


IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

EDClass English Curriculum Intent: KS3 & KS4

Curriculum Intent:

At EDClass, our online English curriculum empowers learners in KS3 and KS4 to become confident, critical, and creative communicators as well as enabling them to make good progress. We nurture a lifelong love of learning through engaging virtual lessons using a range of fiction and non-fiction texts, fostering essential literacy skills for success in the real and digital world.

We believe the study of English is fundamental to preparing our learners to be full and active participants in society. Our learners develop an insight into how texts are constructed, how meaning is created, and how their own use of language impacts the way in which they present themselves to a range of audience. We use a variety of fiction and non-fiction texts to facilitate our intent. Our fiction texts cover various aspects of the canon, as determined by their popularity for public examinations.


It the core of our intent is a desire to empower learners with the ability to use language and communication for their own purpose and outcomes. We believe strongly that by building confidence we can support our learners when they return to full-time on site learning. We believe all our learners are capable of positively impacting their communities: the study of English can guide them to a brighter future and a positive destination.

Why study English in this order?

(Why is the curriculum sequenced in this way?)

The English curriculum builds on the key areas of English at KS2. National curriculum KS2 skills include: reading for understanding; broadly accurate punctuation and grammar; exposure to a range of texts including poetry, plays, novels; write for a range of audience and purposes; adapt vocabulary and grammar for specific purposes; identify and learn subject-specific vocabulary; understand the nuances of language choice and grammatical structures; develop confidence and enjoyment in the study of language.

We continue the development of this by exploring specific skills at KS3 and KS4, while also ensuring there is a clear transition between the different stages. Our curriculum also had the flexibility to enable learners to learn at a pace that is appropriate for them. Progress is assessed through end of lesson assessments.

IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

In each key stage, we aspire to achieve the following:

KS3: Building Strong Foundations


- **Reading:** Develop a passion for reading by exploring a diverse range of high-quality texts across genres and media. Learners will become analytical readers, confidently navigating complex ideas, and drawing insightful inferences.
- **Writing:** Master the art of crafting clear, concise, and grammatically accurate writing. Learners will experiment with different writing styles, adapting their voice and vocabulary to purpose and audience.
- **Speaking and Listening:** Hone spoken language skills for effective communication in both formal and informal settings. Learners will learn to articulate ideas clearly, actively listen, and participate in thoughtful discussions.
- **Language Skills:** Develop a strong foundation in grammar, punctuation, and spelling. Learners will build a rich vocabulary and understand how language choices shape meaning and impact readers/listeners.
- **Digital Literacy:** Utilize online resources effectively for research and learning. Learners will critically evaluate digital content and develop responsible online communication practices.

KS4: Preparing for Success

- **GCSE Preparation:** Equip learners with the necessary skills and knowledge to excel in their GCSE English Language and Literature exams. This includes in-depth analysis of literary texts, effective essay writing techniques, and exam-specific strategies to build confidence and resilience.
- **21st Century Skills:** Develop critical thinking, problem-solving, and collaborative skills crucial for life in the digital age. Learners will learn to analyse information effectively, express ideas persuasively, and adapt to a rapidly changing world.
- **Confidence and Creativity:** Foster a love for the English language and its power to express oneself creatively, effectively and articulately. Learners will experiment with different genres and writing styles, finding their unique voice and developing confidence as communicators.

Delivery and Assessment

Our online platform provides a dynamic and interactive learning environment. We utilise a variety of engaging methods, including:

IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

- **Interactive lessons** with multimedia elements and virtual activities
- **Collaborative projects** that promote teamwork and communication skills
- **Individualized feedback** to support student progress and growth
- **Regular assessments** to monitor progress and identify areas for improvement

We are committed to providing a supportive and inclusive learning environment for all learners, regardless of location or background. Our online English curriculum equips them with the critical thinking, communication, and digital literacy skills necessary to thrive in the 21st century.

What are the links to numeracy?


Although numeracy skills can be perceived as discreet in the study of English, a robust corollary between literacy and numeracy skills enables learners to develop confidence, resilience and understanding. Just as maths concerns identifying and developing patterns, the same applies to the study of language and literature. In textual analysis, we encourage students to be able to identify and use literary patterns, in the same way that one would apply the principles of numeracy. For example, this skill can be used in poetry analysis: identifying the effect of iambic pentameters in a line of poetry; considering the construction of various sonnets. It can be used in prose: identifying the impact of articulate writing by assessing verbiage.

How is SMSC embedded?

The study of English develops confidence and expertise in language, which is important to help develop social identity. Learners expand their insights into different cultures as well as moral and social issues. Learners will acquire skills required to be articulate communicators and to be sensitive to the needs of others. Learners can explore their own awareness of social issues and are exposed to the richness of language and literary ideas.

How are British Values embedded?

