



English  
Mastery

# English Mastery Secondary

**Working hand in hand with schools to  
deliver immediate impact and sustained  
subject excellence**



Ark Curriculum+

# Hello!

## Welcome to English Mastery Secondary.

Having founded our first programme, Mathematics Mastery, a decade ago, I'm proud of the role Ark Curriculum Plus has played in the national shift towards a mastery approach to learning across more subjects.

The mastery methodology has equity at its heart, being designed to help all learners achieve, whatever their starting point. Our programmes share these principles while respecting the uniqueness of each subject discipline.

Teacher knowledge and autonomy, and the belief that the teacher makes the difference, is core to the English Mastery Secondary approach.

Our subject excellence programme provides a well-sequenced and ambitious curriculum, aligned with expert implementation support from subject-specialists. This empowers teachers with the subject knowledge and powerful pedagogies they need to tailor their lessons for their students.

The programme liberates teachers' time, so that it can be spent on the things that make great teaching and learning: co-planning, intellectual preparation, adaptive teaching and using formative assessment responsively.

Informed by a wide research base and evidence of impact, English Mastery is tested every day by teachers and subject leaders in Ark schools. The programme is continually evolving based on feedback from our partner schools.

### How does it work?

Success starts with confident teachers consistently delivering brilliant English lessons. That's why you'll have a dedicated subject expert guiding you through our 5-Step Improvement Process, with teachers enjoying face-to-face induction and flexible CPD. Plus, you'll have immediate access to practical planning, teaching, and assessment resources so you can embed and sustain English Mastery in the classroom.

We partner with hundreds of schools, including some of the largest MATs in the country. I feel privileged to be working with so many incredible school leaders and teachers, united in a shared mission to help all learners make progress in English, whatever their starting point, and to enjoy it.

I hope you will join us!

**DR HELEN DRURY**  
EXECUTIVE DIRECTOR OF EDUCATION



# Put simply, what we do works!

## Independent evidence, pupil results and feedback from partner schools shows our programme works.

Since developing English Mastery Secondary in 2014, we have had positive impact from the Education Endowment Foundation and the Brilliant Club (see p17) as well as 10 years of fantastic feedback from teachers and leaders enabling us to continually improve the programme.

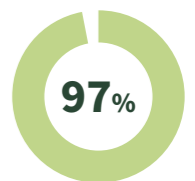
### OUR PARTNER SCHOOLS AGREE THAT THE PROGRAMME HAS IMPACT:



There's **more consistency** in teaching and learning



Students are making **more progress**



**Less time is spent** searching for and creating resources

### WHAT PEOPLE VALUE MOST ABOUT THE PROGRAMME

“

*The way it's crafted makes the difference. The programme is all about enhancing long-term memory: you can see a golden thread running through English Mastery, linking every lesson and scheme.”*

**DOMINIC QUIGLEY**  
KEY STAGE 3 LEAD  
EARL MORTIMER COLLEGE

“

*Pupils are able to access a greater depth than peers without the Mastery programme; it is evident that the centrally planned approach equips them so well for GCSEs, A levels and even university.”*

**CORAL BUTLER-HARDY**  
ENGLISH TEACHER AND  
HEAD OF YEAR 9  
ARK PIONEER ACADEMY

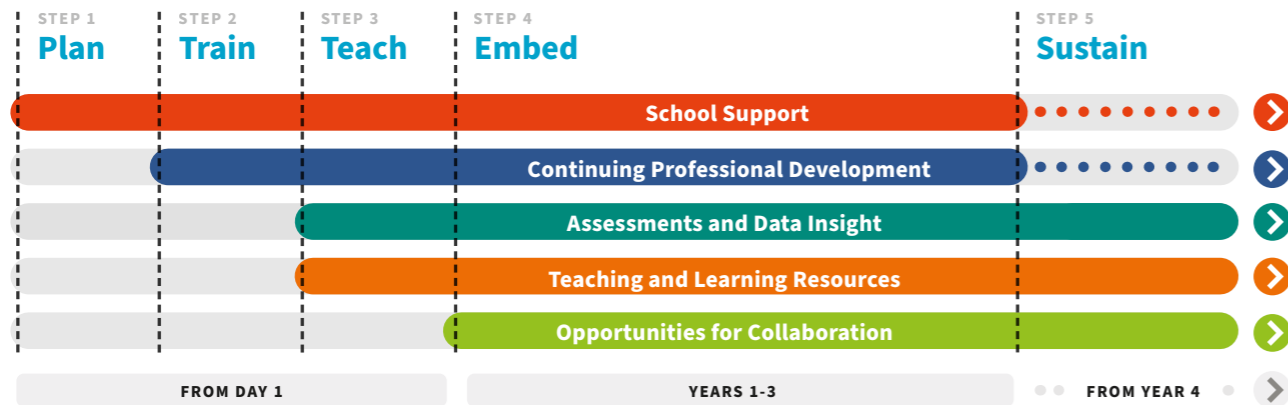


# Framework for success

The 2021 EEF School Planning Guide\* highlighted that ‘the best available evidence indicates that **great teaching** is the **most important lever** schools have to **improve outcomes** for their pupils.’

To achieve powerful teaching that changes lives, teachers have told us they need to have strong subject knowledge, the best evidence-based pedagogies, rigorous assessment and effective planning, all working together.

Our Subject Excellence Programmes follow the AC+ 5-Step Improvement Process, which is based on over a decade’s experience of transforming results in one of the most respected MATs and hundreds of schools nationwide. Improvement is a journey – that’s why you will have a dedicated subject expert to guide you step by step, helping you achieve and sustain excellence.



