

# Wave Trust

## English Curriculum

Our English curriculum is underpinned by our WAVE values:



**Be positive:** We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. **We believe every child can learn to read.**



**Have empathy:** We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all. Through the power of stories in each AP's English Curriculum, pupils are encouraged to consider issues from new perspectives and there is a body of educational research linking the study of story to the development of empathy. *"In reading, you get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well."* N. Gaiman.



**Show respect:** Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity. In English, teachers carefully select texts to ensure pupils see themselves and diverse worlds through 'windows' and 'mirrors'.



**Work as one team:** Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another. In English, through our small classes, and planned opportunities to discuss and debate issues, as well as present viewpoints and listen and respond, we ensure there are planned opportunities to discuss and debate issues, as well as present viewpoints and listen and respond.



**Be inclusive:** We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need. Through careful assessment and small group teaching, teachers adapt the curriculum without lowering expectations.

# English Intent Statement

Our English Curriculum from Key Stage 1 through to Key Stage 4 aims to reengage pupils, move them forward from their starting points, so as to be able to more effectively reintegrate and access the curriculum, whether returning to mainstream, specialist placement, or as lifelong readers and communicators in post 16 destinations. Central to our core, our curriculum is underpinned by the three pillars of reading, writing and spoken language, and developing the latter being particularly important within our SEMH context, and our small group settings. In AP, we know that many of our pupils may have experienced difficulty with reading and literacy, and our mission is to forensically seek and understand the gaps in learning, in order to bridge them effectively. As such, our curriculum structure places various emphasis on different curriculum goals as pupils gain expertise\*. We aim to inspire an appreciation of story at the heart of our English curriculum, with daily story time and opportunity for reading. Through books, we not only celebrate our rich and varied literary heritage, but enable pupils to learn about diverse experiences and other cultures. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire and support pupils to be confident talkers, speakers and listeners; to be able to ask questions and to use discussion to communicate and further their learning in all areas of the curriculum. We aim to close the language gap where it exists, and build pupil's vocabulary and confidence with using and choosing words, so that pupils have the tools they need to communicate in the world. Ultimately that they can read, write and speak....to understand, and to be understood. As capable readers, writers and speakers...to connect and to belong.

\*Ofsted Subject Report 2022

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# Secondary English Curriculum

Continuing from our core intent as set out at the beginning of this document, in Secondary, English will expose students to the full beauty of the English language, exploring a wide range of themes, genres and cultures to create a culturally rich, immersive

learning experience. Our aim is to nurture effective communicators, readers, writers and thinkers. We strive to challenge our learners to think deeply, to develop rich subject knowledge and to master a firm foundation of literacy skills to enable them to become well-rounded citizens who will contribute effectively to the community and the wider world around them.

### Key Stage 3

#### Implementation

Teachers plan schemes of work which are based upon the non-negotiables below but also personalised to address the needs of the pupils that they are teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. As per direct the National Curriculum. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice. Pupils need to hear language in texts they cannot yet read and in line with the intent above, no matter what starting point. That is why we have a class novel as part of the non-negotiable so there is story every day. For older pupils still in the early stages of learning to read, focus should be on supporting oral composition when writing responses to text, so that the explicit reading objectives of the national curriculum can be the focus including developing vocabulary, inference, prediction etc. In terms of developing writing, and in building automaticity and fluency, teachers will again carefully plan to support both transcription and composition so that progress and challenge are both effectively supported. For this reason, it is very important that English leads on the ground create planning around this Trust overview curriculum plan for Key Stage 3, and attend to both reading, writing and spoken language, being well informed of Key Stage 3 progression model and objectives, as well as Key Stage 3. There is a list of suggested texts and linked texts below, though planning around this sits with teachers.

Our core non-negotiables are that pupils will cover over 2 years for those who remain with us for that period of time:

Reading: Poetry; Literature from other cultures; whole class novels; speeches; extracts form a wide range of genres/fiction and non-fiction texts; Contemporary and 19<sup>th</sup> Century writing; the story of Shakespeare and extracts from plays; non-fiction in the form of blog, a diary, review, letter, speech, article, leaflet, advertisements, web pages. Per half term, there should be one book studied. Books will be carefully selected in line with intent above. Teachers will actively teach reading in terms of the reading National Curriculum Objectives, (reading critically etc, developing language) and cognisant of the KS2 National Objectives for reading for pupils working well below Age Related Expectations.

Writing: For a range of audiences and purposes including • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. In planning, per half term, with approximately 21 guided learning hours for those taught 4 x a week, we aim for there to be at least 2 extended written tasks in teachers planning, with sequences towards these final outcomes, that encompass developing reading objectives.

