

## Subject:

### Subject Leader

Sally Deacon

### National Curriculum

The English team work to re-engage students with their education and to help prepare them with the skills they will need for their futures. We want them to achieve their potential, despite their circumstances, so that they can progress with the tools for achieving their personal goals.

Each of our Units of Study covers the key skill areas of the National Curriculum and skills are built through each year and then each key stage. The skill progression is mapped out on a bespoke Respect scale that allows us to identify stage, regardless of their age, and helps us to measure the progress of each student, each half term.

Exploring literature builds all kinds of skills such as empathy, navigating complex social interactions and the subtleties of communication. As well as building knowledge of history, ranges of cultures and life experiences that can all be explored without having to leave their chair. Books have the power to bridge gaps where cultural capital may have been missed.

Reading is such a key skill that opens many doors. We aim to support students in improving their skills as it benefits all future learning across every subject. It also allows pupils to explore, enjoy and capture incredible experiences which will enrich their lives again and again. They will recognise and be able to grab opportunities presented and not miss out on chances that could have a detrimental effect on them.

Our final key aim is to ensure our students can protect themselves in this increasingly complex world and ensure that they can thrive in whatever they choose to do.

#### Initial Assessment in English.

For all students, on entry, we need to determine the student's readiness for our curriculum. We identify any areas of need in relation to reading and writing. The NGRT, BKSBS and the phonics screening will highlight if there are any learning gaps that need to be addressed. We also use a baseline test, Entry Level Reading and Writing papers, which help us to determine levels of comprehension and, in the writing paper, initial spelling, punctuation and grammar skills. At Key stage 4, we use a sample English Language Paper 1 test too. From these preliminary tests, we can start the student's journey with some smart targets to work on in their first term. These are logged on a target sheet and placed in books or folders.

#### Assessment in English

At the centre of our assessment, we have a scale that captures the progression of skills from Foundation at KS2 to GCSE level 9 at KS4. Students can be placed at any stage, regardless of their age, so will be able to access their work at the appropriate level.

At the half term point, students will work through Entry Levels 1-2 and 3 and then will move up to Functional skills level 1 and then level 2. These aim to steadily build exam stamina and resilience in preparation for their future examinations.

Each term has specific Reading, Writing and Speaking and Listening skills to focus on which can be seen below in our implementation document. We have developed adaptive assessments that check to see if these skills have been developed at the end of each term and are based on the text(s) students have studied. A scaled score will be given by teachers for reading and writing, and the papers will be moderated and standardised across the department. This will also generate both reading and writing targets which will be addressed over the next term.

The blend of Entry Levels and Functional skills helps us to support students by giving them a qualification to fall back on reducing the pressure and high stakes of the GCSE examinations. For some of our students, these qualifications will be vital in giving them something tangible to leave with and a stepping stone towards further education.

At KS4, we continue to use Entry Levels, but we also have a schedule of mock examinations that build our students up for their final examinations. The first of these is in the summer of their y10, where we do a combination of Language Paper 1 and Literature Paper 1, so we can determine their progress, introduce the exam compliance process and generate some targets to take forward to the beginning of y11. In their final year, we will do two sets of mock examinations to ensure our students are well prepared for their final tests. We use the mocks to generate personal targets, secure access arrangements, identify areas where there are gaps in knowledge and to give our students practise at the experience of exam taking in a formal setting.

## Curriculum Intent

### Our Curriculum Choices – KS3

Our curriculum follows the spiral model to support our students because their entry points can be much more varied than in other schools. We need to ensure that we incorporate a repeated sequence of skills in order that our students can flourish regardless of when they joined us. Our students also work well when skills and knowledge are built on familiar schema, so our yearly programmes echo each other throughout.

At KS3, we start each year with students studying short stories. Starting with a manageable sized text, where narrative arcs and characters can be mapped and followed prepares them for their later experiences of whole novels. We also ensure the stories increase in their challenge, so structures become more complex including narrative twists, flashbacks and unreliable narrators. The choices of short stories has to be flexible across our schools and according to groups. What could engage one group, might dysregulate another. We have a layer in our curriculum that advises our teachers on the SEMH possibilities and potential issues, plus supports with which interesting areas can be discussed to support with British values and cultural capital.