<p><b>STEP 1</b> <b>Plan</b></p> <p>You will receive a structured <b>diagnostic call</b> and your subject expert will help you to prepare an improvement plan to identify areas of focus to achieve the greatest impact with all your teachers.</p> <p><b>OUTCOMES</b> SLT confidence Clear plan agreed</p>	<p><b>STEP 2</b> <b>Train</b></p> <p>Our face-to-face <b>induction training</b> and cutting-edge <b>online training</b> for your subject lead and teachers gets everyone engaged and immediately builds teacher confidence.</p> <p><b>OUTCOMES</b> Teacher confidence</p>	<p><b>STEP 3</b> <b>Teach</b></p> <p>Our curriculum-integrated, <b>subject-specific CPD, planning and teaching resources, assessments</b> and precise <b>diagnostic data</b> repurpose teacher time into higher value activities. The best-practice resources strengthen the quality of teaching and provide consistency across your school.</p> <p><b>OUTCOMES</b> Consistency Repurposed time Ambitious curriculum</p>
<p><b>STEP 4</b> <b>Embed</b></p> <p>Once the foundations are set, we work with you to attain excellence in subject teaching. We provide <b>in-school leadership and teacher coaching</b> and offer support through <b>school visits, joint learning walks</b> and an <b>intensive programme leadership course</b>. Teachers access a <b>programme of subject pedagogy</b> and <b>on-demand videos</b>. This approach ensures outstanding subject teaching in your school.</p> <p><b>OUTCOMES</b> Pupil progress Pedagogical expertise</p>	<p><b>STEP 5</b> <b>Sustain</b></p> <p>Longer term, we collaborate to build sustained impact. <b>Induction and CPD</b> support new staff. Regular <b>teaching resources</b> and <b>CPD</b> updates keep your offerings current and informed. <b>Benchmarked assessments</b> provide ongoing confidence. You’ll remain part of a <b>network</b> of similar schools, staying up-to-date on new research. Together, we’ll annually evaluate programme success, maintaining maximum impact for your pupils.</p> <p><b>OUTCOMES</b> Consistency Pedagogical expertise Pupil progress</p>	

\* Access the 2021 EEF School Planning Guide: <https://educationendowmentfoundation.org.uk/news/introducing-eeef-school-planning-guide-2020-21>

## A fully integrated programme

All the components of English Mastery Secondary work together to ensure your school, staff and students get real impact from the evidence-led subject excellence programme.

	<p><b>SCHOOL SUPPORT</b></p> <p>From day one, your dedicated subject expert collaborates with teachers to create a tailored improvement plan for your school. They’ll then support you to success through the five steps over multiple years.</p>
	<p><b>CONTINUING PROFESSIONAL DEVELOPMENT</b></p> <p>Teachers and leaders get immediately actionable CPD at point of need. It supports subject knowledge, pedagogic delivery, curriculum design and more. Flexibility is key, with online or in-person sessions.</p>
	<p><b>ASSESSMENTS AND DATA INSIGHT</b></p> <p>Formative assessments for data-led instruction are available in each lesson, unit, term and year. Standardised assessments, directly linked to the curriculum, identify pupil learning gaps for targeted intervention.</p>
	<p><b>TEACHING AND LEARNING RESOURCES</b></p> <p>Curriculum-integrated planning tools and resources ensure successful programme delivery. From day one, you access carefully sequenced support for consistent, impactful, engaging lessons, built on best-practice pedagogies.</p>
	<p><b>OPPORTUNITIES FOR COLLABORATION</b></p> <p>You join a subject teaching network, fostering the exchange of best practices. Teachers and leaders connect at in-person CPD events, including induction, creating a community of practice.</p>

# Dedicated school support

From day one, you'll have a dedicated English Mastery Secondary subject expert from our team of educators. They each have a background in or currently teach secondary English. They'll collaborate with your leaders and teachers to create a tailored improvement plan for your school. Then they'll help **introduce**, **embed** and **sustain** the programme over multiple years, ensuring a lasting positive impact on your students.

## M360 diagnostic call

After a thorough review, a diagnostic call with your subject expert helps identify key focus areas for maximum impact to build an improvement plan to achieve these goals consistently with all teachers.

## School visits

Your subject expert will regularly visit your school for joint learning walks with the Mastery Lead to observe programme delivery. You can also involve them in co-planning or they can run customised CPD workshops.

## Online development sessions

Our regular one-to-one sessions offer coaching and mentoring for your Mastery Lead. These are carefully designed to work for each stage of your implementation journey.

## Support for you

Get in touch with your subject expert by phone or email, whenever you need advice or have questions. No query is too small and no problem too big. We are here to help!

888 Meet some of our team on page 22

# 100%

of Mastery Leads in our partner schools say that their AC+ subject expert **made implementation easier.**

“

*AC+ give really excellent feedback and really, really get down to the nitty gritty of what our problems are and how to iron those out and then gives us tips. It's brilliant, actually.”*

**TEACHER**  
2019 EEF TRIAL



# Actionable CPD at point of need

## CPD that is relevant and immediately actionable

English Mastery Secondary provides targeted continuing professional development that's **immediately actionable**, covering subject knowledge, pedagogy, curriculum design, assessment and more. It's **flexible** – accessible online just when you need it or through inspiring and practical in-person sessions that foster a **community of practice**.

