

# NEWFIELD SCHOOL UPPER SCHOOL ENGLISH

## Curriculum Statement of Intent

The English Curriculum at Newfield School has been designed to foster a love of literature and language, and to promote a spirit of discovery in our pupils. We are passionate about our subject and endeavour to instil this enthusiasm in our pupils by offering them a rich and varied curriculum.

As they progress through Upper School, our pupils will develop their skills and knowledge in reading, writing and spoken language through:

- reading a wide range of high-quality fiction and non-fiction from contemporary authors and those from our literary heritage
- learning new vocabulary
- writing for a wide range of purposes and audiences
- using Standard English confidently in their writing and speech
- paying attention to accurate grammar, spelling and punctuation
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We promote the importance of literacy; pupils are made aware that this underpins all aspects of learning. We strive to ensure that pupils have good literacy skills, thus allowing them to take their place in the world of work and to engage fully in society.

Our aim is that all pupils will leave Newfield with at least one form of accreditation in English. We offer several pathways, including Entry Level Certificate, Functional Skills, and GCSEs in English Language and English Literature.

We believe that providing meaningful and diverse learning experiences and enrichment opportunities for our pupils will enable them to explore the world around them and beyond. We earnestly hope that this will allow them to create and develop their own sense of identity and purpose.

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The National Curriculum states '*English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.*'

At Newfield, this belief is at the heart of everything that we do. Our mission is to ensure that all pupils who leave us at the age of 16 will have at least one form of accreditation in English and will have the ability to read, write and communicate to a good standard.

We consider ourselves to be the Givers of Hope.

### **Context**

Newfield School has provision for pupils aged 5 to 16 years old who have an Education, Health and Care Plan (EHCP) that is primarily for social, emotional and mental health difficulties that manifest in behavioural ways (some may also have ADHD, Autism, Foetal Alcohol Syndrome, learning difficulties and social issues that would define their needs as complex).

### **Aims**

At Newfield we aim to create an environment which is rich in experiences and encourages the growth and development of language. In accordance with the requirements of the National Curriculum for English, we aim to ensure that all our learners:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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## Objectives

At the end of each Key Stage in preparation for their progression and smooth transition, learners should be able to:

- talk and listen with increasing confidence with other people
- write for different purposes with their audience in mind
- read various texts with increasing fluency and understanding

It is expected that upon leaving Newfield at the end of Key Stage 4, all our learners will have at least one formal qualification in English and will be able to read, write and communicate to a sufficiently high standard to be able to cope with everyday life.

## The curriculum at KS3 – what the pupils will study:

Students will have the opportunity to explore the ideas and techniques of many different writers in challenging texts produced through time. Through this they will learn more about the decisions that go into writing for different purposes, audiences and genres. They will read a wide range of fiction and non-fiction texts to ensure they are ready for the next stage of learning and beyond.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• Poetry</li><li>• Gothic Writing</li><li>• Adventure Stories</li><li>• Introduction to Shakespeare</li><li>• Making the News (writing and oracy)</li><li>• Frankenstein by Mary Shelley (play version)</li></ul>	<ul style="list-style-type: none"><li>• Poetry</li><li>• Transactional Writing</li><li>• Survival Stories (reading, writing and oracy)</li><li>• The Tempest</li><li>• Science-Fiction Writing</li><li>• Of Mice and Men by John Steinbeck</li></ul>	<ul style="list-style-type: none"><li>• War poetry</li><li>• Mystery Stories</li><li>• Appearance and reality (writing and oracy)</li><li>• Macbeth</li><li>• Heroes by Robert Cormier</li></ul>

## The curriculum at KS4 – what the pupils will study:

- **GCSE English Language and English Literature (Eduqas)**
- **Functional English (Edexcel)**
- **Entry Level English (WJEC)**

Our KS3 curriculum will have provided a solid grounding for the skills students need to succeed in their exams. The National Curriculum was reformed in 2015, which means in English there is no longer any written internal assessment; this will all take place now through external exams at the end of the course, with

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the exception of the Entry Level course which has Topic tests alongside a final exam.

Throughout the two years we aim to provide ample opportunities for pupils to practise what is needed for these exams. Teachers will give feedback so that pupils know if they are making progress in their courses and what they need to do to get even better.

### **GCSE English Language (9 – 1)**

#### **Component 1: 20<sup>th</sup> Century Literature Reading and Creative Prose Writing**

Written Examination: 1 hour and 45 minutes (40% of qualification)

Section A (20%): understanding one prose extract of literature from the 20<sup>th</sup> Century, assessed through a range of structured questions

Section B (20%): one creative prose writing task from a choice of four titles

#### **Component 2: 19<sup>th</sup> and 20<sup>th</sup> Century Non-Fiction Reading and Transactional / Persuasive Writing**

Written Examination: 2 hours (60% of qualification)

Section A (30%): understanding two extracts of non-fiction writing, assessed through a range of structured questions

Section B (30%): two persuasive/transactional writing tasks

#### **Component 3: Spoken Language**

Non-exam assessment: one presentation / speech

### **GCSE English Literature (9 – 1)**

#### **Component 1: Shakespeare and Poetry**

Written Examination: 2 hours (40% of qualification)

Section A (20%): Macbeth – one extract question and one essay question

Section B (20%): Poetry from 1789 to present day – two questions based on poems from the anthology

#### **Component 2: Post 1914 Prose or Drama. 19<sup>th</sup> Century Prose and Unseen poetry**

Written Examination: 2 hours and 30 minutes (60% of qualification)

Section A (20%) Post 1914 Drama

Section B (20%) 19<sup>th</sup> Century Prose

Section C (20%) Unseen Poetry

### **Functional Skills English Level 1 and Level 2 (Edexcel)**

This course consists of two external assessments (Reading and Writing) and a practical Speaking and Listening assessment which is internally assessed.

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## Entry Level 1-3 (WJEC)

### SUMMARY OF COURSE REQUIREMENTS

Component	Weighting	Assessment
Component 1	25%	<ul style="list-style-type: none"><li>• Written examination</li></ul>
Component 2	60%	<ul style="list-style-type: none"><li>• 4 x Topic Tests</li></ul>
Component 3	15%	<ul style="list-style-type: none"><li>• Practical assessment: communication</li></ul>

Above all, our aim is for learners, through their English studies, to develop life skills: good literacy skills are vital for success in many aspects of our lives. We will help pupils to learn to write effectively in a range of styles for a range of purposes and audiences. English will help them to express their ideas confidently and to hold their own in an argument. Ultimately, we want all students to leave Newfield having enjoyed a rich and varied curriculum, equipped with the skills necessary to continue their learning and to take their place in society.

Compiled by: F Crawley

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