

English at Sir Charles Parsons School

English is delivered to students in Key Stages 3 and 4 at SCP. The delivery of the subject is aimed at developing and promoting students' love of literature, their ability to access meaning of a text within a communication rich environment and developing a wider vocabulary. The dramatic form is used throughout the key stages to develop a deeper and more meaningful understanding of the text, including plot, characters and vocabulary.

Students are offered a broad and balanced curriculum, which allows them to experience a wide range of fiction and non-fiction, including whole books, short stories, poems and plays which cover a wide range of genres, historical genres, forms and authors. The English and literacy departments collaborate closely with one another to ensure that students are developing the skills of speaking and listening, reading and writing skills through activities, highly adapted and differentiated to meet the needs of all our learners.

The intent/implementation and impact in the English curriculum is designed and developed with each pathway in mind.

Red/Orange/yellow pathways:

Intent

- Students will experience and demonstrate an understanding of a range of fiction and non-fiction stories, poems and plays.
- Students will make progress in the areas of speaking and listening.
- Students will make progress and develop a broader vocabulary.
- Students will make progress and apply their specific literacy skills to shared and independent reading and writing activities in English.
- Students will make progress in their reading development.
- Students will make progress in their writing development.
- Students will make gains in accreditation.
- Students will be self-directed learners.
- Learners who are empathetic and understanding.

Implementation

- Led and overseen by the curriculum lead for English.
- Delivery of a progressive curriculum.
- All learning is enhanced by revisiting prior knowledge.
- English is currently taught two times per week at Key Stages 3 and 4.
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in termly topics.
- Key Stage 4 is taught in termly topics, some of which are via accredited units (AQA Unit Award Scheme).

- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

Impact

- Students will make progress in the areas of speaking and listening. Progress will include:
- Students will understand and respond appropriately to instructions in basic situations.
- Students will be able to contribute appropriately to conversations, listening and taking turns to talk.
- Students will be able to understand and answer a greater range of questions, e.g. which and why?
- Students will be able to talk confidently in a range of familiar situations.
- Students will predict what might happen next in a story.
- Students will engage in role-play scenarios related to a text, offering their ideas when verbally planning a scene.
- Reading – students will make progress in reading. The progress will include:
- Students will be able to read an increasing number of high frequency words accurately.
- Students will be able to read fiction and non-fiction texts presented to them with an increasing level of accuracy and fluency.
- Students will have a greater level of understanding from the texts they have read and be able to infer from them when necessary.
- Students will be able to make accurate or realistic predictions about the texts they are reading.
- Students will be able to express a clear opinion on the texts they have read and justify their responses.
- Writing – students will make progress in writing. The progress will include:
- Students will be able to spell an increasing number of common exception words accurately and share this knowledge during whole class and group shared writing tasks.
- Students will be able to produce sentences and consider the use of descriptive language in their writing.
- Students will be able to write for a range of purposes, including character descriptions, writing end of topic quiz questions and planning character lines in key scenes.

Green/blue pathways:

Intent

- Students will experience and demonstrate an understanding of a range of fiction and non-fiction stories, poems and plays.
- Students will make progress in the areas of speaking and listening.
- Students will make progress and develop a broader vocabulary.

- Students will make progress and apply their specific literacy skills to shared and independent reading and writing activities in English.
- Students will make progress in their reading development.
- Students will make progress in their writing development.

- Students will make gains in accreditation.
- Students will be self-directed learners.
- Learners who are empathetic and understanding

Implementation

- Led and overseen by the curriculum lead for English.
- Delivery of a progressive curriculum
- All learning is enhanced by revisiting prior knowledge
- Literacy is taught three times per week at Key Stages 3 and 4.
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in termly topics.
- Key Stage 4 is taught in termly topics, some of which are via accredited units (AQA Unit Award Scheme).
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

Impact

- Students will make progress in the areas of speaking and listening. Progress will include:
- Students will initiate and engage in basic conversation with familiar people.
- Students will ask and answer an increasing range of questions.
- Students can convey meaning to a range of listeners.
- Students will be able to re-calling main events, sometimes in sequence.
- Students will engage in role-play related to a text, using some key words and phrases within the scene.
- Reading – students will make progress in reading. The progress will include:
- Students will have a greater recognition of graphemes and begin to blend the sounds to read VC and CVC words.
- Students will be able to sequence short stories.
- Students will answer simple questions about a story, including the main setting, characters and events (who and what questions).
- Students will begin to read a small number of familiar words (topic and high frequency).

- Writing – students will make progress in writing. The progress will include:
- Students will plan their writing with support.
- Students will use their knowledge of phonics to segment the sounds and write simple words such as CVC words during shared and independent writing tasks.
- Students will spell some high frequency words with increasing accuracy.
- Students will produce most lower-case words accurately.

Indigo/violet pathways:

Intent

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Develop a recognised means of expressing wants/needs
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

Implementation

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Encounter literacy experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter range of sounds/artefacts/textures
- Encounter a range of creative activities, role play and sensory stories.
- Led and overseen by the curriculum lead for literacy
- Repetition of activities to sustain individual students' achievements
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements.
- SMSC are threaded through the curriculum.

Impact

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood

- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.