“

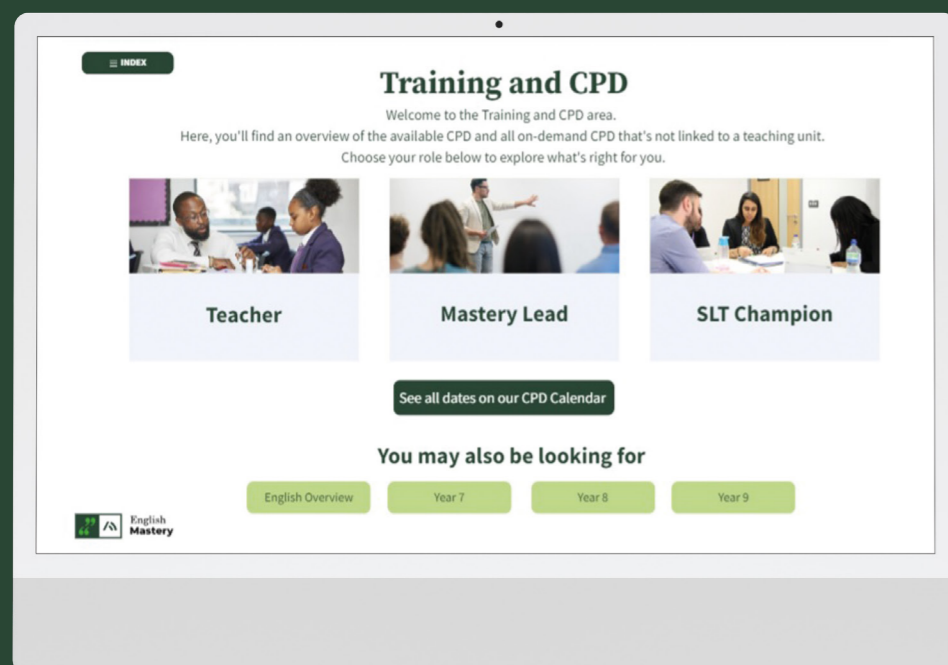
*There are so many useful resources on the website, and we've had great support in the online training sessions too.*

TEACHER

BIRCHWOOD HIGH SCHOOL

91%

of Mastery Leads agree that the CPD has **strengthened their practice and/or leadership**



## Induction training

Everyone joining the programme takes part in **induction training**. New schools have **four in-person places**, and **everyone can attend online**. It's a wonderful way to get your team excited and prepared for their journey on the programme and to set them up for success. Plus, all modules are available on-demand (in our bespoke MyMastery platform) to revisit when required.

## 'Teaching Mastery' certification

Teachers enjoy online, termly **CPD that builds subject and pedagogical expertise**. For each completed module they gain a badge – a great way to evidence their professional development as steps towards further qualifications like NPQs.



## Termly 'Preparing to Teach' webinars

Strengthening teachers' **topic-specific subject knowledge** for the upcoming term, our webinars support teachers in effective programme delivery. Breakouts focus on common challenges within similar teaching contexts and year groups. It's a chance to share good practice and collaborate with other partner schools.

## Leadership certification

Your Mastery Lead receives termly online CPD and ongoing mentoring from their subject expert. They will earn the **Ark Curriculum Plus Certificate in Programme Leadership**, providing recognition for both them and your school.



## In-school visits

Your subject expert can deliver some of the above CPD sessions during one of their visits, providing more **bespoke training** to meet your school needs.

## On-demand video training

Short videos in each unit offer content tutorials, knowledge recaps to refresh subject knowledge and task modelling. These bite-size **Teaching Overviews** are easily accessible for immediate implementation by your teachers.

“

*[We now have] a more confident, skilled staff bringing more enthusiasm to their lessons.*

TEACHER OF ENGLISH MASTERY

“

*Due to teachers being better prepared, they are better equipped to help students with their education and engagement.*

NICK SMITH  
MIDDLE LEADER

CORNERSTONE SCHOOL

# Assessment to inform teaching

English Mastery Secondary includes formative assessments within lessons, units, at the end of term and at the end of year, along with curriculum-linked standardised assessments.

When all the different strands of our assessment model are combined, we can see assessment fulfilling its true purpose: giving teachers an accurate account of how their students are doing, as well as information about how to develop students further in subsequent lessons.

## A focus on formative assessment

Our unique curriculum-integrated formative assessments test what students have learned, reveal knowledge gaps, and uncover misconceptions, helping teachers identify learning barriers.


Planned and provided resources include:

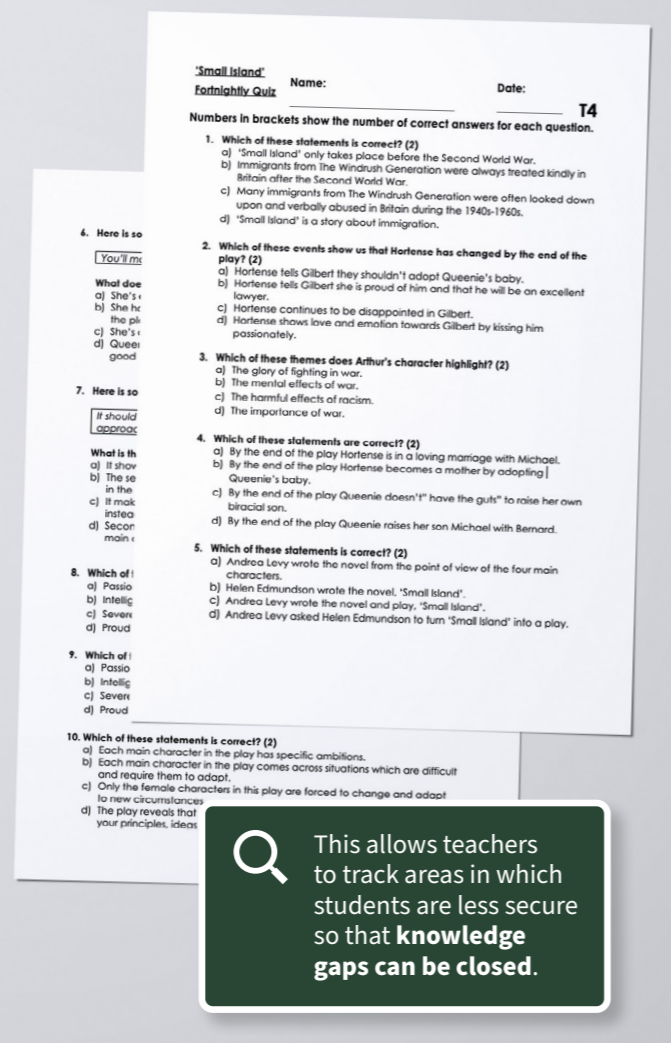
### WITHIN LESSONS AND UNITS

- Retrieval quizzes
- Notes on common misconceptions
- *Do Now* tasks
- Grammar tests
- Hinge point questions
- Targeted re-teach guidance
- Exit ticket multiple choice questions
- Fortnightly quizzes

### END OF UNIT

- Multiple choice questions
- Writing task
- Exemplification booklets
- Formative assessment guidance

 **Fortnightly quizzes** check student knowledge and build towards the end of unit knowledge quiz.



**'Small Island' Fortnightly Quiz** Name: \_\_\_\_\_ Date: \_\_\_\_\_ T4

Numbers in brackets show the number of correct answers for each question.

