



# Curriculum Intent

At Wickersley Partnership Trust, we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

At Wickersley Partnership Trust, we want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

Our curriculum is not driven by performance tables. It is our belief that a strong, broad, balanced curriculum, tailored to individual needs can remove barriers to learning and allow all students to access the curriculum appropriate to them and will therefore meet their individual needs.

At WPT, we believe that English should be more than just teaching to an exam. As a core subject, we realise the importance of the fundamental skills that English can offer our students as they learn to articulate their thoughts and ideas on important topics, through a breadth of reading, the written word and their spoken word.

## Year 7 Curriculum

Throughout the English curriculum, we use three key drivers to support our students through the learning of our texts. These encourage students to see the wider links across literature and are important concepts in understanding the main ideas of our texts. These key drivers are: identity, relationships and power. Click on the topics below for more information!

### Power

Y7 students begin the year by considering power through studying poetry linked to both World Wars, and the novel 'The Boy at the Top of the Mountain'. Students are taught descriptive writing skills alongside inference and analytical reading skills.

### Relationships

Y7 students study the novel 'Cogheart' and consider family relationships, alongside friendship and the impact of prejudice. Students are taught transactional persuasive writing skills alongside developing an understanding of narrative perspectives.

## Assessment Points

In Year 7, students are assessed each half term in class against the English can-do statements for reading and writing skills. Reading skills include: inference, using evidence, explaining the impact of methods and explaining the impact of character. Writing skills include: writing for purpose and audience, using creative language and methods, organisation of writing and technical accuracy. This then generates a grade which is either working towards entry level, entry level, working towards expected, expected, working towards greater depth and greater depth.

### Immerse Yourself

#### Educake English Revision

- ✓ Develop Skills
- ✓ Study Support
- ✓ English Revision at home

#### BBC Bitesize Grammar

- ✓ Get Revising Quicker!
- ✓ Videos, Links and Quizzes
- ✓ Study Support and Revision

BBC Bitesize helps to support the students revision outside of school.

If they are struggling with topics in lessons or want to enhance their learning in the classroom then these links are an ideal place to cover content at home.

## Test Your Knowledge with Digital Theatre Plus...

Digital Theatre Plus is a fantastic way to study English topics to help you with your studies. Click on the icon below for more information!



# Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

## CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.

## SUBJECT LEVEL REWARDS

**Reward scheme:** Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

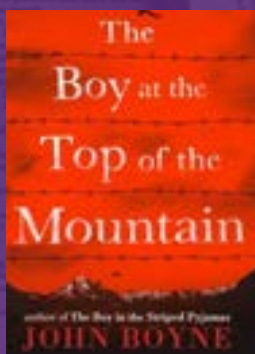
**Rewarded by:** names displayed on reward boards, certificates, social media posts.

# Broadening Horizons

As part of expanding students' knowledge on key topics, English teachers will set project-based Broadening Horizons homework tasks.

A variety of tasks are set which include, but aren't limited to, research tasks, creative writing, competitions and making things.

This term, Y7 students will create an artefact linked to the key driver of power based on what they have learned about the concept in lessons.



## The Boy at the Top of the Mountain

John Boyne, author of the international bestselling 'The Boy in the Striped Pyjamas', introduces his new World War II novel The Boy at the Top of the Mountain.

The Boy at the Top of the Mountain follows the story of Pierrot, a young boy who is sent to live with his aunt who lives and works in a house in the Austrian mountains. But this isn't an ordinary house - this is Adolf Hitler's mountain retreat The Berghof. Hitler soon takes Pierrot under his wing leading to dark and shocking consequences.

## Competitions for Young Writers

Entering a writing competition will give you motivation to create a shining example of your craft, and put what you have learnt into more practise. Click on the image to see a competition aimed at young writers and poets!



# Careers

Students have been encouraged to think about careers that are intrinsically linked to the skills taught in English lessons, such as lawyers, journalists, advertisers, climate campaigners and how different jobs use different styles of language.

English Careers lessons are in September. Each element of the careers lesson links to an aspect of the English Way and represents the importance of students becoming subject specialists in order to take their place in the wider world.

Our Y7 students considered creative and descriptive writing in the poetry of Stormzy and Ed Sheeran. Students were asked to consider the effects of descriptive writing on an audience in the form of travel writing, taking on the role of a travel agent and describing a holiday home. Click on the logo below to learn how English is used differently depending on your career!



# The English Way

The English Way enables us to develop well-rounded individuals ready for the next stage of life after school. It is about embedding employability skills such as resilience, collaboration, communication, aspiration, responsibility, tolerance and respect in order for them to be an active participant in the local community and beyond.

**THE ENGLISH WAY**

We are imaginative and ambitious writers

- We communicate our ideas & **listen to the ideas of others**
- We can scan text to quickly gain an overview
- We plan, proofread and edit our writing carefully
- We strive to be an expert in characters and themes
- We express our ideas in a thoughtful and respectful way
- We use sophisticated vocabulary in our writing

**We read for pleasure & explore new texts**

- We adapt our writing style to meet the purpose
- We explore texts carefully & search for meanings and ideas
- We consider the techniques writers have used & the effect they have on the reader

**THE ENGLISH WAY**  
**THE SUBJECT WAYS**

WICKERLEY PARTNERSHIP TRUST

**SUBJECT WAYS**

Have your say! ✨

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please click on the title to fill out a short feedback form.