

# English Curriculum Intent



## Academy Values & Ethos

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after our academy, whether that be re-integration into mainstream, Further Education or employment. Our Vision is "Inspire, Achieve, Exceed".

Our pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community
- Establishing nurturing and supportive relationships between staff and pupils
- Setting high expectations for behaviour and academic success
- Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
- Innovating learning, to engage and inspire
- Promoting tolerance and mutual respect
- Providing opportunities for pupils, parents and carers to voice opinions which form part of the decision-making process
- Providing an inclusive programme of learning opportunities and experiences that promote engagement.

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## Intent of the English Curriculum

English can be challenging for pupils who have missed opportunities to consolidate basic knowledge and understanding, such as phonics, and many pupils score below a functional reading age on arrival at our academy. Many pupils arrive with low confidence in reading and writing and are reluctant learners which has led to them becoming disengaged. Many pupils have poor writing and comprehension skills. Our full time Intervention Assistant supports pupils with a DfE approved phonics reading programme.

Our aim is to provide pupils with the opportunity to re-engage in English lessons and achieve individual success through bridging gaps and building on their prior knowledge. Through individualised support plans we strive to boost self-worth and develop confidence in their own ability. Pupils will be able to develop appropriate oracy and improve their communication skills. Pupils will understand the purpose of learning about literacy and develop their skills so that they can be used as a foundation in all other subjects. They will learn that making mistakes through draft planning is often key to producing their best work, which is a fundamental part of personal growth and an opportunity to learn and develop resilience.

Our curriculum ensures that pupils are ready for their future education, whether this is to return to mainstream, to study qualifications at our academy, to access Further Education or employment. We aim for pupils to have the necessary literacy skills that they will need in their lives beyond our academy.

Our English curriculum enables pupils to:

- Experience individual success in English
- Build independence and confidence in reading and writing
- Encourage pupils to develop appropriate communication skills through speaking and listening
- Develop their comprehension skills of a range of text types
- Develop their creative writing ability whilst making mistakes and building resilience
- Gain an appreciation for a range of text types and genres, including poetry, nineteenth century writing and modern texts (Cultural Capital)
- Learn about the important role that literacy plays in the wider world
- Leave our academy with relevant literacy skills so that they can be functional in their next setting and the world.

## Implementation of the English Curriculum

Our Long Term Plan is divided into 6 Half Terms. Curriculum content is taken from elements of the National Curriculum. At Key Stage 3 we offer a cyclical pattern of Blue Year, Green Year. Both years cover all Reading and Writing Assessment Objectives. The sequence of learning is constructed to develop pupil's literacy skills whether the Scheme of Learning is text led – for example Holes; or thematically led – for example non-fiction texts. The sequence of learning

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is planned to take account for the transient nature of our academy population; there is a repetition of skills during each cycle (whilst giving the opportunity for each pupil to build depth and mastery) delivered through a variety of texts and themes.

## Outcomes

Pupils are able to experience progress in a short time period through the individual baseline assessments and bespoke support strategies implemented. We aim for all pupils to experience individual success in English through individual target setting and use of high expectations.

- Regular assessment using Reflection Time Marking Sheets
- Reintegration to mainstream education
- Progress against our 14 Steps assessment framework (KS3)
- AQA Entry Level (Silver / Gold)
- Edexcel Functional Skills (Level 1 / Level 2)
- Edexcel GCSE English Language

## Personal Development

The English Long Term Plan has a careers focus for each half term which links the topic to careers where English skills are vital. Throughout the curriculum, there are opportunities to link literacy skills to real life applications and build foundations for pupils' next steps. They are encouraged to be aspirational and are exposed to a wide variety of careers.

English Medium Term Plans create explicit opportunities for the promotion of fundamental British Values. Examples include:

British Value	Scheme of Learning: Lesson Content
Democracy	<ul style="list-style-type: none"><li>– KS3, HT2 Blue: Pupils look at the role of the Royal Family and debate the ideas of who should pay for Royal weddings. Pupils examine what the Royal Family do in present day society and express their opinion on the make-up of current democracy in the United Kingdom.</li><li>– GCSE, HT4 Blue: Pupils are encouraged to research the impact of beginning the driving theory course at 16 and making it part of the Academy curriculum. Pupils cover how laws are challenged and changed within our country and how power in number can bring about these changes.</li></ul>