- Which of these statements is correct? (2)
  - 'Small Island' only takes place before the Second World War.
  - Immigrants from the Windrush Generation were always treated kindly in Britain after the Second World War.
  - Many immigrants from The Windrush Generation were often looked down upon and verbally abused in Britain during the 1940s-1960s.
  - 'Small Island' is a story about immigration.
- Which of these events show us that Hortense has changed by the end of the play? (2)
  - Hortense tells Gilbert they shouldn't adopt Queenie's baby.
  - Hortense tells Gilbert she is proud of him and that he will be an excellent lawyer.
  - Hortense continues to be disappointed in Gilbert.
  - Hortense shows love and emotion towards Gilbert by kissing him passionately.
- Which of these themes does Arthur's character highlight? (2)
  - The glory of fighting in war.
  - The mental effects of war.
  - The harmful effects of racism.
  - The importance of war.
- Which of these statements are correct? (2)
  - By the end of the play Hortense is in a loving marriage with Michael.
  - By the end of the play Hortense becomes a mother by adopting Queenie's baby.
  - By the end of the play Queenie doesn't have the guts to raise her own biracial son.
  - By the end of the play Queenie raises her son Michael with Bernard.
- Which of these statements is correct? (2)
  - Andrea Levy wrote the novel from the point of view of the four main characters.
  - Helen Edmundson wrote the novel 'Small Island'.
  - Andrea Levy wrote the novel and play 'Small Island'.
  - Andrea Levy asked Helen Edmundson to turn 'Small Island' into a play.
- Which of these statements is correct? (2)
  - Each main character in the play has specific ambitions.
  - Each main character in the play comes across situations which are difficult and require them to adapt.
  - Only the female characters in this play are forced to change and adapt to new circumstances.
  - The play reveals that your principles, ideas

**What does 'You'll miss me' mean?**

- She's not going to be there.
- She's not going to be there.
- She's not going to be there.
- Queenie is good.

**What is the main theme of the play?**

- It shows the struggle of immigrants.
- It shows the struggle of immigrants.
- It shows the struggle of immigrants.
- It shows the struggle of immigrants.

**Which of these characters is the most important?**

- Passio
- Intelligent
- Severe
- Proud

**Which of these characters is the most important?**

- Passio
- Intelligent
- Severe
- Proud

**10. Which of these statements is correct? (2)**

- Each main character in the play has specific ambitions.
- Each main character in the play comes across situations which are difficult and require them to adapt.
- Only the female characters in this play are forced to change and adapt to new circumstances.
- The play reveals that your principles, ideas

**This allows teachers to track areas in which students are less secure so that knowledge gaps can be closed.**

## Summative assessments

We provide a range of end-of-year assessment tools and a specialised CPD workshop to support you with summative assessment practices that are designed to inform effective interventions.

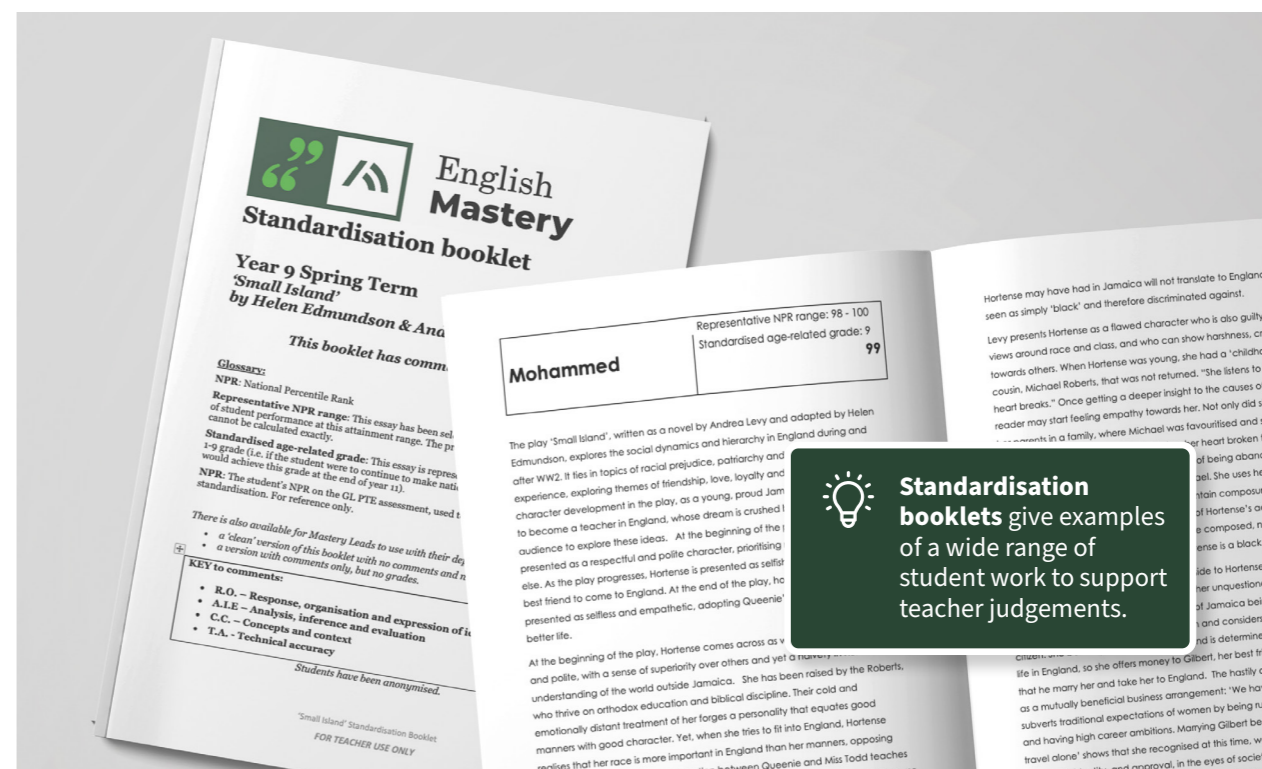
- Summative assessment
- Standardisation booklets
- Assessment guidance
- Assessing for Mastery CPD

