

Curriculum Intent Statement

The English Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for future qualifications based learning in phase 4 and 5.

English					
INTENT	To develop happy, confident and independent learners who are prepared for adulthood by: <ul style="list-style-type: none"> communicating effectively within the world they live in developing functional reading strategies instilling a habit and a love of reading for both pleasure and information developing confident speakers, readers and writers to support students into the world of work providing a wealth of opportunities to acquire a wide range of tiered vocabulary developing a comprehensive understanding of grammar and its importance providing opportunities to appreciate their rich and varied literacy heritage demonstrating how to write clearly, accurately and coherently for a range of contexts, purposes and audiences across the curriculum. ensuring students are competent in speaking and listening and can explain ideas and understanding across the curriculum providing opportunities to express themselves creativity and effectively to engage in society 				
Phase 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rhymes & Traditional Tales	Letters	Non-fiction	Narratives/stories	Instructions	Poetry
Phase 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Poetry and instructions	Recounts (Letters, postcards)	Information texts and Newspapers	Fairy tales/ Myths and Legends	Recounts (Diaries)
Phase 3					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Non fiction - newspapers	Play scripts	Poetry	Non fiction - information texts	Recounts - Letters and diaries
Phase 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Narratives [2 weeks] Instructions playscripts	Narratives [2 weeks] Poetry	Narrative [2 weeks] Persuasion and debate	Narrative [2 weeks] Recount and Newspapers	Narrative[2 weeks] Non chronological Non fiction personal choice
Phase 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Narratives [2 weeks] Instructions real life experiences	Narratives [2 weeks] Poetry	Narrative [2 weeks] Persuasion and debate	Narrative[2 weeks] Recount and Newspapers	Narrative[2 weeks] Non chronological Non fiction personal choice

Structure -The scheme of work has been developed by using key National Curriculum end of year objectives, which have been broken down into small steps to meet the needs of our students. We have renamed these yearly expectations 'stages'. In each group there are students of varying English ability levels, working through the stages at different **paces**. The objectives in each stage are worked through following the overview above.

Why this - We believe that a quality English curriculum will foster and develop student's love of reading, writing, discussion, debate which will enable them to function effectively in society. In English, we hope to provide our students with relevant and real life opportunities that will prepare them for the next stage of education or training and further into adulthood. We aim to inspire an appreciation of the written word through a range of different genres e.g. songs, poems, articles, letters, play scripts, novels and nonfiction texts, and to develop students socially, emotionally, culturally, intellectually and spiritually through a range of high quality and diverse materials. We acknowledge that our young people have a range of learning difficulties and diagnosis which can impact significantly on English as a subject as well as the wider curriculum. We recognise the importance of building confidence through speaking and listening, giving pupils the opportunity to voice their ideas and opinions before committing these to the page. Communication is central to the overall aim of the school and English is one of many opportunities in which students are given the chance to be heard. We believe that students need to develop experience in talking, singing, storytelling, drawing and writing at phase 1 before accessing a more formal, progressive knowledge based literacy pathway based upon our stages assessment documents. Students at phases 1 to 3 including life skills are taught all aspects of phonics, spelling, sentence construction and grammar, dictation and comprehension through a range of genres and exciting reading materials.

Our SOW runs alongside the RWInc phonics program. Students are grouped according to their phonic ability using RWInc assessments which ensures that scheme of work lessons are specifically matched to their developing reading and writing ability rather than their chronological age.

Why now -The English SOW is based on transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing). Teaching provides opportunities to develop students' confidence and competence in these two dimensions. These will be revisited throughout the year. Students are taught how to plan, revise and evaluate their writing through effective transcription: on spelling, phonics, word structure and spelling structure of words. It is our intent that reading and

writing across the curriculum will inspire, engage and challenge all students, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for reading and writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). Our internal stages tracking assessment will highlight any focus areas which will be continuously taught throughout each genre.

Narratives are the starting genre for phases 1-5 and provide opportunities for listening and reading of stories as well as providing an understanding of composition e.g. forming, articulating, communicating ideas and organising them coherently for a reader as well as developing an understanding about the audience, purpose and context. Narratives provide opportunities to develop vocabulary, grammar, handwriting legibility and fluency.

Poetry is a genre threaded throughout the SOW across each phase which reflects different purposes, explores vocabulary and structure as well as encouraging students to demonstrate their emotions through personal response which can be a challenge to many of our students. It provides students with social and historical links with cultures and communities.

Instructions is a genre threaded through our SOW. We want to provide the necessary skills to be able to complete a range of real life tasks, follow rules and procedures and ensure that a task or activity is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.

Recounts are reflected in the SOW to inform and entertain but can also be used to persuade. Reading and writing within this genre allows students to develop: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.

Non Chronological report and explanation genre is taught within phase 4 and 5. This reading and writing provides students with opportunities to develop: creativity, enquiry, evaluation, information processing, reasoning and problem solving. This genre is clearly linked to the external accreditation and employment routes

Persuasive genre is taught at phase 4 and 5 where students have more confidence and maturity. This form of reading, writing and speaking and listening provides the students to develop creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving. This genre is clearly linked to the external accreditation and employment routes

Builds on -This SOW builds upon the skills developed in phase 1 including listening and sharing stories as well as developing a love of reading. As students are grouped by phonic ability according to their RWInc group, each group builds upon the phonics, reading, writing and speaking and listening skills from previous groups. As students complete the RWInc program, they access SOW lessons 5 days per week. The texts in each group build in difficulty and help to develop reading and writing skills appropriate to the stages objectives they are working at. These objectives are clearly sequenced.

Prepares for -This SOW prepares students to undertake a range of qualifications at phase 4 and phase 5 based on their end of phase 3 data. These are Edexcel Functional Skills Entry Level 1-3, Edexcel Functional Skills Level 1 and Level 2, GCSE English and NOCN Suite of Level 1 and Level 2 Awards in English Skills Qualifications. These qualifications will enable students to develop confidence and access a range of further education courses, apprenticeships and training providers and make informed career pathway choices. It will provide the skills for all students to communicate effectively in the world they live in.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary