

# English Language – Curriculum Statement

## Intent

At Endeavour Academy, the English Language curriculum is designed to develop our students' reading, writing, and spoken language ability. We aim to ensure students can read fluently and write effectively. They will acquire a confidence in writing grammatically correct sentences, deploying figurative language and analysing texts. This is achieved through an exploration of various texts that are underpinned by a range of social and cultural themes.

We have a diverse cohort of students at Endeavour Academy, each arriving with different academic experiences. Regarding English language, we have a range in abilities and learning styles. We recognise that it is important to incorporate strategies to support these differences and provide a platform for students to express themselves. Student need is at the centre of our English language curriculum design: development areas are identified via a range of differentiated assessments and targeted interventions are put in place to facilitate progress. The English Language curriculum incorporates creative written tasks, immersive reading, and discussion activities, delivering a holistic approach to English Language.

## Course Levels

Students follow the AQA GCSE English Language Specification, which is a linear qualification. This means that it is not tiered higher or lower and so all grades are possible. Some students will follow a Functional Skills qualification path at their appropriate level, which is determined following baseline assessments.

AQA GCSE English Language (Grade 1- 9)	<p><b>There are two written exam papers and a spoken language endorsement -</b></p> <p><b>Paper 1: Explorations in Creative Reading and Writing</b></p> <p><b>What's assessed</b> Section A: Reading</p> <ul style="list-style-type: none"><li>• one literature fiction text</li></ul> <p>Section B: Writing</p> <ul style="list-style-type: none"><li>• descriptive or narrative writing</li></ul> <p><b>How are they assessed?</b></p> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
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**Questions**

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Paper 2: Writers' Viewpoints and Perspectives****What's assessed?**

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

**How is it assessed?**

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

**Questions**

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Non-examination Assessment: Spoken Language****What's assessed?**

- presenting
- responding to questions and feedback
- use of Standard English

**How is it assessed?**

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

## Learning Content

This GCSE specification in English Language will require students to study the following content:

### Critical reading and comprehension

Critical reading and comprehension: identifying and interpreting themes, ideas, and information in a range of literature and other high-quality writing; reading in different ways for different purposes and comparing and evaluating the usefulness.

Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.

Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact of a text.

Comparing texts: comparing two or more texts critically with respect to the above.

### Writing

*Producing clear and coherent text:* writing effectively for different purposes and audiences; to describe, narrate, explain, instruct, give, and respond to information; using language imaginatively and creatively.

*writing for impact:* selecting, organising, and emphasising facts, ideas, and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively, and persuasively, including rhetorical devices

### Spoken Language

*Presenting information and ideas:* selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches

*Responding to spoken language:* listening to and responding appropriately to any questions and feedback

*Spoken Standard English:* expressing ideas using Standard English whenever and wherever appropriate.

## **Implementation and Assessment**

To meet the needs of our learners and to offer them the best opportunities to achieve, we deliver both GCSE and Functional Skills qualifications. Baseline assessments identify the starting points of our learners and determine the appropriate qualification path. Assessment data informs planning a curriculum that is specifically designed to facilitate student progress. Assessment resources are to meet the needs of our learners and to offer them the best opportunities to achieve, we deliver both GCSE and Functional Skills qualifications. Baseline assessments identify the starting points of our learners and determine the appropriate qualification path. Assessment data informs planning a curriculum that is specifically designed to facilitate student progress. Assessment resources are implemented systematically to assess progress and the extent of knowledge and understanding of the content being delivered.

Similar themes will be explored across each level; however, there will be a differentiated outcome based on the ability of the student.

## **Impact**

The learning journey that students complete at Endeavour Academy will prepare them for their next steps upon leaving school. Moreover, a student moving on to further education, or the workplace, will do so equipped with the transferrable skills honed in English Language lessons. Students will read articles, letters, speeches, and a range of fiction, which will enable them to locate bus times on timetables; identify key information on job adverts; and communicate clearly with work colleagues. Writing interventions and lessons will enable students to complete forms effectively; articulate their views and emotions clearly; create accurate descriptions; and persuade employers to hire them.

## **Curriculum links**

Cross-curricular links resonate in all our plans; literacy skills are taught across all subjects, which promotes positive outcomes in all areas, particularly English Language. Opportunities for discussion and spoken language are implemented in every subject as are best practices relating to SPaG; evaluation skills are taught in English Literature, PSHE, Media and Science; types of non-fiction writing like formal letters and articles are explored in Citizenship and Money & Finance.

## **Careers relating to English Language**

Jobs which these skills will be beneficial:

Art & Design –

- Graphic designer
- Art auctioneer

#### Education –

- English teacher
- Private tutor
- University lecturer

#### Publishing & Media –

- Journalist
- Editor
- Writer

#### Advertising & Marketing –

- Copywriter
- Public Relations Officer
- Researcher

#### Recruitment and HR –

- HR Officer
- Recruitment Consultant
- Training Manager

#### Law –

- Barrister
- Court Usher
- Magistrate

**Extension tasks and revision programmes can be found by accessing:**

**[www.senecalearning.co.uk](http://www.senecalearning.co.uk) (choose the relevant subject)**

**[GCSE English Language - AQA - BBC Bitesize](#)**

#### **How parents can help develop skills**

You can support the work we are doing by attending parent events, keeping up to date by regularly accessing our website and enquiring about what your child is doing in school. Encourage your child to use the online learning platforms suggested by your child's subject teacher.

At Endeavour Academy we have excellent relationships with East Durham College where there are courses available to enhance adult literacy skills. If you are interested in enhancing your skills, then please see the link below:

**[https://www.eastdurham.ac.uk/Functional\\_Skills\\_Maths\\_English](https://www.eastdurham.ac.uk/Functional_Skills_Maths_English)**