

ENGLISH

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

English Curriculum Intent

English can be challenging for pupils who have missed opportunities to consolidate basic knowledge and understanding. Many pupils arrive below a functional reading age with low confidence in reading and writing and are reluctant learners which has led to them becoming disengaged. 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. Pupils will be able to develop appropriate oracy and improve their communication skills through phonics and speaking and listening **opportunities** throughout the curriculum. Through individualised learning plans which target identified gaps in learning, pupils are supported to boost self-worth, develop confidence and experience **success** in their own ability. Pupils are either taught on an individual or small group basis or in a classroom learning environment. 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, study Functional Skills or GCSEs at our academy or move to post 16 education or employment. We aim for pupils to have the necessary literacy skills for them to experience individual **success** and secure the literacy skills that they will need in their lives beyond our academy.

Our intent 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, Shakespeare and modern texts;
- 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.

Content

English content is shared in the long term curriculum plan below. Content is divided into 6 academic terms for pupils who are site based. Curriculum content is taken from elements of the National Curriculum.

Pupils who attend the Alternative Provision Team each have bespoke, individualised content planned for based on gaps in their knowledge identified from BKSBS baseline assessments. Content is delivered for pupils to achieve a Functional Skills in English. An example of the curriculum content for these pupils can be seen in the example long term plan. Individual long term plans are devised per pupil. Where appropriate, pupils will be entered for GCSE English Language and/or Literature.

Implementation

Delivery of English is either via site based small classes, targeted intervention or one to one teaching. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified per individual pupil in their 'pupil information pack'.

The sequencing of English ensures that content is taught in a logical order so that pupils build on knowledge. The curriculum is designed to allow for the embedding of content and transfer of knowledge into subsequent topics. This allows pupils to utilise knowledge and skills and make cross-curricular links. When pupils transition between our academy sites they are able to transfer their basic English skills and apply these.

Interventions take place for individual pupils in order to provide a solid foundation and build confidence in individual abilities. Interventions may include Catch-Up Literacy, Lego Therapy and one to one teaching. Interventions will aid in the acceleration of progress so that individual pupils can achieve their target and experience **success**.

At KS4, English is delivered in line with the qualifications on offer. Our aim is to provide pupils at KS4 with a qualification in English, either Functional Skills and/or GCSE Language and/or Literature. Some KS3 pupils may also work towards the English Functional Skills qualification. We aim for all pupils to make maximum progress whilst with our academy.

In the Alternative Provision Team, pupils have the **opportunity** to develop their literacy skills through a one to one bespoke programme, often delivered in the home which tailors for individual need so that they can function in society beyond year 11.

Assessment

Pupils complete a diagnostic baseline assessment when they join the academy. This may be through use of a standardised assessment KS2/3 Sats or BKSB. This ensures that all pupils are set appropriate targets and work can be differentiated accordingly.

Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place each English lesson.

Summative assessments at the end of topics will be completed for all pupils not working towards formal qualifications. Summative assessment for KS4 pupils and some KS3 pupils will be their formal exam result.

KS4 pupils' working towards GCSEs will complete mock exams which generate a GCSE grade in order to track their progress. Their performance on these assessments is analysed and used to inform intervention to take place in preparation for their GCSE English exams. KS3 and 4 pupils may also sit Functional Skills exams throughout the year which will evidence assessment and progress in English.

All pupils are also assessed for progression in accordance with the whole academy bespoke assessment and tracking 14 Step Scale. All pupils will have a baseline and target set using the English 14 Step Scales regardless of site, age, ability or qualification being studied. We will track progress for English in the following separate areas:

- Reading
- Writing
- Speaking & Listening

Pupils are able to move between our academy sites if appropriate and continue to track knowledge and skill development through the 14 Step Tracking Scale.

All pupils have a bespoke short term English target set in their ILP 6 times per year. This allows for rapid praise and **success** to be shared and also aims to increase their confidence and self- esteem.