Y9 students will also be challenged to study a prose-based novel that links with their short story. This is currently being trialled in our schools and is a stepping stone towards studying poetry acting as prose – as with Shakespeare plays.

The next term for our KS3 students moves to studying a play. We have exceeded the National Curriculum here and study Shakespeare plays at each age. Our drive here is to use the plots and characters to inspire and generate a positive relationship with Shakespeare plays, ready for Romeo and Juliet in KS4 – or whichever play they study if they don't remain with us. Our intent is that all students start y10 wanting to study Shakespeare, not fearing it. We also have a mix of tragedy and comedy as this, again, is excellent preparation for Romeo and Juliet.

The final term for the KS3 students is to study a whole novel. We have chosen seminal novels and culturally diverse themes which is excellent preparation for the GCSE Literature texts. We have chosen texts that will support the students learning about British values – which are inline with our school values.

Democracy, morality, justice and respect to name but a few.

### Our Curriculum Choices – KS4

At KS4 our choices have also been well considered as we must not only prepare students for exams, but some of our students may return to a mainstream setting, and so we need to ensure that their time with us prepares them to re-engage as smoothly as possible. The year 10 and y11 schemes are a spiral mirror image of each other where y10 is used to establish content, and y11 is used to return to content and polish the skills to apply it to exam answers. This supports our students and new students who join us along the way.

Functional skills and Entry levels are also part of our programme as they help to foster exam stamina, build confidence and develop skills that will also be useful in GCSE exams too. They can act as a safety net lowering the stakes for some of our more anxious students.

## Oracy

Oracy is a huge part of our curriculum and a key target on our department improvement plan. At KS3 Speaking and Listening tasks are linked to all our schemes and students are encouraged to use verbal rehearsals before they write within lessons. We have cross links with the PSHE department in encouraging debating skills, discussions and the use of a formal register in the appropriate setting. All teachers model an appropriate level of formality in their lessons so this is being reinforced on a daily basis.

At KS4, we have oracy assessments in both Functional skills and GCSE English Language, so this is an area that we have been developing this year. Training staff and cross referencing the skills and objectives across the curriculum is this year's plan.

## Curriculum Implementation

READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
R1,2,3,4,6,13,14									
1. Recall, retrieval and Quotes R10, 11,12	✓		✓	✓		✓	✓		✓
2. Inference R8		✓	✓		✓	✓		✓	✓
3. Structure Analysis R1,11,12	✓		✓	✓		✓	✓		✓
4. Language Analysis R7,11		✓	✓		✓	✓		✓	✓
5. Viewpoint R9							✓		✓
6. Context R9					✓	✓		✓	✓

READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
1. Recall, retrieval and quotes	They can recall straightforward information about plot and character with some quotes or references to a text		They can make relevant points about plot and Character supported by relevant quotes and comments	They can identify relevant points across a whole text about plot, character and themes with quotes or text references from multiple places		They can identify relevant points across a text about plot, character and themes, with relevant comments supported by a range of quotes including some single word quotes	They can make relevant points including summary and synthesis of information on plot, character, themes and writer's purpose, referencing quotes, including single word quotes and their effectiveness		Increased precision in choosing thoughtful and relevant points and supporting with quotes, including single word specific quotes and how they work together to compare, contrast and build ideas
	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
2. Inference		They can make reasonable inferences at a basic level about characters and plot	They can use evidence from a text to make multiple inferences about events and characters in a text – eg. How a character feels		They can comment and make inferences from different parts of a text rooted in references from the text.	They can make developed explanations of inferred meanings across a whole text referring to multiple sections of the text.		They can make comments that explore different layers of meaning in different sections of a text	They can make developed interpretations of texts and can make connections in a thoughtful and insightful way across a whole piece or range of texts. They can begin to critique the writer's viewpoints.

READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
3. Structure analysis	They can identify organisational features of a text including openings, endings, rising action, climax		They can comment on organisational features and their effectiveness in a chronological story breaking down the key sections; openings, climax, endings.	They can identify, explain and comment on a range of organisational features showing awareness of the crafting of structure including the use of narrative hooks, switches of focus between paragraphs or sections		They can identify, explain and comment in detail on how structural features are used to support character or thematic development. They can explore how non-chronological structures are used such as flashback, foreshadowing, multiple narrative voices and time switches.	They can identify a range of structural devices used in chronological and non-chronological texts including sub plots and switches of focus between sections. They can support my analysis of structure with specific features from the texts to illustrate my points.		They can evaluate the effectiveness of a structure and how a range of devices are used to develop characters and themes. They can illustrate my points with a range of references from across a whole extended text. They can discuss features such as cyclical structure.

READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
4. Language analysis		They can identify words and phrases that are used for effect and use simple terms such as rhyme, adjective, noun, verb simile, alliteration, metaphor	They can identify a number of words or phrases from a given extract using some terminology, and explain their deeper meanings and connotations.		They can identify a wider range of language features including personification, list of 3, onomatopoeia, semantic fields, rhetorical features and direct address	They can identify a range of language features and explain their use showing the effects of language choices on the audience.		They can identify a wide range of language features including persuasive devices and poetic language. Including, anaphora, anecdote, sibilance, juxtaposition, dramatic irony, symbolism, pathetic fallacy, character foils	They can identify a range of language features across a whole text and write in developed detail about the effects of the language choices on their audience

READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
5. Viewpoint							They can identify a writer's viewpoint and the main purpose or message of a text with some explanation		They can identify a writer's purpose and explain using specific examples at word and whole text level.
READING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
6. Context					They can make simple connections between a text and its historical background thinking about different times and places	They can make simple comments about context and how they link to specific parts of a text		They can explore how different contexts can change the meaning of a text, and how a text can be understood in different ways by different people	They can analyse how a text can be influenced by its cultural or historical background and write in detail about different interpretations.

WRITING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
1. Interesting, engaging, appropriate register, form and audience W1,3	✓		✓	✓		✓	✓		✓
2. Vocabulary W3		✓	✓		✓	✓		✓	✓
3. Spelling W1	✓		✓	✓		✓	✓		✓
4. Sentences W2		✓	✓		✓	✓		✓	✓
5. Structure and Paragraphs W2	✓		✓	✓		✓	✓		✓
6. Punctuation W2		✓	✓		✓	✓		✓	✓

WRITING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
1. Interesting and engaging writing for appropriate register, form and audience	They can write showing relevant ideas including events and actions. Uses appropriate features of form.		They can elaborate on the details of the information I include, and They can use an appropriate form and style.	They can develop the material in my writing in detail and the main purpose is clear. They can use a range of features appropriately to the form, style and audience		They can develop the material consistently through the whole text. They can carefully select features that are appropriate and sustained for a variety of forms, styles and audiences	They can create imaginative content and adapt my writing to a range of forms, purposes and audiences. They can sustain a viewpoint and use the conventions effectively		They can create a well judged piece of writing and adapt effectively to suit form, purpose and audience using a range of stylistic conventions. They can create a range of viewpoints and my control is consistent and effective.
WRITING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
2. Vocabulary		They can make some deliberate vocabulary choices	They can write using some adventurous words		They can choose my vocabulary for effect	They can expand my vocabulary and am making more deliberate choices		They can use a range of vocabulary which is appropriate to topic, audience and register	They can use vocabulary in an imaginative way and am precise with how it suits its context

	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
3. Spelling	They can spell high frequency words correctly and sometimes spell phonetically		They can spell high frequency words correctly and grammar words. Some suffixes are also accurate including plurals, past tense and adverbs	They can spell more compound words correctly and my suffixes are mostly accurate		They can spell multisyllabic words correctly but may have errors with some homophones	They can spell multisyllabic words correctly; prefixes and suffixes are usually sound. Errors may occur with double consonant spellings		They can generally spell correctly throughout a text including some ambitious vocabulary. Errors may still occur with complex words.

