



Dorset
Studio School

LAND & ENVIRONMENT

The Intent, Implementation and Impact of the DSS English Learning Journey

Gary Remmer – Head of English, Dorset Studio School 03-01-2024

INTENT: The Dorset Studio School’s English Department Intent is that students acquire and retain **essential knowledge and a wide vocabulary base** to allow them to succeed in life. While the aim for many of our students is to become professionals in land and animal-based industries, it is also imperative that they understand the need to be **confident readers, critical thinkers and independent learners** - who know the importance of English in their past, present and future.

We aim to take students on a five-year learning journey that is sequenced to build upon their prior learning but also **develops a breadth of English knowledge** and, more importantly, an ability to **clearly express their own complex ideas; both verbally and in writing**. In order to do this, we aim to add breadth and depth to their understanding of both the complexities of English as a subject (with its **various genres/forms/grammatical structures**) and, where the ideas discussed within fit, into their **knowledge of the wider world**. Our English curriculum has been developed with **‘windows and mirrors’** in mind. We firmly believe that it is our role to use- and expand upon- students’ knowledge of their own context and culture but to also appreciate others. This will aid in their development as human beings- not only **enabling success at GCSE but creating empathetic, tolerant students who are able to confidently express themselves** and engage in the global community. All lessons in English will match the school ethos of **‘support and challenge’**.

INTENT – Knowledge that we intend for students to acquire whilst at DSS			
Y7 students will be able to:	Y8 students will be able to:	Y9 students will be able to:	KS4 students will be able to:
<p><u>Year 7 - Confident Readers:</u></p> <ul style="list-style-type: none"> • Understand texts’ explicit and implicit meanings • Select appropriate evidence from texts, accurately copying them with quotation marks • Identify most word classes and most common writers’ methods independently • Make comments on the meaning of quotations with some independence • Explicitly mention the writer’s purpose or contexts • Begin to use subject terminology with support 	<p><u>Year 8 - Effective Readers</u></p> <ul style="list-style-type: none"> • Understand more challenging texts’ explicit and implicit meanings, mostly independently • Carefully select relevant evidence from texts, accurately copying them with quotation marks • Identify word classes and common writers’ methods independently • Make detailed comments on quotations with some reference to the effect of language • Make relevant links between the writer’s purpose or contexts 	<p><u>Year 9—Thoughtful Readers</u></p> <ul style="list-style-type: none"> • Independently comprehend a range of texts’ explicit and implicit meanings • Select concise evidence to support a range of points, copied accurately with quotation marks • Have a secure ability to identify most common and some more complex language and structural methods • Give a more detailed explanation of effects and begin to identify layers of meaning that are securely linked to evidence 	<p><u>English Language</u></p> <p>In the English Language GCSE exams, students are required to demonstrate the below knowledge upon reading new, unseen texts, i.e. texts which have not been explicitly studied in advance. They must also produce a piece of extended writing in response to a given task or stimulus.</p> <p>During their study in Years 10 and 11, students will be exposed to a range of non-fiction and fiction texts and given multiple opportunities to practise this knowledge in examination style questions.</p> <p><u>Reading – Section A</u></p> <p><u>AO1 – Identify, interpret, select and synthesise</u></p> <ul style="list-style-type: none"> • Identify explicit and implicit information in a