## Using comparative judgement

We promote the use of exemplification and standardisation booklets prior to using mark scheme rubrics. Performance descriptors can be problematic, giving the illusion of a common language without delivering precise or reliable information about how students are performing or progressing. While rubrics can be useful to fine tune marking, we have found that exemplification and standardisation booklets containing real student work give a clearer and more accurate insight into how students are doing. As humans, we are better at comparing students' work to make decisions about its relative quality than making isolated judgements based on one piece of work.

### ASSESSING FOR MASTERY CPD

By comparing and reviewing student work from a national cohort, across the English Mastery community, you will sharpen the accuracy of marking within your department, slashing marking time and ensuring consistency in the process. In our Assessing for Mastery standardisation sessions, rich qualitative discussion around student work offers insights for your department into what students can and cannot do at each assessment point, enabling teachers to plan to close the identified gaps. Expectations are also often raised through comparison with student work from a national cohort.



**English Mastery Standardisation booklet**

**Year 9 Spring Term 'Small Island' by Helen Edmundson & Andrea Levy**

*This booklet has comments*

**Mohammed** Representative NPR range: 98 - 100 Standardised age-related grade: 99

**Glossary:**  
 NPR: National Percentile Rank  
 Representative NPR range: This essay has been selected for student performance at this attainment range. The percentile cannot be calculated exactly.  
 Standardised age-related grade: This essay is representative of a student who would achieve this grade at the end of year 11.  
 NPR: The student's NPR on the GL PTE assessment, used for standardisation. For reference only.

**There is also available for Mastery Leads to use with their-ty**

- a 'clean' version of this booklet with no comments and no
- a version with comments only, but no grades.

**KEY to comments:**

- R.O. - Response, organisation and expression of ideas
- A.L.E. - Analysis, inference and evaluation
- C.C. - Concepts and context
- T.A. - Technical accuracy

*Students have been anonymised.*

**Standardisation booklets give examples of a wide range of student work to support teacher judgements.**

# Best-practice teaching and learning resources

We provide all the resources so you can focus on your students!

As the curriculum is built on the four English Mastery pillars – knowledge, grammar, vocabulary and assessment – the content is specified, explicit and clear to follow. From day one, your staff will have the support to deliver consistent, impactful, engaging and pedagogically strong English lessons, sequenced to support students’ development and progress.

## THE TEACHING AND LEARNING RESOURCES:

- Promote oracy in flexible, practical ways, making English success accessible to everyone.
- Provide structure and support so that you own the curriculum, with quick videos and at-a-glance planning guides.
- Are created with early career teachers (ECTs), non-specialists and specialists in mind, giving the relevant level of guidance for each.
- Include practical tips to adapt your delivery to suit your students’ and school’s needs.

### WHAT’S INCLUDED?

#### Planning

- Curriculum map
- KS3 – 4 progression map
- Co-planning guidance
- Unit intents
- Unit overviews

#### Teaching

- Student booklets
- Task sheets
- Lesson slides
- Reading for Pleasure booklists
- Reading journey homework booklets

Click here to access a free Programme Preview and see examples of these resources.

## Unit intent

Our comprehensive unit intent documents specify and itemise what students are expected to know, remember and do by the end of the unit.

The **unit intent** specifies the core knowledge and skills to be learned in the unit.

This enables teachers to specify and **assess what students should have learned** by the end of the unit.