	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
4. Sentences		They can use clauses and form sentences by linking them together	They can use simple sentences with a variety of connectives. They can vary their openings,		They can use mainly simple and complex sentences with some occasional subordination.	They can write using a variety of sentence types and include a variety of connectives		They can use a wide range of sentences for effect. They can use a wide range of connectives to allow me to build ideas and explore arguments.	They can craft my sentences in a well-judged way to create certain effects on the reader. They can use embedded clauses and can order the sentence to change emphasis.

WRITING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
5. Structure and Paragraphs	They can structure a text with a deliberate opening and closing and can sequence my ideas in an order		They can structure my writing using time sequence phrases and can use openings and endings for effect	They can sequence a whole text logically using signposts at the start and finish and between paragraphs		They can structure my text so the ideas are clustered into topics and build in a purposeful way with a deliberate opening and ending	They can structure my paragraphs are around topics and I'm using discourse markers to create links between my paragraphs. They can use structural devices such as flashbacks and switches of focus		They can paragraph my writing in a purposeful way, so I make connections within and between the paragraphs. Ideas are clearly signposted and I'm starting to use structural features for effect such as cyclical structure

WRITING	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
6. Punctuation		They can write using fully demarcated sentences.	They can use a range of punctuation including question marks, exclamation marks, commas		They can use a wide range of punctuation including punctuating speech marks	They can use a wide range of punctuation in a sustained way across a text		They can use a full range of punctuation accurately across a whole text. They can use punctuation to create parenthesis in a variety of ways (brackets, hyphens, commas)	They can use a wide range of punctuation to enhance the meaning of my writing, and the sentence structures used. They can use colons and semi-colons

Speaking and listening	Year 7			Year 8			Year 9		
	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
Talking to others S1,3			✓						✓
Talking with others S1,2,4	✓			✓			✓		
Talking within role play/drama S1,5		✓			✓			✓	
Talking about talk S1,2	✓		✓	✓		✓	✓	✓	✓

Speaking and listening	Year 7			Year 8			Year 9			
	R1,2,3,4, 6, 13,14	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
Talking to others			They can express my ideas when talking about an interest of mine. I show awareness of the listener and use verbal and non-verbal features such as hand gestures, pauses and eye contact			They can hold the attention of an audience using varied vocabulary, verbal techniques such as intonation, pace, pitch and pause, and non-verbal including movement, facial expression and body language				They can discuss complex ideas in a succinct and clear way. I adapt my language, vocabulary and grammar for a particular audience and I use a wide range of strategies to engage the audience

<b>Speaking and listening</b>	Year 7			Year 8			Year 9			
Talking with others	They can listen attentively and engage with others in a group discussion			They can respond to a reader's main ideas making simple comments and suggestions and take turns			They can engage with some complex ideas and make extended contributions . They can lead talk and help others interact too.			

Speaking and listening	Year 7			Year 8			Year 9			
	R1,2,3,4, 6, 13,14	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel	Autumn Short story	Spring Play	Summer Novel
	Talking within role play/drama		They can create an imaginative character using gestures, movement and voice creating a scenario or role			They can develop a role showing empathy for the character using body language, gestures and voice			They can sustain a role using a range of creative techniques showing a deep understanding and empathy for a complex character	
Talking about talk	They can identify how speakers use different words and express themselves differently		They can discuss how speakers use different strategies to engage an audience	They can discuss a range of language choices and non-verbal strategies are used by other people		They can explain how people use verbal and non-verbal features and for what effect. They can see how they might differ their talk for different situation	They can explain feature of my own and others' talk dicussion how different strategies are used in different registers for effect		They can evaluate the impact of verbal and non-verbal startegies in my own and other people's talk, role play and discussion	