<p><u>Confident Writers:</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use basic punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use some analytical phrases, e.g. "This shows" or "This implies...". • Make a clear attempt to adapt the style of my writing to suit the task • Have a good understanding of paragraphs and use them with some confidence. • Show signs of planning and thought in writing • Begin to use a wider range of vocabulary for effect • Use short, simple, compound and complex sentences accurately • Use commas accurately • Use capital letters and full stops accurately • Use speech marks accurately • Spell most common words accurately 	<ul style="list-style-type: none"> • Use subject terminology independently and often with accuracy <p><u>Effective Writers:</u></p> <p><u>Fluency and Accuracy:</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use most punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use analytical phrases, e.g. "This suggests" or "This implies....". <p><u>Content and Organisation</u></p> <ul style="list-style-type: none"> • Adapt the style of my writing to suit the task • Come up with a range of different points or ideas that are both linked and consistently developed • Have a secure understanding of paragraphs and I can use them with confidence in my writing • Plan and think about the structure of my writing from beginning to end • Use some interesting and varied vocabulary for effect 	<ul style="list-style-type: none"> • Achieve a more detailed evaluation and comparison independently • Begin to incorporate thoughtful references to writers' purposes and contexts • Use subject terminology with usual accuracy <p><u>Ambitious Writers:</u></p> <p><u>Fluency and Accuracy</u></p> <ul style="list-style-type: none"> • Accurately spell most common words • Use most punctuation marks correctly • Make conscious and appropriate vocabulary choices • Use more varied analytical phrases, e.g. "This reinforces or "This highlights..." <p><u>Content and Organisation</u></p> <ul style="list-style-type: none"> • Securely adapt my writing to suit the style of task and have an emerging sense of "voice" • Make a range of interesting and varied points or ideas and develop them with examples and details • Have a confident understanding of how to paragraph and sequence 	<p>text</p> <ul style="list-style-type: none"> • Make relevant and accurate inferences about a text • Compare these inferences where required • Justify interpretations and comments with relevant quotations <p><u>AO2 – Analysis</u></p> <ul style="list-style-type: none"> • Comment on writers' methods • Comment on the effects of writers' use of language and/or structure • Make use of subject terminology in an appropriate way <p><u>AO3 – Comparison</u></p> <ul style="list-style-type: none"> • Identify the writers' ideas and perspectives in two texts • Clearly compare the writers' perspectives • Clearly compare the writers' methods and the intended effects • Clearly compare using relevant quotations <p><u>AO4 – Evaluation</u></p> <ul style="list-style-type: none"> • Offer an evaluation of writers' craft in light of a given view • Offer relevant examples for your evaluation <p>Justify your ideas in clear explanations</p> <p><u>AO6 – SPaG</u></p> <ul style="list-style-type: none"> • Ensure sentences are marked out accurately with full stops, commas and capital letters • Include a range of punctuation with some accuracy • Attempt to include a variety of sentence forms <p>Use standard English</p> <ul style="list-style-type: none"> • Spell with accuracy, including some more
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<ul style="list-style-type: none"> • Begin to be able to proof-read and edit my own work <p><u>Clear Speakers:</u></p> <ul style="list-style-type: none"> • Offer some answers in class • Try to give reasons for my answers if I'm asked to elaborate • Try to be clear in what I'm trying to say and try again if it comes out wrong the first time • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Consider the listener and how to keep them interested in what I'm saying • Organise what I'm saying into clear sections to help my listener understand <p><u>Active listeners:</u></p> <ul style="list-style-type: none"> • Listen to my teacher and think about what he or she is saying • Listen to the other students' comments and ideas with respect 	<ul style="list-style-type: none"> • Be able to proof-read and edit my own work <p><u>Technical Accuracy</u></p> <ul style="list-style-type: none"> • Use short, simple, compound and complex sentences accurately • Use commas accurately with little comma splicing • Use capital letters and full stops accurately • Use speech marks accurately • Spell most common words accurately <p><u>Effective Communicators-Speaking</u></p> <ul style="list-style-type: none"> • Offer some answers in class • Give reasons for my answers if I'm asked to elaborate • Try to be clear in what I'm trying to say and try again if it comes out a bit wrong the first time • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Think about my listener and how to keep them interested in what I'm saying 	<p>writing, and use paragraphs effectively</p> <ul style="list-style-type: none"> • Attempt to use language, including language techniques, consciously and with a specific purpose • Begin to use more challenging vocabulary for effect <ul style="list-style-type: none"> • Be able to proof-read and edit my own work and suggest improvements to others <p><u>Technical Accuracy</u></p> <ul style="list-style-type: none"> • Use short, simple, compound and complex sentences accurately and effectively • Use commas accurately and rarely comma splice • Use capital letters and full stops accurately • Use speech marks accurately • Spell most words accurately • Use semi-colons and colons accurately <p><u>Articulate Communicators-Speaking</u></p> <ul style="list-style-type: none"> • Give in depth answers in class • Start to explain my answers without being asked • Be clear in what I'm trying to 	<p>complex words</p> <ul style="list-style-type: none"> • Use vocabulary in a varied and appropriate way <p style="text-align: center;"><u>Writing – Section B</u></p> <p><u>A05 – Content and Organisation</u></p> <ul style="list-style-type: none"> • Attempt to match your writing to the question in terms of audience, purpose, text type and topic • Write in a sustained way, without repeating ideas • Make a conscious effort to use vocabulary and other language devices to impact the reader • Use some structural features, like discourse markers and paragraphs • Incorporate a range of linked and relevant ideas for the task given <p><u>A06 – Technical Accuracy</u></p> <ul style="list-style-type: none"> • Ensure sentences are marked out accurately with full stops, commas and capital letters • Include a range of punctuation with some accuracy • Attempt to include a variety of sentence forms • Use standard English • Spell with accuracy, including some more complex words • Use vocabulary in a varied and appropriate way
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<ul style="list-style-type: none"> • Ask questions to show I'm listening and that I am interested 	<ul style="list-style-type: none"> • Organise what I'm saying into clear sections to help my listener understand <p><u>Confident Listeners</u></p> <ul style="list-style-type: none"> • Actively listen to my teacher and think about what he or she is saying • Actively listen to the other students' comments and ideas • Ask questions to show I'm listening and that I am interested 	<p>say and try again if it comes out wrong the first time</p> <ul style="list-style-type: none"> • Give answers without over repetition of words and filler sounds. • Respond to other people's ideas politely • Speak to an audience, whether it's in a small group or to the whole class • Think about my listener and how to keep them interested in what I'm saying • Organise what I'm saying into clear sections to help my listener understand • Use some persuasive techniques • Start to adapt my tone of voice to suit what I'm trying to say <p><u>Thoughtful Listeners</u></p> <ul style="list-style-type: none"> • Actively listen to my teacher and think about what they are saying • Actively listen to the other students' comments and ideas • Ask questions to show I'm listening and engaged. 	<p><u>English Literature</u></p> <p>In the English Literature GCSE exams, students are required to demonstrate the below knowledge after reading the following texts:</p> <ul style="list-style-type: none"> • An Inspector Calls • Macbeth • A Christmas Carol <ul style="list-style-type: none"> • Poetry • Unseen Poetry <p>During their study in Years 10 and 11, students will be exposed to all of these texts and given multiple opportunities to practise key knowledge in answering examination style questions.</p> <p>AO1- Read, understand and respond to texts.</p> <ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • Use textual references, including quotations, to support and illustrate interpretations. <p>AO2- Analyse the language, form and structure</p> <ul style="list-style-type: none"> • Show understanding how a writer creates meanings and effects, using relevant subject terminology where appropriate. <p>AO3- Understand context</p> <ul style="list-style-type: none"> • Show understanding of the relationships between texts and the contexts in which they were written. <p>AO4- SPaG</p> <ul style="list-style-type: none"> • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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