**Key Stage 3 – Unit Intent**  
Year 7 Term 1 *Oliver Twist*

Know	Remember
<p>This is what students should have a working knowledge of</p> <ul style="list-style-type: none"> <li>Oliver's father was sent to a debtors prison.</li> <li>He was born in Faversham.</li> <li>He wrote many novels: "Great Expectations", "A Christmas Carol", "Bleak House", "Nicholas Nickleby", and "Hardy Boys", amongst others.</li> <li>His novels were published as periodicals.</li> <li>His novels were popular in his own lifetime.</li> <li>Lived from 1812-1870.</li> <li>The Victorian era was from 1837-1901.</li> <li>London was the largest city in the world.</li> <li>The Industrial Revolution affected people's day-to-day life.</li> <li>Children could be transported to British colonies, like Australia.</li> <li>The Poor Law of 1834 effectively criminalised the poor.</li> <li>Children had to work and could end up in the workhouses.</li> <li>Death in childhood was more common in the Victorian era.</li> <li>Orphan were much more common in the time.</li> <li>Oliver's mother died during childbirth.</li> <li>Mr Bumble gave Oliver his name.</li> <li>Oliver forms an meaningful friendship at the workhouse: Dick, who later dies of a childhood illness.</li> <li>Oliver spends time at the workhouse - an orphanage.</li> <li>Oliver stands up for himself against Noah and Bill.</li> <li>Pages hoards jewellery.</li> <li>Pages is the boss on "the line". Dickens stopped using this character to describe fugitive halfway through publication in response to criticism from his South friends.</li> <li>Pages gives the pig-poke to the beggars.</li> <li>The Artful Dodger steals with a heavy London dialect.</li> <li>These characters were not what the time to name Oliver.</li> <li>Pages is able to use Bill's responsibility to manipulate him into stealing money.</li> <li>The plot of "Oliver Twist".</li> </ul>	<p>This is what students should remember in the long-term</p> <ul style="list-style-type: none"> <li>Charles Dickens was a famous Victorian novelist.</li> <li>Charles Dickens wanted to show support for vulnerable members of society.</li> <li>The Victorian era was a time of great social change.</li> <li>Queen Victoria was the monarch.</li> <li>London was a growing, busy city.</li> <li>The poor were treated like criminals.</li> <li>Rich and poor had different lives.</li> <li>Orphan were very common in the time.</li> <li>A novel is an extended work of fiction, telling a story.</li> <li>Oliver Twist is the hero. He is an orphan. He is kind.</li> <li>Bill Sikes is the brutal, violent villain. He robs and murders at the end of the novel.</li> <li>Pages is a corrupt villain. He leads the gang of child thieves at the end of the novel.</li> <li>The Artful Dodger is a cleverly independent, funny and Bill Sikes' girlfriend. She is good. She is loved by Bill Sikes.</li> <li>Mr Bumble is the boss of the workhouse. There is a rivalry between him and Oliver.</li> <li>Dick is a kind, honest boy.</li> <li>Oliver is an orphan.</li> <li>He grows up in the workhouse.</li> <li>He ends his time in the workhouse and runs away from his mother.</li> <li>Bill Sikes likes his dog.</li> <li>Bill Sikes forces Oliver to rob a house.</li> <li>Pages wants to see Oliver.</li> <li>Bill Sikes murders Nancy to stop Oliver.</li> <li>Bill Sikes dies at the end of the novel.</li> <li>William Sikes has a conscience.</li> <li>orphan</li> <li>novel</li> <li>Victorian</li> <li>poverty</li> <li>workhouse</li> <li>illness</li> <li>orphan</li> <li>novel</li> </ul>

The unit intent also supports teachers to **identify transferrable knowledge** needed for subsequent units.

## Unit overview

The unit overview breaks down the unit lesson by lesson, outlining the mastery knowledge and each activity, so that teachers can easily see the unit structure and progression.

**Week 1** Key vocabulary: Victorian, era, workhouse, poverty, disease, Dickens.

Lesson	Mastery Content	Resources
Lesson 1	<p><b>Do Now</b> Students to arrange different periods of history in chronological order. Teacher to share correct order and discuss any misconceptions.</p> <p><b>Explanation</b> Teacher to explain who Queen Victoria was, and how long her reign lasted. Explicit teaching of vocabulary: <b>Victorian</b> and <b>era</b>. Explain that this term we are going to be studying 'Oliver Twist'.</p> <p><b>Reading activity:</b></p> <ol style="list-style-type: none"> <li>Read 'The Victorian Era'</li> <li>In pairs, discuss answers to the three questions.</li> <li>Read the second page of the resource: 'Poverty in Victorian London'</li> <li>In pairs, discuss answers to the true or false questions</li> </ol> <p><b>Reading a painting activity</b></p> <ol style="list-style-type: none"> <li>Teacher models how to read a painting</li> <li>Students look at the second painting and write down notes in their exercise books.</li> </ol> <p><b>Mastery assessment plenary</b> Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</p>	Resources
Lesson 2	<p><b>Do Now</b> Students recap what they learned last lesson about the Victorian era.</p> <p><b>Listening</b> Students listen to what life was like for Jack the chimney sweep and make notes in their exercise books.</p> <p><b>Vocabulary</b> Explicit teaching of the words: 'orphan' and 'workhouse.'</p> <p><b>Reading</b> Read 'Workhouses and Charles Dickens.' Answer the comprehension questions in your exercise book.</p> <p><b>Documentary</b> Watch the Tony Robinson clip and answer the questions in your exercise book. Complete the Mastery Checks.</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources and links
Lesson 3	<p><b>Do Now</b> Students to read opening line of the novel. Do they think the story will be about rich or poor people? What kind of things might happen to give it 'a note of sadness'?</p> <p><b>EXTENSION:</b> how do you think the story might be similar to Dickens's life?</p> <p><b>Re-cap</b> Re-cap what life as an orphan in Victorian England was like, with explicit vocabulary teaching of the word, 'orphan.'</p> <p><b>Pre-reading</b> Re-cap the hardships of Charles Dickens's life, and his criticism of the Poor Law.</p> <p><b>Reading</b> Explicit teaching of the word, 'novel.'</p> <p><b>Reading</b> Teacher and students to read Chapter 1 of 'Oliver Twist' (Classic Starts version)</p> <p><b>Finding evidence</b></p>	Resources

**Detailed breakdowns** show the content and skills in each lesson.



## Student booklet

A **student booklet** is provided for each unit.

These are provided to support student progress with essential tasks and activities.

**OT L2T R3 Character Profiles**

**Character Profile**

**Name**  
Mr. Reginald Bartholomew

**Description**  
Tall, stern, well dressed. His piercing eyes and piercing voice are a warning to orphans at the workhouse.

**Personality**

- **Traditional:** He believes in the Victorian class system, sees personal failure and the workhouse as necessary
- **Strict:** Mr. Bartholomew is strict over the well-behaved orphans at the workhouse. He enforces high standards and high standards.

**Goals**

- **Financial gain:** His main aim is to make money
- **Social status:** Uses the workhouse to display his family's general status
- **Benefactor:** he believes he is helping the poor, but often fails to provide humane conditions

**OT L1T R2 Quote Exploration Sheet**

What does the phrase 'trembling with rage' tell us about how Sikes feels at this point?

Explain what the word 'trembling' tells us about Sikes.

How does Sikes get Oliver to do what he wants?

How does Dickens use d (speech) and language make the reader feel for Oliver?

