



The English curriculum at Nova is ambitious, sequenced carefully, principled, inclusive, research-informed and enriching.



In English, students study the ideas and stories that have shaped the world, so that by the end of Year 11 they can debate, challenge ideas and write with confidence. Through exploration of a wide range of prose, plays and poetry, students will gain the knowledge to become critical and analytical thinkers, and to communicate with clarity, accuracy and precision.



Content is carefully sequenced following the principles of a mastery curriculum so that students have a full understanding of the knowledge taught. Grammar, vocabulary, literary concepts and historical and social contexts are organised in a systematic way. Texts have been sequenced so that they become increasingly complex. In their written communication, students become increasingly fluent and precise, crafting both fiction and non-fiction texts.



The chosen texts inspire students to transcend their immediate context and increase their cultural capital by expanding their knowledge of the world around them.



There are three pathways through our Key Stage Three curriculum: traditional, foundation and, for some students who have additional literacy needs, Direct Instruction. The adapted pathways enable students to make rapid progress developing the reading and writing skills needed to access the curriculum.

Alongside the English Curriculum sit our whole school reading, reading for pleasure and Bedrock Vocabulary programmes, through which students are exposed to a broad range of texts by a diverse selection of writers.



Knowledge is interleaved and sequenced within and between topic plans. Daily, weekly and long-term review is achieved through Do Now activities and home study. The I do, we do, you do cycles are used throughout our lessons to ensure students know what success looks like and are able to achieve it for themselves in applying their knowledge. Techniques such as Cold Calling, Show Call, and Turn & Talk are standard in lessons to increase levels of participation and think ratio. Common interim assessments are mapped into each medium term plan and whole class feedback is provided so that students' reading and writing improve over time.



Use of Bedrock Vocabulary and department designed reading lists further support our aim to develop students' reading habits as many of our students come from backgrounds where reading for pleasure is not yet a habit. A full range of enrichment activities such as book societies and debating clubs develop students' experiences of English beyond the classroom. There are also opportunities for students to see theatre performances, experience author visits, and even attend academic lectures.