

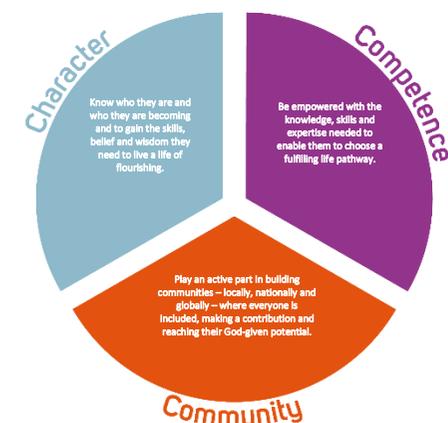
## OCL English Curriculum: Statement of Intent

### Purpose of study

The written and spoken word is not only influenced by, but also shapes humanity. The curriculum is therefore sequenced so that students understand, question, critique and create rules, stories and patterns in literature and, more broadly, in society. Mastering English in the OCL Curriculum gives all pupils the power to understand the codes that dictate the conventions of shared language, history, art and culture as well as giving them the power to challenge, break, rebuild and create new realities from the knowledge they have learned. At the heart of our curriculum is the unwavering belief that all young people, no matter what their starting point, can, and will, thrive within a global community. Therefore, through the OCL English curriculum, they will be taught to understand and interact with the voices of others and deploy the power of their own voice. Students will become curious, scrupulous and critical thinkers armed with an extensive, versatile vocabulary and flexible knowledge base, allowing them to communicate with accuracy, precision and flair and access and create excellent, compelling writing.

We value character, competence and community in our curriculum:

- **Character:** Giving the students the skills, knowledge, vocabulary, confidence, resilience and curiosity to read, listen, consider, discuss and debate with sensitivity and integrity.
- **Competence:** Developing pupils' vocabulary, knowledge and skills so that they can communicate with accuracy, precision and, more importantly, autonomy.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of literature. Inspiring pupils to use their understanding of literature that has gone before them to become active members of their local and global community and become involved in shaping its future.



### Curriculum Principles:

- Retrieval practice: lessons contain repeated quizzing and interleaved recall Do Nows
- Managing cognitive load: minimal slide design featuring salient images and teacher scripts
- Robust vocabulary instruction: versatile vocabulary explicitly chosen, taught and quizzed to provide robust conceptual through which students can see texts
- Explicit writing instruction using The Hochman Method: the writing curriculum builds students' writing at a sentence level before progressing to a paragraph level

### Core concepts and principles of progression

The OCL English curriculum is designed to induct pupils into the traditions and patterns of the discipline so that they can eventually used, shaped and critiqued confidently. This occurs in a way that demystifies English and makes success accessible and inevitable by breaking down knowledge and skills into discrete blocks that are explicitly and robustly taught and deliberately practised.

Knowledge of grammar, vocabulary and literary movements are sequenced so that pupils master the foundational concepts of English before moving on. Pupils use their knowledge to access texts and their abstract concepts with depth and expertise. In this sense, the curriculum itself 'is the progression model' and ensures that pupils have

the expertise and knowledge to become creative and critical thinkers; expert writers and speakers who can influence their own lives, their families and their local and global communities. Because of this, the OCL English curriculum features:

- **Curricular Narrative** - the texts and curriculum content are mapped to build pupils' understanding of English as a discipline. From its historically foundational texts, genres and movements pupils are made to think critically about how and why writers create meaning politically, socially and culturally.
- **Comprehension to critical thinking** - pupils are taught the powerful tools to be able to read for understanding and meaning logically and clearly. As pupils' declarative and core textual knowledge of the discipline increases so too does our emphasis on substantive and procedural knowledge. Only when pupils understand a body of allusion, symbolism or grammar do we begin to unpick and analyse language choices or blend sentence types.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. Vocabulary instruction is tailored, deliberate and embedded in every lesson.
- **Written fluency** - grammar instruction is focussed on improving both pupils' written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex analytical structures of analysis and expression. The Hochman Method is at the heart of the curriculum.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. At all stages of the curriculum, students are given the opportunity to talk for a range of purposes and for a range of audiences.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master multiple forms of writing from essays and analyses to newspaper reports, poetry and scripts. Pupils develop and refine their written voice over a wide range of genres and forms.
- **Critical reading** - throughout their study, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts not only for study, but also for pleasure. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

### Aims/outcomes

**As readers, the curriculum will enable pupils to equip all students with the knowledge, skills and understanding so that they will know how to compose perceptive and critical responses to what they have read, being able to:**

- 1: Read for meaning, identifying and summarising important aspects of plot, character, themes and ideas.
- 2: Understand how texts can shape how we see the world and engage our heads, hearts and hands.
- 3: Know the shades of meaning inherent in the very best vocabulary in the English language; and how it excites and surprises.
- 4: Understand how and why a writer makes choices about language and structure to deliberately construct layers of meaning, motive and purpose.
- 5: Understand how texts can be shaped and influenced by social, historical, personal and literary contexts.
- 6: Use evidence to support their ideas and understanding.
- 7: Compare the content, construction and impact of different text types.
- 8: Know that reading makes us powerful: that it provides us with knowledge and gives us control over our destiny.

**As writers, the curriculum will enable pupils to use their foundational knowledge, skills and understanding so that they will know how to write with precision and accuracy and flair, being able to:**

- 1: Create imaginatively: building their own voice to shape how they – and we – see the world; engaging our heads, hearts and hands.
- 2: Use vocabulary purposefully: choosing words whose nuances they understand, to excite and surprise.
- 3: Understand the relationship grammar has with meaning, and use it creatively and accurately.
- 4: Communicate, choosing and using a wide range of language and structural techniques for different purposes and motivations to create meaning.
- 5: Create works with layered meanings, referring to and exploring influence by social, historical, personal and literary contexts.
- 6: Use, shape and comment on established literary patterns
- 7: Remember and reference the works they have read using this knowledge to create new ideas and meanings.
- 8: Know that writing makes us powerful: it gives us control over our voice and destiny.

**As speakers, the curriculum will enable pupils to use their foundational knowledge, skills and understanding so that they will know how to communicate their character and shape their community, being able to:**

- 1: Have the confidence to use, question and critique patterns they see and know
- 2: Have the resilience to rehearse and perform their work
- 3: Have the ability to take feedback and improve and redraft work
- 4: Use their voice to express their opinion confidently on issues that affect the global and local community.