“Get up!” murmured Sikes, **trembling with rage**, and drawing the pistol from his pocket: “Get up, or I’ll **strew your brains upon the grass**!”

All student resources are in one place, sequenced appropriately – **saving valuable teacher time and costs**, as there’s no need to print separately!

Adapted booklets are provided to meet the different needs of learners.

Quote Exploration sheets encourage a closer look at key moments from a text, as well as supporting the organisation and formation of ideas before writing.

## Lesson slides

Slide decks are provided for each lesson, across the Literary Heritage, Writing Mastery and Reading for Pleasure strands of the curriculum. The slides are fully editable to meet your students’ needs. Notes and guidance are also provided to support delivery of the lesson.

“*I used to be working till 9pm every night. Using English Mastery, class preparation is so much easier.*”

**LUCY TOSELAND**  
EARLY CAREER TEACHER  
DE LISLE COLLEGE

**Do Now** retrieval tasks feature in every lesson to activate prior knowledge.

**Chapter One of Oliver Twist**

As you know, 'Oliver Twist' is set in Victorian England. Here is the first line of the story:  
‘Regrettably, our story must begin on a note of sadness. It is an unfortunate truth that not all beginnings are happy ones.’

**Do Now:**

1. Do you think the story will centre on rich or poor people?
2. What kind of things might happen to give it ‘a note of sadness’?

**Think harder:**  
How do you think the story might be similar to Dickens’ other work?

It is important that you get into the routine of checking your work carefully for any errors and making any changes that need making!

Let’s check our answer to Question 2 using **Mastery Checks**.

**Mastery Check 1** Every sentence starts with a capital letter.

**Mastery Check 2** Every sentence ends with a full stop.

**Mastery Check 3** All proper nouns start with a capital letter, e.g., Oliver, Jack.

**Review**

**Peer review**

- Let your partner **check** your self-review using the Mastery Checks. Did you miss anything?
- **Read them your character description.** How effective did they find your use of dynamic verbs? What could they **infer** about your character?

You chose the detail of ... carefully to reveal that your character was ...

You used dynamic verbs powerfully so the reader could **infer** ...

Opportunities for **peer review** are built into lessons, to develop student independence and communication skills.

**Mastery Checks** are used to assess accuracy on writing tasks in both Writing Mastery and Literary Heritage lessons. This helps to consolidate grammar knowledge and writing accuracy across the curriculum and keep expectations high.



## Co-planning

Planning is most successful for teachers and departments when it is a **shared, creative, problem-solving task**.

By using the English Mastery programme, valuable co-planning time is spent **working together as a department**.

Co-planning is an active ingredient for successful implementation of the English Mastery Secondary curriculum. We recommend weekly sessions to focus on key elements of curriculum implementation in your context, and we provide resources for each Literary Heritage unit for guidance.

For each Literary Heritage unit, we have selected key lessons or themes to focus co-planning time. In co-planning sessions, the department could be completing the final assessment, using exemplification booklets to set expectations, writing models for student tasks, scripting questions, or adjusting lesson tasks or hinge points to meet student needs.

“

*English Mastery allows for focused co-planning sessions working on specific adaptation and how to teach the lessons rather than superfluous conversations about what to teach.”*

**ANDREW SHORT**  
HEAD OF ENGLISH

ARK ELVIN ACADEMY

“

*Teachers are not thinking about the WHAT but the HOW and WHY now. Through collaborative planning, we are having regular discussions about how the programme should be delivered.”*

**JOANNE CATCHPOLE**  
HEAD OF ENGLISH

DE LISLE COLLEGE

# Robust evidence of impact

**We are committed to proving the ongoing impact of English Mastery so that teachers and school leaders can be assured that they are introducing a programme that works.**

The Brilliant Club found that the English Mastery Secondary programme delivered an **additional four months’ progress** for students.

A research trial run with the Education Endowment Foundation (EEF) was interrupted by the pandemic in 2019, which meant that progress measure tests were not taken, but we received **powerful qualitative feedback from teachers**.

“

*We’re actually able to think about how we deliver the content. The ability to be able to think about it as a teacher, rather than a designer of PowerPoint slides is very liberating, and actually, a far better use of teachers’ time.”*

TEACHER 2019 EEF TRIAL

EEF REPORT, 2019



Teachers who described the wellbeing of their English department as low prior to implementing English Mastery, noted how the programme had brought teachers together and increased feelings of solidarity. These teachers thought that co-planning practices, plus the fully resourced, standardised curriculum helped prevent teacher silos and low levels of mutual support.

## 2021 EEF research trial

In order to prove the impact English Mastery Secondary has on teacher practice and student outcomes, we are running a Randomised Controlled Trial with the EEF and Sheffield Hallam University\*. Results of this trial will be published in Spring 2026.

\* <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery-accelerator-fund>



# Be inspired by like-minded schools

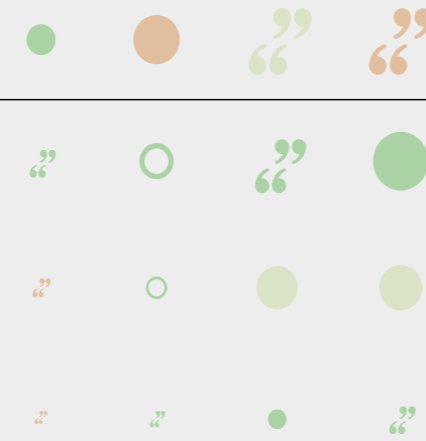
## Building a community of practice

Partner schools join a subject teaching network, sharing best practice and learning from each other. Attend CPD events, including in-person induction training and live termly subject panels, to collaborate with and be inspired by your peers. Your subject expert may connect you with local or similar context schools, helping you gain insights on delivery or simply see English Mastery Secondary in action in other settings.

## Annual conference

We host an exclusive annual conference to facilitate sharing and learning between our partner schools and offer access to new research and thinking.

