

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



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.

As well as the above, our 'Golden threads' underpinning the development of spoken language, reading and writing throughout all phases are below:

We aim to support pupils to:

- 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
- increasingly at Secondary, appreciate our rich and varied literary heritage through a book based approach throughout all phases
- 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; pupils will be supported to be able to elaborate and explain clearly their understanding and ideas
- to be increasingly competent in the arts of speaking and listening, knowing how to argue and explain and put across a point of view,
- Reengage pupils with English, particularly where older pupils may be struggling with reading and accessing the curriculum in joining us at AP

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

Primary English Curriculum

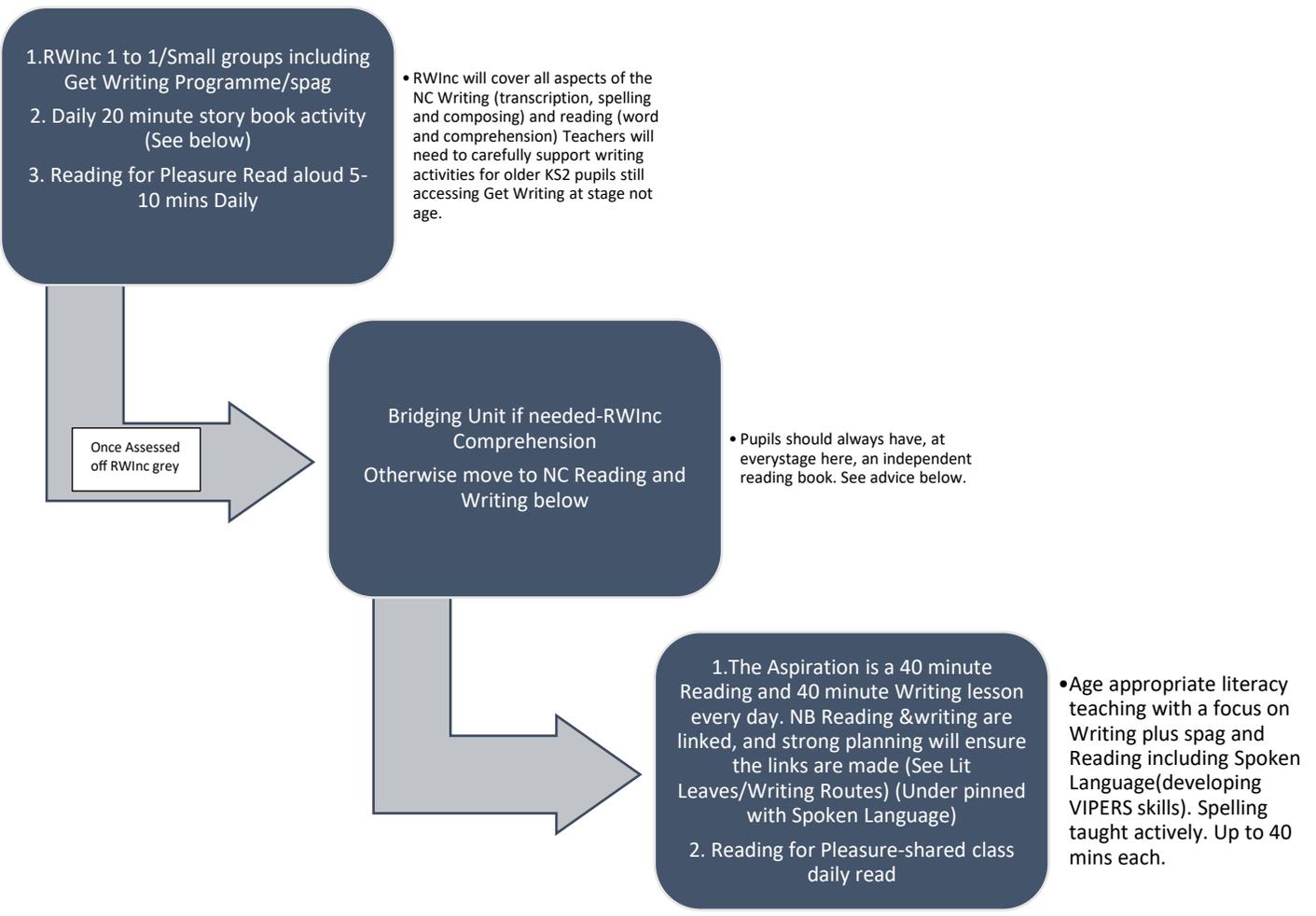
Trust schools follow the Read Write Inc Phonics and Get Writing curriculum. This provides the structure that can support teachers implement the National Curriculum effectively, and where pupils in our Academies often arrive in Alternative Provision working below Age Related Expectations, and at very different stages. TAs are highly trained using the Ruth Miskin Online Training portal, and Reading Leads support coaching and quality assurance so that all pupils can receive expert teaching according to their assessed stage.

