

# English Curriculum Statement

## **Intent**

At Samuel Cody we believe that a quality English curriculum should develop a child's interest in reading, writing and spoken language. It is our intention to provide all children access to a broad and balanced curriculum, which will allow all students regardless of ability and special educational needs access to a wide range of language and literature texts designed to develop their reading and comprehension skills. We feel it is important that students have the opportunity to experience English in the wider world and therefore have access to learning outside the classroom.

We are committed to developing the skills they will need for independent living and therefore put a large emphasis on communication as well as focusing on the important aspects of spoken language, reading and writing. These key areas are monitored through our assessment data and we will check the progress of each individual to see if there are any areas of concern. Reading, comprehension and spelling is data is tested on a regular basis to help monitor progress further.

We challenge our students as much as possible and encourage them to achieve the best possible qualifications in Key Stage 4, but alongside this we place a strong value in their communication skills and the functional aspects of reading and writing so they will be able to lead an independent life once leaving school.

## **Implementation**

We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum follows the National Curriculum for English and adapts it to suit the needs and abilities of each year group and individual pupil.

## ***Key Stage 3***

### ***Reading***

- develop an appreciation and love of reading:
- reading a wide range of fiction and non-fiction
- understand increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense
- read critically through:
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance
- studying a range of authors

### ***Writing***

- write accurately, fluently and effectively for pleasure and information through:
  - writing for a wide range of purposes and audiences
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proofread through:
  - considering how their writing reflects the audiences and purposes for which it was intended
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
  - paying attention to accurate grammar, punctuation and spelling

### ***Spoken English***

- speak confidently and effectively, including through:
  - using Standard English confidently in a range of contexts
  - giving short speeches and presentations, expressing their own ideas and keeping to the point
  - participating in debates and structured discussions, summarising and/or building on what has been said
  - improvising, rehearsing and performing play scripts and poetry

### ***Key Stage 4***

In Key Stage 4 students continue to follow the National Curriculum adapted to best suit their needs and potential.

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- participate in speaking and listening activities and take part in both formal and informal presentations and discussions

Across both key stages a strong emphasis is placed on Spiritual, Moral, Social and Cultural aspects of the texts that are being studied.

The department adheres to the school ethos of the importance of learning outside of the classroom and provides a variety of opportunities for all pupils.

In Key Stage 3 all students are taught 5 lessons of English a week with an additional Tutor/Reading lesson on the timetable to encourage students to read independently.

In Key Stage 4 students have 5 lessons of English a week and they are set in groups to provide the most appropriate curriculum for the individual. All of the top group will take the English Language GCSE whilst some of them will have the opportunity to take English Literature as well. There is also an option to take English Literature as an option, which will provide additional lessons and support for students wanting to take this examination. Where possible the rest of the students will take the OCR Entry level qualification with any students that are capable taking GCSE as well.

### ***Withdraw lessons***

For pupils whose needs are more pronounced withdraw lessons take place throughout the week. These are to support students in the following areas:

- Pupil Premium support for English
- Literacy Support (this could be for a variety of reasons, ranging from SpLD to improving their reading ability to prepare them for any potential exams)

In some cases, extra withdrawal is also used to support Potential High Achievers.

### **Impact**

English is integral to the future of all our pupils and it is our aim for them to leave their secondary education with the best possible qualifications in English allowing them to achieve their future aspirations and have the ability to be able to communicate effectively with their community, both in the real world and online.