With exciting keynote speakers and practical workshops, you leave feeling **reinvigorated, re-energised and ready to continue making a real difference** to your pupils' achievement and progress.



*I feel so inspired by today's sessions. Really enjoyed myself and picked up lots of ideas*

**JOANNA STIRRUP**  
CONFERENCE  
ATTENDEE 2023

**ST AUGUSTINE'S  
CATHOLIC ACADEMY**

# Unique curriculum design

## Curriculum components

The English Mastery Secondary curriculum is formed by four interwoven curriculum components:



### Literary Heritage

The study of canonical and seminal world literature, including prose, poetry, and drama.



### Writing Mastery

Explicit grammar and vocabulary instruction and regular writing practice, both linked to the Literary Heritage units and building towards end of year extended writing units, such as Creative Writing, Slam Sonnets, Rhetoric and Monologues.



### Reading for Pleasure

Reading spine featuring fiction and non-fiction texts and resources, including homework, carefully selected to connect thematically and progressively to the English curriculum and designed to engage and empower students.



### Spoken Language

Embedded oracy pedagogy in all lessons; discrete spoken language lessons for each unit to develop exploratory talk and spoken language summer term units, with written and spoken outcomes to develop presentational talk.

Underpinning each year is a **conceptual approach** which progressively develops English disciplinary thinking as text complexity increases through the key stage:

### YEAR 7

#### Morality

Students explore narratives with a moral and with clear protagonists and antagonists (heroes and villains). Story structures are more traditional, like myths, legends and quests, which explore the nature of morality. They are encouraged to think about texts as the creation of an author.

### YEAR 8

#### Duality

Students explore texts with dual characters and narratives and are invited to explore duality of meaning and interpretation. They are encouraged to think about narrative perspective and the relationship between author and narrative voice, for example unreliable narrators.

### YEAR 9

#### Multiplicity

Students explore texts, narratives and characters with increasingly complex meanings and motivations. They are encouraged to explore multiple interpretations and meanings as they progress towards GCSE study.

# Standing out from the crowd

The impact of our programmes is clear, but in case you need even more reasons to choose AC+...



## Collaboratively designed and refined in classrooms

Grown in collaboration with Ark Schools, one of the highest achieving MATs in the UK, we continually learn and co-create together. Plus, we test what really works live in the classroom, to make improvements that will have the biggest positive impact.

Our programmes support disadvantaged students – Ark Schools students make nearly half a grade more progress than their peers nationally. We're here to help give all students the opportunities that an excellent education provides.

## Recognised as an educational leader

We're proud to be recognised as a leader in subject improvement. We work with the Education Endowment Foundation, The Brilliant Club and the Fischer Family Foundation, whose research provides robust evidence of our impact. We collaborate with the subject associations, along with universities including Cambridge and UCL.

## Accountable to you and your pupils

We are a non-profit organisation. Our full attention is on supporting our partner schools and making our already impressive programmes the best they can be. We're particularly passionate about helping disadvantaged children and we aim to level the playing field, so that every young person can succeed.

The schools that we work with are charged a financial contribution which goes right back into delivering and developing the programmes. We're not accountable to shareholders, we're accountable to you!

## Aligned to Ofsted to support your quality of education

The Education Inspection Framework looks for consistency between the intent of schools' curricula and the ways schools empower their team to realise these plans. We have supported many schools to be expertly prepared for an Ofsted visit by:

- Providing a powerfully sequenced, academically ambitious curriculum for all.
- Equipping subject leads with the confidence to articulate their curriculum intent, implementation and impact.
- Delivering immediately actionable teacher CPD at point of need, supporting subject knowledge, pedagogic delivery, curriculum design and more.

# Our expert team

Our team have all been teachers or in school leadership roles. They all love working with English Mastery Secondary schools because they truly believe in the power of research to inform practice and to narrow the attainment gap. We are members of the Chartered College for Teaching and the National Association for Teaching of English – meaning we engage with the latest research and the subject community directly.



**Stephanie Keenan**



**Michlyn Caffrey**



**Sarah Dowey**



**Caroline Redgate**



**Kirsty Kelsey**



**Elmina Ferguson**



**Catherine Lightfoot**



**Hope Varden-Prince**



**Lyndsay Bawden**

# It's easy to join us



Let us know you're interested by [email](#), phone or by [booking a meeting](#).



We'll have a **virtual meeting or a call** with you to learn more about your school.



Agree you're joining the **English Mastery programme** with your senior leadership and sign a contract.



Have a **diagnostic call** to agree the plan for your school's implementation.



Attend **induction training** and receive full support to introduce the programme in your school.

## GET IN TOUCH

Speak to a member of our team about **partnering with AC+** today.

✉ [partnerships@arkcurriculumplus.org.uk](mailto:partnerships@arkcurriculumplus.org.uk)

☎ 020 3116 6363

📅 Or book a call online at a time that suits you: [calendly.com/ark-curriculum-plus](https://calendly.com/ark-curriculum-plus)

## OUR OTHER SUBJECT EXCELLENCE PROGRAMMES

### PRIMARY

 Geography **Mastery**

 History **Mastery**

 Mathematics **Mastery**

 Science **Mastery**

### SECONDARY

 Geography **Mastery**

 Mathematics **Mastery**

 Science **Mastery**

# We look forward to partnering with you!

**We work with schools like yours nationwide to deliver immediate impact and sustained subject excellence.**

So if you're looking for stronger student outcomes, more confident teachers and consistently high-quality teaching and learning across your school... Relax. With Ark Curriculum Plus, you're in safe hands.

**Start your journey to subject excellence today!**



Click here to request access to our **Programme Preview** and see more detail of what you get on the programme.

Ark Curriculum Plus

The Yellow Building 1 Nicholas Road London W11 4AN  
020 3116 6363 [partnerships@arkcurriculumplus.org.uk](mailto:partnerships@arkcurriculumplus.org.uk)