As well as daily phonics, and Get Writing to support spelling, punctuation and grammar, pupils' talk and language is developed through Book rich taught sequences. Here pupils get to hear and discuss books, develop vocabulary and language, and their comprehension. This is particularly important all pupils, but for older pupils in Key Stage 2, where pupils may still need the

support of the SSP but who need to hear stories and language above the level they can yet read for themselves. This book led and whole text approach enables pupils to be immersed in the world of story, and this planned Reading Spine is available for each Academy below.

Pupils are taught in discrete Reading and Writing Lessons as an approach that continues post SSP. Teachers will plan to move pupils forward in terms of the NC objectives, adapting sequences and closing gaps in spelling, punctuation and grammar, whilst. We also ask Reading Leads to ensure in every classroom there is a protected Reading for Pleasure opportunity. More details on each Academy's Primary English curriculum, including their Reading Spine, are in their own Academy section below.

English Primary Curriculum Implementation Model...



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 from a wide range of genres/fiction and non-fiction texts; Contemporary and 19th 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, which 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; 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.

*English Leads in Secondary choose their own Texts and are responsible for their own Schemes of Learning. For English Leads who need a full curriculum and associated planning, they are directed to the Quest Key Stage 3 Curriculum.

Key Stage 4

Pupils study for AQA English Language and AQA English Literature

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, and Story Time-where teachers read aloud to pupils.

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

Baselining;

Primary: All pupils will be screened for phonics on entry, unless information from the referring school suggests otherwise in that they are assessed as off SSP, though staff will triangulate. Pupils in need will be placed on the appropriate part of the SSP.

Pupils Word reading is assessed through the Read Write Inc SSP and recorded half termly on the 'New in Blue' trackers. For pupils assessed as off the SSP programme, their progress will be monitored termly through the termly diagnostic NGRT.

Teachers should keep internal records of progress and assessment against NC objectives.

Pupils' entry for SATs is a decision to be reached with Principals.

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.

Pupils Reading, Writing and Spoken Language is assessed regularly in Secondary and Primary through the use of Formative trackers which enable teachers to keep a detailed record of granular progress to inform planning. Teachers will also set practise tests and summative tests at appropriate times within their half termly units where necessary. Summative data linked to Level Descriptors are collected every term, and teachers will use a range of sources to support their awarding of a Level.

Primary and Secondary:

SENCOs 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.

Reading

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.

Primary English at Shoreline

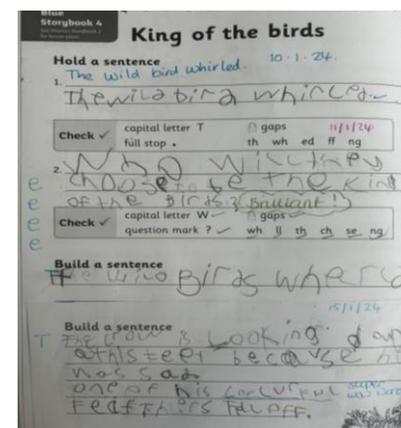
In Primary, we teach reading with fidelity to the validated Read Write Inc. and Fresh Start synthetic phonics programmes. Reading successfully and fluently are high priorities at Shoreline, as well as having a love of stories and engaging in a variety of texts. We value reading and writing as key life skills, and we are dedicated to deliver a literacy curriculum which enables and empowers children's written and oral communication. We believe these fundamental skills are the key to academic success and so through speaking and listening, reading and writing, and rich vocabulary children learn to express themselves creatively and imaginatively, and communicate with others effectively.