We believe that all aspects of British Values are embedded into the principles we uphold in both the expectations placed on the learners for their conduct in lessons, as well as the resources they study.

IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

Effective learning takes place where there is mutual respect and tolerance. We maintain high expectations of behaviour, utilising a trauma-informed approach to address any misbehaviour. As educators, we model our expectations of learner behaviour in our interactions.

Learners encounter a range of texts which enable them to consider the concepts of democracy, law and individual liberty. There are many examples, but these could include tyranny (*Macbeth*) or individual rights (*Romeo and Juliet*). Non-fiction texts also explore these concepts by asking learners to consider the difference between prejudice and discrimination.

English offers an arena in which learners can share their ideas in their writing or directly with teachers in video interactions or via support chat. These are opportunities to discuss ideas about tolerance and mutual respect. Learners have the opportunity to consider their lives and the way in which they have and can benefit from individual freedoms.

How are equal opportunities embedded?


Lessons are accessible for all learners, with written tasks being scaffolded. Model answers to written tasks will be provided. Learners will be provided with a range of question types to check their understanding, ranging from multiple choice questions, to free text explanation, evaluation or analytical questions. Learners can change the colour of the text, the size of text, and the colour of the background.

How are links made to the Wider World / Cultural Capital / Experiences / Cross-Curricular?

The nature of the topics that we cover in English is closely linked with the wider world, cultural capital, experience and cross curricular links.

Non-fiction texts explore real world issues. As well as focusing on learners' ability to interpret information, many tasks ask for a personal response which engage with contemporary issues: climate change, racism, human rights, love and marriage, different cultures - to name but a few.

We broaden learners' understanding of the world and diverse perspectives through exposure to a rich tapestry of literature. Learners will gain cultural awareness and develop empathy through engaging with

IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

different voices and experiences. We help develop emotional literacy by guiding learners to empathise with characters' experiences, and asking them to interrogate choices that the learner would have made.


Cross-curricular links are frequently made with Mathematics through the use of questioning techniques and the presentation of information. In PSHE, learners develop the skills of self-expression through honing the skills of speaking and listening.

There are significant links to history through the study of texts based on their context. This can lead to further discussions about authorial intent, prejudice, selection and bias based on the writer's time. We can consider the way in which the meaning of words and their acceptability changes over time. By extension, this also considers issues such as censorship and freedom of thought.

What key knowledge will be covered?

The following topics are covered:

- Reading strategies: decoding for meaning; Understand, describe, select information; ideas & quotations; Referencing; Deduce, infer or interpret information; Structure & organisation of texts; Grammatical & presentational features; Writer's purpose & viewpoint; Overall effect & impact of text; Relate texts to social, cultural & historical context, & literary traditions; Synthesising Evidence; Writer's Choice of Language & its Effect; Writer's Structure Choices and Their Effect; Using Subject Terminology; Compare Writers' Ideas and Perspectives; Evaluate Critically; Communicate clearly: Different forms, purposes and audiences.
- Writing strategies: Write imaginative, thoughtful & interesting texts; Produce texts appropriate to task, purpose & audience; Organise & present texts effectively; Sequence & structure information & ideas; Construct paragraphs & use cohesion within & between paragraphs; vary sentences for clarity, purpose & effect; Technical accuracy of syntax & punctuation in phrases, clauses & sentences; Select appropriate & effective vocabulary; Use correct spelling.
- Literature texts: Storyline, action & events; character & motivation; language & structure; Ideas, themes & issues.

IMS326	EDClass English Curriculum Intent: KS3 & KS4	
Issue number 1		
Approved by Danielle Myles	Date: 03.04.2024	

Are there interleaving opportunities?

Interleaving opportunities are provided throughout the English curriculum. We continue to build upon key skills as learners progress through our curriculum at their pace. The frequent repetition of skills enables learner to embed practice. Embedding practice and skills enables learners to build expertise and confidence to ensure they can continue on their pathway. For instance, being able to understand Macbeth's tyrant in *Macbeth* enables learners to consider Prospero's application of rule on his island in *The Tempest*. Similarly, learners appreciate a range of poetry from their anthology by linking ideas and themes. The study of English is ripe for interleaving opportunities.

How is key vocabulary embedded?

Key vocabulary is introduced and defined in every English lesson. Learners are given model answers where appropriate to demonstrate how this key vocabulary can be used effectively when answering questions. Learners are expected to written work to demonstrate their application of knowledge.

How is level 2 vocabulary embedded?

Tier 2 vocabulary is used within exam style questions and in literary explanations. Within lessons, opportunities are taken to explain the context of the tier 2 language, so it is clear how it applies to exam questions.

What are the common misconceptions?

There are many misconceptions within English, including:

- Spelling and grammar systems are fixed
- There's no need to practise or revise English
- Books and writing are out of date
- English is not accessible
- English is too easy