Impact

Pupils experience progress through the individual baseline assessments and bespoke **support** strategies implemented. We aim for all pupils to experience individual **success** in English curriculum through individual target setting and use of high expectations.

There is an emphasis on Functional Skills in English as many pupils require this for post 16 destinations. Early entry for these exams is intended and has a positive impact on self-esteem and builds confidence that can extend to a GCSE pathway if appropriate. Pupils are entered for their Functional Skills exams as and when each individual is ready. KS3 pupils can take functional exams during KS3. This enables them to progress to GCSE study at KS4 where possible. All pupils are encouraged to make maximum progress whilst on roll with short term and long term target setting. Pupils can experience rapid **success**. Aspirational targets are also set. Pupils will be encouraged to work towards the next level qualification where time allows. Our ethos allows pupils to have the **opportunity** to achieve a qualification and experience **success** regardless of time on roll. Pupils are able to take the Pearson Functional Skill in English or the AQA GCSE in English Language and/or Literature. Some pupils

may achieve all 3 qualifications. English skills developed are able to be transferred successfully to our vocational qualifications offered through our Alternative Provision commissioning process. Qualifications such as Digital Media will require pupils to apply their literacy skills throughout the course in order to explain, justify and review their technical designs to clients and also to complete their vocational qualification.

Career links with the English Curriculum

The English long-term plan has a careers focus for each term which links the topic to careers where English skills are vital (see LTP). Throughout the curriculum, there are opportunities to link literacy skills to 'real life' applications and build foundations for the next step.

Planning makes reference to careers available within a particular subject area. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

ENGLISH QUALIFICATION PATHWAYS					
	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Alternative Provision Team	Edexcel Functional Skills Entry Level 1	Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1 AQA GCSE Language and/ Literature 1-3	Edexcel Functional Skills Level 2 AQA GCSE Language and/or Literature 4-9
Sawley site		Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1 AQA GCSE Language and/ Literature 1-3	Edexcel Functional Skills Level 2 AQA GCSE Language and/ Literature 4-9
Bennerley Site	Edexcel Functional Skills Entry Level 1	Edexcel Functional Skills Entry Level 2	Edexcel Functional Skills Entry Level 3	Edexcel Functional Skills Level 1	

English Long Term Plan 2021 - 2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Novel KS2: Oliver Twist KS3: Great Expectations KS4: Year 10: A Christmas Carol Literature focus: Reading and responding to a whole text, developing knowledge of contextual evidence. Assessment: KS2: Write a description of a new character based on the way Dickens describes Fagin. KS3: Explore how Dickens presents the character of Mrs Joe in this extract. Give examples from the extract to support your answer. b) In</p>	<p>Creative Reading and Writing Texts: A range of fictional extracts from the 20th and 21st centuries will be used for teaching. Language focus: Explorations in creative reading – analysing writers’ methods. How to craft a piece of narrative and descriptive writing. Assessment: KS2: Plan and write a non-linear story based on the ending of a story you have read. KS3: Write a description based on the picture you have been given.</p>	<p>Shakespeare KS2: A Midsummer Night’s Dream KS3: Macbeth KS4: Year 10: Romeo and Juliet Literature focus: Reading and responding to a Shakespeare text developing knowledge of contextual evidence and how the writer builds: character, themes, motifs, using dramatic devices for impact. Assessment: KS2: How does Shakespeare present Puck in this extract? Why is he an important character? KS3: How does Shakespeare present</p>	<p>Writers’ Viewpoints and Perspectives Texts: A range of non-fiction and literary nonfiction extracts from the 19th, 20th and 21st centuries will be used for teaching. Language focus: Reading a range of non-fiction texts from different genres of writing to establish a point of view and understand writers’ perspectives and viewpoints. Transactional Writing Language focus: Writing for a range of audiences and purposes, e.g. Letters, articles, speeches, articles for blogs, to persuade, argue,</p>	<p>Poetry KS2: Narrative poems KS3: Poetry from different cultures KS4: Year 10: AQA Anthology – Power and Conflict Literature focus: To develop an understanding of poetry. To develop a critical style and the ability to compare poems. Assessment: KS2: Identify the key themes in the poem. KS3: Compare the way that the poets present a theme in two poems. KS4: Year 10: Poetry question based on comparison of two poems from the Anthology.</p>	<p>Drama KS2: Use a range as an introduction KS3: Our Day Out KS4: Year 10: (must be Post 1914): An Inspector Calls Literature focus: Reading and understanding the format of a play, how the features may differ, importance of stage directions/ dramatic devices. Developing knowledge of how a writer builds character, contextual factors, e.g. class divide/ political views. Assessment: KS2: Pupils create and perform their own play.</p>

