

## The Clere School English Department

### CURRICULUM STATEMENTS



- 1) We follow a spiral, mastery curriculum.<sup>1</sup>
- 2) To us, mastery is using each skill as a foundation step for the next topic, unit or year, building towards expertise in each skill. Each skill is therefore revisited and consolidated over time.<sup>2</sup>
- 3) Our curriculum is designed to engage interest, develop a love of English language and literature, and build the essential skills of communication.<sup>3</sup>
- 4) Our curriculum is designed to explore a range of diverse experiences, including across time and culture.<sup>4</sup>
- 5) Our units include frequent opportunities to explore difference human experiences, and appropriately express a respectful personal viewpoint.<sup>5</sup>
- 6) We focus on six key areas across all units, topics and years: reading for pleasure, reading for meaning, reading for comprehension, writing to communicate, writing to analyse, and the building blocks of writing.<sup>6</sup>

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<sup>1</sup> This means each unit and topic builds to the next, with each skill building to the requirements at GCSE and beyond.

<sup>2</sup> Each unit identifies a core set of knowledge, skills and definitions that lead directly into the next year's learning (see individual year intentions and SoL for further details).

<sup>3</sup> 'Communication' here means reading, writing, speaking and listening, and all the elements of these.

<sup>4</sup> We read a range of prose, poetry and non-fiction texts including speeches, travel writing, autobiography, short stories from pre-1914 and post-1914 writers. We have tried to include writers of colour, female writers and a range of classic and contemporary texts.

<sup>5</sup> This includes opportunities for debate, and the encouragement of alternative perspectives.

<sup>6</sup> Building blocks = spelling, punctuation and grammar, structure etc.