develop socially, emotionally, culturally and intellectually. The curriculum allows students to communicate fluently across a range of spoken and written mediums in order to prepare them for life beyond school as we intend to enable them to express and articulate themselves with confidence in real world situations.

The KS3 curriculum is thematic, with each year group exploring texts that relate to a different social or cultural theme. In Year 7, texts all relate to the theme of War and Conflict; Year 8 texts to Social Justice and Year 9 to Relationships. There is intervention offered via reading catch up and Lexia for any students who arrive at SCA working significantly below their chronological reading age. The English department provide an inclusive learning environment with high expectations and appropriate support in place so that students of all abilities and backgrounds are able to access challenging and enriching texts. Through the teaching of Literature, we encourage students to explore both British and world historical events. This includes exploration of WW1 through Year 7 poetry, aspects of American history through the teaching of *The Crucible* and *Of Mice and Men* in Year 9, and understanding of different types of governments and political systems through the study of Shakespeare texts such as *Macbeth*, and through the reading of dystopian literature in Year 8.

### **Reading**

The English curriculum at SCA is designed to ensure that students access texts by writers from a range of historical, cultural and social backgrounds. Throughout KS3, students will study modern novels, Shakespeare plays, contemporary plays, a poetry anthology each year, Victorian literature and non-fiction texts. Texts are selected carefully to ensure that they are appropriately challenging and relevant to the world and community in which our students live. For example, the reading of *Of Mice and Men* in Year 9 allows students to explore attitudes to race and gender roles, and the studying of *I Am Malala* in Year 7 encourages students to understand the experiences of teenagers around the world who are living through conflicts. Through the study of increasingly challenging texts, students are introduced to new vocabulary, the understanding of which is developed through the study of the context in which it relates to texts. The curriculum is sequenced to allow students to be able to write about how language works, how the context in which texts were written relates to content and purpose, and to develop the ability to write critically about texts.

### **Writing**

Each term, students are provided with opportunities to improve their fluency in writing, whilst learning how to express themselves across a range of mediums and for a variety of purposes, both descriptive, narrative and transactional. The process of planning, redrafting and self-correcting written work is taught explicitly in order to foster independence and pride in writing. Students are encouraged to draw upon their understanding of rhetorical and figurative devices from the texts they have studied and apply these to their own written work. Particular attention is paid to accuracy of grammar, punctuation and spelling to ensure that students are able to articulate themselves effectively through written work.

### **Spoken Language**

Both within the curriculum and through the Aspire programme, we encourage students to develop the ability to confidently, articulately and effectively express themselves verbally. Opportunities for students to participate in group discussions are built into SOW, along with writing and presenting speeches, and an extra-curricular Debate Club which KS3 students are encouraged to participate in after school. Standard English is encouraged in both formal and informal contexts and staff ensure that this is modelled in the classroom consistently.