Spoken Language: Spoken language should be taught and planned for so that pupils make progress with language as a central pillar of all English. Pupils should have opportunities to speak to inform, express a view, argue, persuade, ask questions, discuss, listen and respond, interact positively and confidently with peers and adults; look for social cues. Planning regarding this should be very explicit in KS3 teachers planning at Key Stage 3. We expect pupils to have opportunity to be taught and assessed formatively for spoken language in line with the NC objectives each half term.

The English Advisory Lead will be able to advise you on books and planning. It is important you are able to explain why you have chosen the books that you have, why you have sequenced them in this way, and how knowledge builds for individuals through your planning, from an accurate assessment of their starting points.

## **Key Stage 4**

Models of delivery for AQA GCSE Language and GCSE Literature are available from the English Trust SAL.

English Leads in the 11 Trust schools will make decisions around which set texts, and the timings of unit delivery. Some Academies also run Functional Skills.

Beyond the syllabus, we actively teach reading, with reading for pleasure throughout the week. Fresh Start phonics is used for those pupils assessed as in need.

Pupils receiving the full core offer in centre in our Regional APAs receive English lessons daily where possible on the timetable, and at least 4 times where not. The small class provision is an intervention in itself, and we are able to teach pupils at the point of writing.

## **Assessment in English**

### **For general guidance see the Assessment Policy**

#### **Baselining;**

The Baseline in English at Secondary is determined by the first independent pieces of writing pupils complete, as well as broader reading comprehension. The teacher will set this at a time they deem appropriate and within first few weeks where possible. For advice, contact the English SAL. Also see Reading Approaches page with details of reading screenings.

#### **Secondary:**

SENCOs will lead on Dyslexia screening (including spelling screening) and SCLN screening where this is deemed necessary and advise from there on strategies to support further, and with involvement of the SALT.

Trust wide Level descriptors are being developed for use in Central Data Drops of summative attainment.

Secondary Pupils will be screened on entry using NGRT in behaviour and Medical AP, and thereafter termly, unless reading at 125 SS plus. Glendinning use Star reader, not NGRT, due to the design of their curriculum/prior investment. Pupils post SSP will also be screened and progress assessed termly through NGRT.

Phonics and reading fluency can be screened through the Fresh Start SSP screening process where needed, and progress tracked within the scheme.

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### **English at Restormel Academy**

At Restormel Academy, English will enable students to access the breadth of the English language, through reading, writing, speaking and exploring a full range of texts and mediums. We want fluent and confident readers and communicators who can adapt as necessary to their audience.

At Key stage 3, students follow a broad and varied curriculum, embedding the key reading and writing skills. We use a thematic approach which allows the students to explore fiction, non-fiction, poetry, speaking and listening every half term through varied topics.

At Key Stage 4, students study GCSE English Literature and GCSE Language, following the AQA syllabus. Through GCSE English Language, students gain the knowledge, skills and understanding to explain, evaluate and analyse how writers use language and

structure to achieve effect and influence readers. Students also learn how to craft their own imaginative and effective writing, adapting tone, style and register for different forms, purposes and audiences. Students learn the importance of editing and redrafting their work to ensure they use accurate and effective spelling, vocabulary, punctuation and sentence structures.

The GCSE English Literature qualification allows students study a range of forms of writing: poetry, plays and novels. These texts cover Shakespeare, Power and Conflict Poetry, 19th century novels and modern texts. The course encourages analytical reading to identify themes, characterisation, plot devices and use of imagery. Exposure to classic and modern writing is intended to help students to become creative in themselves.

### Assessment

All students are assessed on entry using rigorous and well-established programmes to inform us of their reading ability through. The data from NGRT allows us to establish individualised interventions if necessary. When identified as a need, phonics intervention takes place 4 times a week. To further our insight of students on entry, they complete a baseline English task which allows the student to demonstrate their writing ability and the key reading skills of scanning, comprehension and inference.

Again, this is used to establish if additional support is required.

At both KS3 and KS4, a formative assessment tracker is used throughout the year, tracking the skills the students need to master. This in turn informs the termly summative data using the grade descriptors from the Wave Assessment framework. At KS4, an assessment is also completed at the end of every unit which is marked against the AQA mark scheme and awarded a GCSE grade. These assessments are then used to inform each pupil of their areas of strengths and areas of improvement.

Year 11 students will complete mock exams to help them prepare for their GCSE exams. They will experience exam conditions and are assessed on both GCSE English Language and Literature papers.