

Our mission statement is:

To introduce our students to a wide domain of powerful knowledge, with accurate, meaningful, and independent reading at the centre of what we do.

Our curriculum intent is:

We want our curriculum to prioritise accurate, meaningful, and independent reading while being both engaging and academically challenging. Our learning journeys are grounded in our subject's key concepts that students can retain and transfer long after they have left school. These concepts are:

- **Communication:** how does a text communicate the writer's message?
- **Creativity:** why do writers write?
- **Perspective:** how do writers offer readers new perspectives? How can a character give us a window into another life?
- **Representation:** can fiction represent reality? How are characters 'fair' representations of people?
- **Identity:** to what extent is a text a reflection of a writer's identity? Do readers like characters who are like themselves?
- **Culture:** to what extent is a text a product of culture or tradition? How do they express the beliefs and values of a society?
- **Transformation:** how can the reading of a text be transformative for a reader. Can a text change the world?

We provide learners with the 'bigger picture' of our subject - not only the key skills, but also the knowledge and ideas that are relevant in the real world. Through the study of the writer's craft, we help learners to recognise and appreciate the complexity, beauty, and power of language in written form and in performance.

We aim to provide students with opportunities to explore their potential as critical writers and readers and develop their own ideas and opinions through creative thinking, reading, writing, and oracy.

We know our curriculum is broad and balanced because:

We continually scrutinise the canon. We want to provide a rich diet of diverse texts, past and present, of varied genres and cultures.

We are reflective practitioners who regularly review our schemes of work to ensure we include the best of what is written and said. We hold one another accountable by sharing and building our own subject knowledge and insisting on high quality resources that promote a consistency of provision across all ages and abilities.

We are proud to stretch and challenge our learners every day in every lesson and we stay abreast of current pedagogical research.

Our curriculum underpins the schools focus on Scholarship because:

We embed skills from day one, but we also understand that deep knowledge is vital to make those skills transferable. Our alignment model ensures that each student receives the knowledge, vocabulary, subject specific terminology and context needed to fully access and appreciate every text we study. In this way we empower every student to link to prior knowledge and make connections across their learning.

Our planning ensures that learners are challenged to think outside the box and push themselves to exceed expectations. Careful consideration and planning go into providing opportunities for students to engage in regional and national initiatives to express themselves creatively and actively so that they develop skills of independence, resourcefulness, and resilience. Examples of this include a programme of personal writing in collaboration with Goldsmith's University; The Jack Petchey 'Speak Out' Challenge – offered to all Year 10 students – where we have had borough finalists, various poetry and writing competitions where work is published, and school-based reading and writing challenges. These allow pupils to contextualise what they learn and develop the confidence that they can thrive and compete on the world stage. We use SPARX Reader to build a culture of accurate, meaningful and independent reading.

Our curriculum covers aspects of students' spiritual, moral, social and cultural development whilst preparing them for life in modern Britain because:

We understand that we teach on behalf of society so that pupils can interpret the world and play their part in it as valuable citizens, understanding the common good. Powerful knowledge transcends and liberates pupils from their daily experience, opening doors



that must be fairly and justly available to all children.

We focus on building cultural capital through exposure to a wide range of extra-curricular activities such as debate and national competitions, and a range of on-line subscriptions which offer us access to lectures from top academics, national theatre productions and high-quality literary criticism.

It is important to us that our curriculum reflects the diversity of our school, Britain, and the modern world. This is why our choices of texts, learning activities and experiences reflect this diversity. We do not shy away from difficult conversations. This is so that students develop respect and acceptance of differences in people, places and cultures, nurturing not just academic growth, but also pupils' mental, physical and emotional growth through an awareness of our spiritual and cultural differences which is the crux of unifying us as a people.

Our Learning Journey:

The learning journey describes the areas of the curriculum being taught in this subject. Please go to our website for details.