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	<ul style="list-style-type: none"> <li>- KS3, HT2 Green: Pupils look at a variety of war poetry from WW2. Pupils are encouraged to look at their own feeling and beliefs of being forced to join the army in the process of conscription. Pupils can identify with losing their own rights in relation to modern day.</li> </ul>
Rule of law	<ul style="list-style-type: none"> <li>- KS4, HT1 Blue: Debating sessions such as 'Should all prisons be open prisons' looks at how law can be interpreted and how rules may not be the same for all offenders depending on the crime. Pupils are able give their opinion on this and research their ideas to develop evidenced opinions and balanced arguments.</li> <li>- GCSE, HT1 Green: Pupils are introduced to the skills of comparing texts by looking at the power of photographs. Pupils are introduced to the new laws of the Apartheid in South Africa and the impact of these laws. Pupils can compare, contrast and evaluate the power of a photograph linked with the career focus for the term on a photographer.</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>- KS3, HT3 Blue: The study of the novel 'Holes' gives an opportunity to look at "unreasonable detention". Stanley's personal freedom has been removed at an isolated 'correctional' camp. The pupils will examine the notion of his liberty and relate it to their own, and others around the world. Stanley has very few rights in his environment, including no freedom of speech.</li> <li>- KS3, HT5 Green: The study of Animal Farm gives an opportunity for all pupils to address the ideas of equality, freedom and mental health both within the text but in the wider context of society.</li> <li>- GCSE, HT1 Blue: Studying 'The Homeless Man's Journal' and addressing the ideas of equality and freedom. Pupils are able debate the ideas around homelessness and the rights homeless people have including only being able to work with a fixed-abode and the mistreatment of the homeless due to stigma.</li> </ul>
Mutual respect	<ul style="list-style-type: none"> <li>- KS3, HT1 Blue: A range of material on Marcus Rashford including his autobiography and interviews gives an opportunity to cover this aspect. Pupils analysed his charity campaign for free school meals, recognising that previously unheard voices can challenge the status quo, and be heard.</li> <li>- GCSE, HT4 Green: Pupils to compare the extracts of the obituaries and how respect has been shown for them. One text covers the element of racism in the 1960s. Pupils have opportunity to discuss is this is something that would happen today.</li> <li>- GCSE, HT3, Green: Pupils look at an extract of The Green Mile in which pupils have opportunity of how Percy, the prison officer treats the prisoners awaiting the death sentence. Pupils can debate whether they think prisoners deserve fair treatment.</li> </ul>
Tolerance	<ul style="list-style-type: none"> <li>- GCSE, HT1 Blue: Pupils look at the work of rap artists including 2Pac. Pupils look at the levels of tolerance within other cultures and the issues within gang culture.</li> </ul>

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	<ul style="list-style-type: none"> <li>– KS3, HT5 Green: Pupils learn of travelling to different places through travel writing the work of Bill Bryson (Notes from a Small Island) and the idiosyncrasies of British culture.</li> <li>– GCSE, HT1 Blue: Pupils to look at the text ‘The Homeless Man’s Journal’ and reflect on the treatment of the character and how society deals with the issue of homelessness.</li> </ul>
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English Medium Term Plans create explicit opportunities for pupils’ SMSC education, including Religious Education. Examples include:

SMSC	Scheme of Learning: Lesson Content
Social	<ul style="list-style-type: none"> <li>– KS3 and GCSE: All pupils are encouraged to share their ideas and work collaboratively where appropriate.</li> <li>– GCSE HT4, Blue: Pupils are encouraged to analyse articles on football teams. This allows pupils to develop in differences of opinions and resolve any conflicts effectively.</li> <li>– KS3 HT5 Green: The pupils analyse the effect of the animals in the supposed utopian society and what effect it has on them. Pupils are able to look at the failed socialism of the farm and the lack of cooperation between the animals that leads to demise.</li> </ul>
Moral	<ul style="list-style-type: none"> <li>– GCSE, HT3 Blue: Macbeth Act 3, Sc 4 where Macbeth hears that Fleance has escaped. Macbeth has reasoned that he must kill his friend Banquo, and Banquo’s son, in order to ensure his own lineage. This decision begins to unravel Macbeth and sow the seeds for his downfall. A study of the language in this scene offers an examination of Morality. Pupils will be encouraged to examine their own moral compass, using language to rationalise their position.</li> <li>– GCSE, HT1 Blue: Pupils cover the speech of Sir David Attenborough at the COP26 Conference in Glasgow. Pupils are given opportunities to voice their own opinion of Climate Change and who is responsible for making change. Opportunity is then given to devise their own speech based on some of the language and structural techniques demonstrated by Attenborough.</li> </ul>

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	<ul style="list-style-type: none"> <li>– KS3, HT3 Blue: Pupils cover the novel 'Holes' and study the morality and effect on telling his mother what life is like at the correction centre versus protecting her mental health and covering up the truth to portray a more idealistic view of the centre.</li> </ul>
Spiritual	<ul style="list-style-type: none"> <li>– Throughout the curriculum of KS3 and KS4, pupils are encouraged to use their imagination and creativity in their writing. Pupils are encouraged to reflect on their own experience and beliefs and use these within their own work. All pupils are encouraged to reflect on their own work in dedicated reflection time.</li> <li>– GCSE, HT2 Green: Pupils analyse the way in which the Bible portrays Noah as a hero and contrast this with the work of Julian Barnes 'A History of the World in 10 ½ Chapters' and the way Noah is portrayed here as a central protagonist.</li> <li>– KS3, HT5 Green: In the novel 'Animal Farm' pupils study the 'Seven Commandments' that the animals must live by. Pupils to reflect on the 10 Commandments that are found in the Christian religion and to list what commandments they believe they should live by. Pupils can then see if they are similar or different to those of others and discuss reasons for their choices.</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>– GCSE, HT4 Blue: Pupils study a variety of 19<sup>th</sup> century texts and look at how society and culture has developed over the years. For example, pupils study a 19<sup>th</sup> Century text entitled 'Black Eye Academy' in which they examine and evaluate the job of a make-up artist for high society in creating and hiding black-eyes for a variety of social and economic reasons. Pupils have opportunities to talk about their opinions of this.</li> <li>– Step-Up KS4 Throughout the year: Pupils look at how music has changed throughout the decades and reflected society such as soul music in relation to the Black Rights Movement and punk rock as a reflection of the rebellion against the political system at the time.</li> <li>– KS3, HT1 Green: Pupils cover looking at both tabloid and broadsheet journalism and the impact of the introduction and of social media in covering British culture.</li> </ul>

## Related Documents in the Teacher's Subject Folder

- Long Term Plan
- Medium Term Plans
- Subject marking expectations
- Pupil progress data