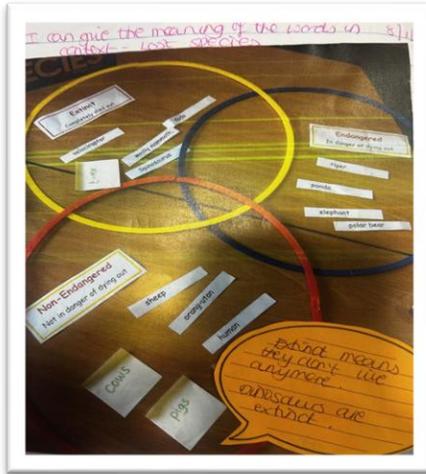
We believe our curriculum should enable all pupils:

- To appreciate the holistic nature of speaking and listening, reading and writing
- To develop their ability to communicate orally for a range of purposes including a broad and rich vocabulary
- To become confident, thoughtful and enthusiastic readers who read for pleasure
- To use a wide variety of writing styles and genres to communicate effectively in written forms
- To practice their handwriting and presentational skills

Having prioritised literacy in our timetabling, we have daily individual speed sounds sessions that are exactly matched to the pupil's ability. Our small group setting enables us to support pupils from their starting point after baseline assessments are conducted. Once the phonics programme is complete, pupils then move to the Oxford Owl spelling programme, which they continue with throughout KS2.

In KS1 we follow the Get Writing programme which sets out a range of activities based on core storybooks and selected non-fiction books. These support pupils to move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. Daily Get Writing sessions include composition, grammar and spelling activities in line with pupils' phonics level. Handwriting skills are developed using the Oxford Owl resources as well as daily fine and gross motor activities which are interwoven into the school day. Individual writing targets are set using widget symbols to support pupil progress, and these are reviewed and amended regularly.

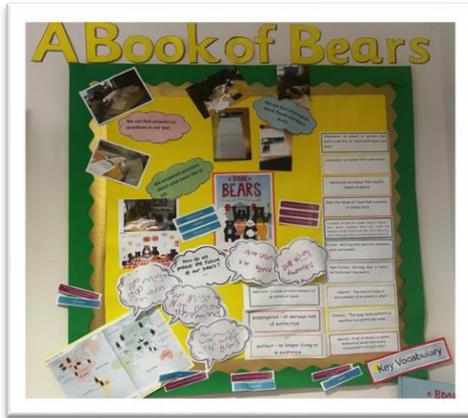




Alongside individual speed sound phonics sessions and Get Writing, pupils also participate in a daily Literacy Leaves sessions where the chosen texts have formed the bases of our reading spine. These book-based comprehension activities support the teaching of reading skills following the Programme of Study, and expose our pupils to more advanced tier three vocabulary. Ultimately, we aim for our pupils to become confident, competent and critical readers. A third of our reading spine texts contain multicultural and diversity themes to support our pupils understanding of tolerance and inclusion, and character's point of view.

In KS2 and once off the Read Write Inc Phonics and Get Writing programmes, pupils participate in daily Literacy Leaves sessions as well as daily Writing Roots sessions. Again, these book-based sequences form our core reading spine. The literature is chosen to engage, challenge and support pupils to be critical readers and confident and informed writers. All National

Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Individual and bespoke writing targets are set and reviewed regularly. Pupils also have regular individual reading sessions using book banded texts, appropriately matched to ability.

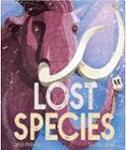


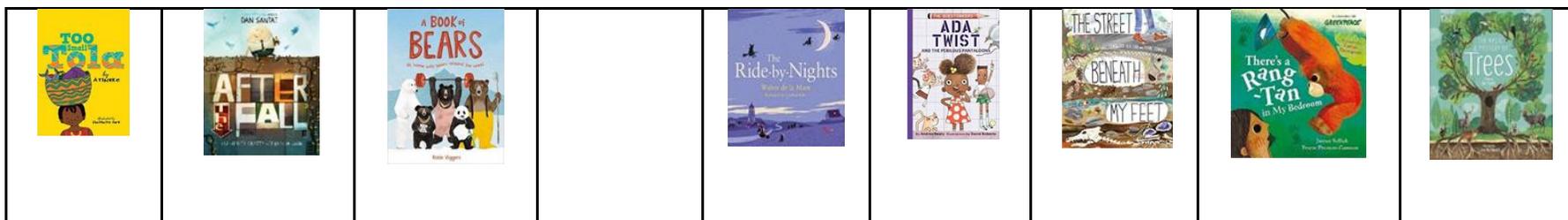
We also embrace enrichment events to support our literacy curriculum such as visits to the theatre, whole school assemblies, world book day celebrations, weekly booky breakfasts, oracy and circle time discussions as well as displays as a celebration of learning.



