English Curriculum Statement

Intent

At Samuel Cody we believe that quality English teaching should develop a child's interest in reading, writing and spoken language. We have a spiral curriculum that allows for repetition and overlearning from the beginning of Key Stage 3, helping to cement the fundamentals of English and develop analysis and comprehension skills. All students regardless of ability and special educational needs have access to a wide range of fiction and non-fiction texts. We also feel it is important to experience English in the wider world and seek to develop opportunities for learning outside the classroom.

From the start of Year 7 we assess the students in a range of areas; screening them for phonics, reading, comprehension and spelling. This will continue throughout Key Stage 3 and 4 to monitor progress and areas of concern. If additional phonics support is needed this will be targeted through a Read Write Inc intervention programme.

Through our curriculum, we aim to foster confidence, curiosity and a passion for literature and language, with our end goal being that students achieve their best and leave Samuel Cody School with the tools they need to take their next steps. Our curriculum is designed to enable each pupil to flourish, following a programme of study and a specification which is tailored to their needs and capabilities.

We have created a 'love of reading' culture at Samuel Cody and take a whole school approach, ensuring that it is embedded across the curriculum. We understand that when you find reading difficult, it is difficult to love reading and therefore we focus on equipping our students with the confidence to learn, the mechanical skills to read and the ability to comprehend. This is done through the school's phonics programme, as well as the library and reading within English lessons.

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.

Across all Key Stages, we aim to foster independence, empowerment and resilience by developing our student's abilities to communicate effectively, encouraging them to become ambitious and aspirational in all that they do. Communication is at the heart of our curriculum; we focus on enabling our students to share their opinions and ideas with others, giving them a voice within their communities.

Implementation

We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. The following areas will be covered:

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 a curriculum 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. In Year 7 all students are tested for reading and phonics ability, with those needing it going on to a phonics intervention programme (Read, Write, Inc).

In Key Stage 4 students have 4 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 with take the English Language GCSE whilst some of them will have the opportunity to take English Literature as well. Where possible the rest of the students will take the OCR Entry level qualification with any students that are capable taking GCSE English Language as well.

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.