



CURRICULUM PLAN

SUBJECT

ENGLISH

OVERVIEW

Our vision at All Saints School is 'Attainment for All'. We want all students to achieve the highest level of literacy they can. By the time they leave us at sixteen, we want all students to be fluent at reading at a passable level so that they are able to go on to further education and training, and to function fully as an adult in society.

At All Saints School we want all students to be able to:

- Read fluently (wherever possible, to reach a reading age of nine years or above)
- Find pleasure in reading fiction as well as being confident about reading for information.
- Use the written word to communicate ideas, thoughts and feelings
- Speak with confidence (or use alternative methods of communication where appropriate)
- Understand the art of conversation (ie take turns)
- Leave with qualifications in English (AQA Units or GCSEs)
- Feel confident about using a library.

We have developed a system of writing to encourage students to plan, review and redraft their work to ensure it is of the best possible standard. This is taught in English but used across the curriculum and year groups.

KEY STAGE 3

Where possible, the English curriculum is mapped to interconnect with Humanities. Students follow programmes of study best suited to their individual abilities and skills. They are encouraged to widen their own vocabulary and to understand and use the conventions of standard spelling, punctuation and grammar in their own writing. Students are introduced to increasingly challenging texts, both fiction and non-fiction from a range of genres, historical periods, forms and authors. There is a clear focus on spoken language so that students are able to speak confidently in formal and informal contexts, expressing their own ideas as well as listening to others' opinions. Where students would benefit from more targeted support, we teach phonics using the 'Fresh Start' Intervention programme. Timetabled individual or

	<p>small group sessions run four times a week and include a range of activities that allow the children to revise their knowledge, learn new sounds and apply and practise their skills. Students are regularly tested to measure progress and to ensure that the correct amount of challenge is applied to make maximum progress. Those students who are more confident readers or who have completed the top stage of the Fresh Start Intervention go to Guided Reading sessions where they explore whole texts together.</p> <p>There is a timetabled writing lesson each week, which is taught in vertical groups to target the teaching of writing skills at the appropriate level for individual needs. The rest of the English curriculum is delivered in year group classes and adapted to meet needs.</p>
KEY STAGE 4	<p>All students are given the opportunity to complete certificated courses that recognise and reward their hard work and skills in English. The two pathways we currently offer are the AQA Unit Award Scheme or the AQA GCSEs in English Language and Literature. Students are taught in groups according to their need and follow the pathway best suited to their individual abilities and skills. Both courses involve reading a wide, varied and challenging set of texts and a development of linguistic knowledge, building on the skills learnt at KS3. Students are taught to analyse the writing of others, show an appreciation of a writer's craft and use correct subject terminology. In their own written work the students will focus on writing accurately, fluently and imaginatively for a variety of purposes and audiences. There is also a spoken language component of both courses which assesses students' ability to speak confidently and audibly; and to listen to, and build on, the contributions of others.</p> <p>Where students would benefit from more targeted support, we teach phonics using the Fresh Start' Intervention programme. Timetabled individual sessions run regularly at the start of the day and include a range of activities that allow the children to revise their knowledge, learn new sounds and apply and practise their skills. Students are regularly tested to measure progress and to ensure that the correct amount of challenge is applied to make maximum progress.</p>