

# English Language

Our 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. We recognise importance of incorporating strategies to support these differences and provide a platform for students to express themselves. Student need is at the core of our curriculum.

## Curriculum links

Cross- curricular links resonate in all our plans; literacy skills are taught across all subjects, which promotes positive outcomes in all areas.

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, Science and Money & Finance.

## Careers






Effective use of English Language is an essential life skill and not just for a chosen career. Below are just some roles where use of English language skills are of particular importance.




Art & Design – <ul style="list-style-type: none"><li>• Graphic designer</li><li>• Art auctioneer</li></ul>	Education – <ul style="list-style-type: none"><li>• Teaching</li><li>• Lecturing</li></ul>
Publishing & Media – <ul style="list-style-type: none"><li>• Journalist</li><li>• Editor</li><li>• Writer</li></ul>	Advertising & Marketing – <ul style="list-style-type: none"><li>• Copywriter</li><li>• Public Relations Officer</li><li>• Researcher</li></ul>
Recruitment and HR – <ul style="list-style-type: none"><li>• HR Officer</li><li>• Recruitment Consultant</li><li>• Training Manager</li></ul>	Law – <ul style="list-style-type: none"><li>• Barrister</li><li>• Court Usher</li><li>• Magistrate</li></ul>

## Skills Builder

At Endeavour Academy we teach skills that are assessed in each curriculum area.

Using resources and support from The Skills Builder Partnership we aim to develop students' understanding and confidence within these essential skills which are important for every learner irrespective of their preferred career path.

Skill	How is this developed
<p>Listening</p> 	<p>Students must receive, retain, and process new methods and ideas.</p> <ul style="list-style-type: none"> <li>- Reading (synthesising, inferring and deducing) and exploring a range of texts.</li> <li>- Understanding complex texts via modelled analysis and explanation of sophisticated vocabulary.</li> <li>- Respond to and act upon instructions.</li> <li>- Ask relevant question for clarification.</li> <li>- Students have opportunities to listen to peer ideas and opinions.</li> </ul>
<p>Speaking</p> 	<p>Students can verbalise information and ideas.</p> <ul style="list-style-type: none"> <li>- Students are encouraged to read aloud.</li> <li>- Students express their viewpoints on a range of foci.</li> <li>- Communicating during peer-assessment activities</li> <li>- Verbally contribute to class and group discussions.</li> <li>- Allow other students to put across their point of view.</li> <li>- Verbalising feedback to questions</li> </ul>
<p>Problem Solving</p> 	<p>Students can find a solution to challenges.</p> <ul style="list-style-type: none"> <li>- Locating relevant textual detail to support answers/ arguments.</li> <li>- Exploring and analysing a range of different perspectives</li> <li>- Researching context and reading further to establish the purpose and to facilitate a deeper understanding.</li> <li>- Tailor challenges to students' individual needs.</li> <li>- Present abstract ideas for students to work with.</li> </ul>
<p>Creativity</p> 	<p>Students can use their imagination and generation of new ideas.</p> <ul style="list-style-type: none"> <li>- Students are encouraged to think creatively and generate authentic ideas during descriptive/narrative writing tasks.</li> <li>- Exploring a range of potential ideas/perspectives to support an argument.</li> <li>- Students evaluate their responses to support in the editing process to produce a more comprehensive answer</li> </ul>
<p>Staying Positive</p> 	<p>Students can use tactics and strategies to overcome setbacks and achieve goals.</p> <ul style="list-style-type: none"> <li>- Recognising that making mistakes is a crucial part of the learning process.</li> <li>- Developing resilience when analysing difficult vocabulary, concepts, and ideas</li> <li>- Break down large tasks into smaller ones.</li> <li>- Maintaining enthusiasm during more complex texts</li> <li>- Demonstrating patience when understanding is not immediately attained and accepting that, with revision, it will be acquired.</li> <li>- Recognising that support is available to overcome difficulties.</li> <li>- Students recognise that mistakes are part of the learning process.</li> </ul>

<p>Aiming High</p> 	<p>Students can set clear, tangible goals and devise a robust route to achieving them.</p> <ul style="list-style-type: none"> <li>- Students engage with more challenging texts from a diverse range of authors.</li> <li>- Incorporate Tier 2 vocabulary to support learners in understanding higher level content.</li> <li>- Recognising that accuracy and precision are required to attain higher level grades.</li> <li>- Differentiated and scaffolded learning objectives challenge all abilities and give opportunities to make progress.</li> <li>- Encouraging students to set own targets based on previous achievements.</li> <li>- Celebrate successes and achievements.</li> </ul>
<p>Leadership</p> 	<p>Students can support and encourage others to achieve.</p> <ul style="list-style-type: none"> <li>- Students having autonomy over their work/working independently.</li> <li>- Taking a lead role on encouraging others</li> <li>- Peer led group work.</li> <li>- Opportunities to take the role of the teacher.</li> <li>- Learners determining their own success criteria.</li> <li>- Student led discussions.</li> </ul>
<p>Teamwork</p> 	<p>Students can work cooperatively with others to achieve.</p> <ul style="list-style-type: none"> <li>- Group work/ peer-led discussions to facilitate understanding.</li> <li>- Effective participation in peer discussions</li> <li>- Encouraging peer support working through challenging texts/tasks</li> <li>- Working together to develop understanding of key themes, concepts, and ideas.</li> <li>- Setting expectations and success criteria as a group</li> </ul>

## Implementation

We deliver both GCSE and Functional Skills qualifications. Baseline assessments identify the starting points of our learners and determine the appropriate qualification path.

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

A two-year plan is operated where skills are continually expanded and developed according to the needs of individual students. We adopt a creative approach to learning to enable us to challenge students' previous experiences and pre-conceived ideas of English Language.

Particular focus is placed on reading and comprehension skills whilst developing spelling and grammar skills (SpAG).

## Course Levels

The curriculum incorporates creative written tasks, immersive reading, and discussion activities, delivering a holistic approach to English Language.

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>Paper 2: Writers' Viewpoints and Perspectives</b></p> <p><b>What's assessed?</b> Section A: Reading</p> <ul style="list-style-type: none"><li>• one non-fiction text and one literary non-fiction text</li></ul> <p>Section B: Writing</p> <ul style="list-style-type: none"><li>• writing to present a viewpoint</li></ul> <p><b>Non-examination Assessment: Spoken Language</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"><li>• presenting</li><li>• responding to questions and feedback</li><li>• use of Standard English</li></ul>
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## **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.

### **Assessment**

Assessment data informs planning a curriculum that is specifically designed to facilitate student progress. 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. Resources are utilised to assess progress and the extent of knowledge and understanding of the content being delivered. Live marking provides an immediate formative assessment to allow students to respond and make progress.

### **Impact**

The learning journey that students complete at Endeavour Academy will prepare them for their next steps upon leaving school.

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 whilst having the necessary skills to be effective readers and communicators for life.

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**

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)

Adult Literacy Trust

<https://alt.org.uk/>