<p>this extract Pip is dishonest to his family. Discuss the importance of dishonesty elsewhere in the novel.</p> <p>KS4: Year 10: How does Dickens present the theme of family in this extract and in the novel as a whole?</p> <p>Year 11: Revision of C19th Literature Text</p> <p>Functional Skills focus: Identify and understand the main points, ideas and details in texts</p> <p>Literacy Curriculum: Spelling Strategies: Phonetics Plurals Prefixes and Suffixes Homophones</p>	<p>KS4: Year 10: Write a description based on the picture you have been given.</p> <p>Year 11: Language Paper 1 Reading Language Assessment</p> <p>Functional Skills focus: Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) Use format, structure and language appropriate for audience and purpose Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p>Literacy Curriculum: Word Classes:</p>	<p>the theme of guilt in this extract and in the play as a whole?</p> <p>KS4: Year 10: Starting with this conversation, explain how Shakespeare presents the love and connection between Romeo and Juliet. How does Shakespeare present love in the play as a whole?</p> <p>Year 11: Language Paper 2 Revision Literature Paper 2 Revision</p> <p>Functional Skills focus: Communicate information, ideas and opinions clearly and accurately on a range of topics Express opinions and arguments and support them with evidence</p> <p>Literacy Curriculum:</p>	<p>advise, inform. How to craft a piece of writing/ re-drafting process</p> <p>Assessment: KS2: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things KS3: Analysis of an extract to focus on summarising and comparing two texts. Transactional Writing for a specific purpose and audience.</p> <p>KS4: Year 10: Paper 2, Section A and B.</p> <p>Year 11: Revision</p> <p>Functional Skills focus: Communicate information, ideas and opinions clearly, coherently and accurately</p>	<p>Year 11: Revision</p> <p>Functional Skills focus: Identify and understand the main points, ideas and details in texts</p> <p>Literacy Curriculum: Setting out paragraphs Why we change paragraph Different types of connectives</p> <ul style="list-style-type: none"> - Addition - Sequence - Examples - Cause and effect - Compare and contrast - Qualify - Purpose - Sum up 	<p>Literature: How does Willy Russell build tension in Scenes 32 – 34 of ‘Our Day Out’?</p> <p>KS4: Year 10: Literature: How does Priestley present the theme of guilt in this extract and in the play as a whole?</p> <p>Functional Skills focus: Identify and understand the main points, ideas and details in texts</p> <p>Literacy Curriculum: Revision: Focus on key areas of difficulty acknowledged throughout the year.</p>
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	<p>Nouns (Common and Proper) Pronouns Verbs (auxiliary and main) Adjectives and adverbs Determiners Prepositions Conjunctions (coordinating and subordinating)</p>	<p>Sentence Types and Tenses: Simple, complex and compound sentences Declarative Interrogative Exclamatory Imperative Tenses (simple present, simple past, simple present singular, simple present plural, simple past singular and simple past plural) Active and passive voice</p>	<p>Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience Use format, structure and language appropriate for audience and purpose Spell words used most often in work, study and daily life, including specialist words Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>Literacy Curriculum:</p>		
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			Punctuation: Apostrophe Commas (comma splice) Colons Semi-colons Dashes/Hyphens Brackets/Parenthesis Ellipses Direct Speech		
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Half Termly Career Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working in the film industry	Writing and Publishing	Working in the theatre	Roles within the emergency services	Volunteering and working within the community	Working within the Arts sector