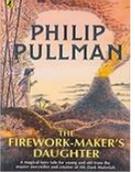
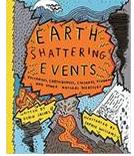
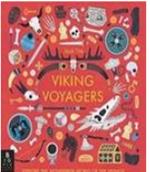
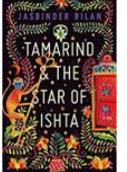
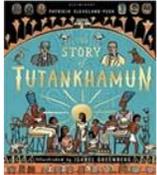
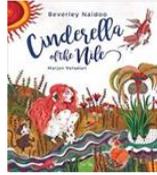
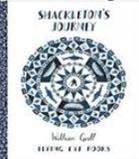
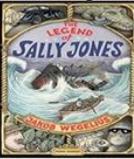
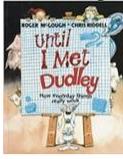
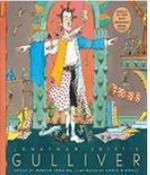
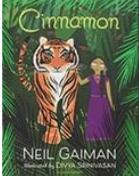
Whole School Reading Spine

Key Stage One

Too Small Tola	After the Fall	A Book of Bears	Lost Species 	Ride by Night	Ada Twist and the Perilous Pantaloons	The Street Beneath my Feet	There's a Rang-Tan in my Bedroom	The Magic and Mystery of Trees
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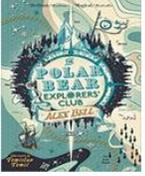
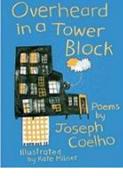
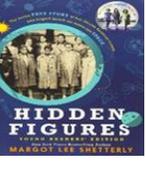
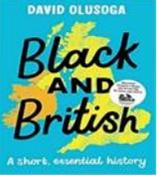
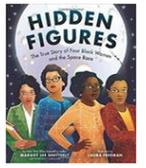
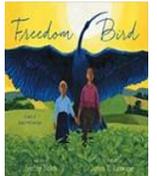


Lower Key Stage Two

I am the seed that grew 	Firework Makers Daughter 	The Humans 	Poems from a Green and Blue Planet 	Earth Shattering Events 	The Lost Spell 	Arthur and the Golden Rope 	Viking Voyagers 	Tamarind and the Star of Ishta 
The Last Garden 	Story of Tutankhamu 	Cinderella of the Nile 	Shackleton's Journey 	Legend of Sally 	The First Drawing 	Until I met Dudley 	Jonathan Swift Gulliver 	Cinnamon 

Upper Key Stage Two

Darwin Voyage of Discovery	The Polar Bears Explore Club	Overheard in a Tower Block	Hidden Figures for Young Readers	The Race to Space 	Fly Me Home	When Hitler Stole Pink Rabbit	Black and British	The Good Thieves
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Can we Save the Tiger?	Leila and the Blue Fox	The Promise	Hidden Figures	The Story of the Mars Rover	The Rain Player	Anne Frank	Freedom Bird	Some Places More Than Others
								

Secondary English at Shoreline

At Shoreline, reading is at the centre of the curriculum. At Key Stage 3, each half-termly scheme of learning is based around a book. The books are read for pleasure as well as forming the base for lessons in which students practise the skills that they will need for GCSE. Students are encouraged to read the books themselves or listen while staff read to them.



Example of a reading book being read for pleasure and to build English skills.

The English Department consists of Caroline as English Lead, who is also school SENDCO, and Debbie as English TA. Debbie has been trained to facilitate Fresh Start intervention and is also undergoing SLCN Blank Levels assessment training with the North Devon Communication & Interaction specialist teacher.

In the English Department, we are aware that many of our students have SLC needs. Debbie's training will allow us to identify these students, and plan interventions for them that will help them access the English curriculum.



A C&I vocabulary exercise using key words from the current reading book and scheme of learning.

At Key Stage 4, every student works towards a GCSE in English Language and English Literature.

Language and Literature texts are chosen for their interest and accessibility. Sub-titles are used on Shakespeare film clips so that students can see the language in action and to make it more relevant for them. Even though the Language and Literature syllabi are rich with reading material, students enjoy relaxing in their timetabled reading sessions by choosing a book that they can read for pleasure or having the class teacher read to them.



Reading analysis and writing skills are practised throughout KS4, and the students are expected to produce evidence of extended writing every half term. Our small classes mean that our students receive support and guidance with their English work and learning difficulties can be picked up quickly.

The Year 11 student, whose work is displayed below, went to two mainstream schools. He struggled with English at both schools but is now making good progress at Shoreline because we have discovered that he needs a blue/green overlay for reading and blue paper for writing on.

