

**What are we aiming for students to achieve through our English curriculum? (Intent)**

* To develop skills to learn how to read and be able to use those skills in everyday life.
* To achieve good comprehension skills and make sense of what they read.
* To develop a love of literature.
* To develop the habit of reading widely and for enjoyment.
* To share knowledge and ideas, using discussion in order to support and enhance learning.
* To acquire greater interest and understanding of the wider world through literature (including other cultures, eras, life experiences etc).
* To develop an enquiring mind, ask questions and conduct research.
* To acquire a wide vocabulary.
* To engage students through multi-sensory lessons.
* To equip students with a command of the spoken and written word.
* To write with a wide range of purposes.
* To ensure students leave Bents Green with an English qualification/accreditation which reflects the best of their ability.
* To help prepare and equip students to enjoy a fulfilling role in society when they leave Bents Green.

**How is the English curriculum delivered? (Implementation)**

* Students have access to the English National Curriculum, differentiated to meet students’ learning needs and styles.
* The English curriculum is designed to be challenging, appropriate to each student’s stage of development.
* The English Curriculum offers opportunities for cross-curricula learning, to ensure students make significant personal development, including events such as:
	+ World Book Days
	+ Theatre/cinema/library visits
	+ Off-site educational visits
	+ Communication development through in-class drama and spoken language activities, i.e. formal presentations, role-play, hot-seating etc.
	+ Use of a wide range of media to explore popular culture, bias etc. and create own work etc.
* The Phase 3 English/Literacy curriculum is taught in set groups by phase tutors over 4 lessons per week.
* The Phase 4 English/Literacy curriculum is taught in set groups by curriculum specialists over 4 lessons per week.
* “Read, Write, Inc” (phonics) and “Reading for Inference” are embedded in our curriculum planning and delivery to ensure students have access to both the mechanics and comprehension/enjoyment of reading.
* The English curriculum is designed to follow 3 pathways with opportunities for flexibility and movement as appropriate to meet the needs of the individual.  It aims to build and expand on previous skills and subject knowledge over a 5 year period with opportunities for repetition to embed knowledge, increase the chance of information recall and to integrate new knowledge into larger ideas and concepts.
* We offer a range of qualifications in English, which are selected to appropriately challenge, based on each student’s stage of development, including:
	+ Pearson Functional Skills: Entry Levels 1, 2 and 3
	+ NPearson Functional Skills: Levels 1 and 2
	+ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
* The love of learning is incredibly important to us and we strive to incorporate this into student’s daily life in all areas of the curriculum. We therefore also whole heartedly engage in World Book Day as a school, where students and staff dress up as their favourite characters and participate in exciting activities.

**Teaching and Learning**

* Our students are taught by transition teachers in Years 7 and 8 and subject specialists from Year 9 to Year 11. Our transition teachers have been fully trained in delivering RFI.
* The English curriculum is differentiated broadly into 3 pathways.  Further differentiation and personalisation is implemented when required.
* Transition and English subject specialist teachers include adaptations to match learning needs.  All classes are supported by one or more Teaching Assistants.
* All students entering Y7 are assessed for reading using YARC (York Assessment for Reading for Comprehension).

Intervention support includes:

* Lexia (Dyslexia)
* Read, Write, Inc (Phonics)
* 1:1 Speech, Language and Communication therapy.

**Homework**

Homework is set, in agreement with parents, in Phase 4 where extra input, support and revision of skills are needed to work towards accreditation.

**Assessment**

* English teachers use a range of formative and summative assessment procedures to assess progress and attainment. Students are assigned a pathway with long-term Functional Skills targets in Reading, Writing and Speaking, Listening and Communication and short-term individual targets in which progress is assessed through “B-Squared”.

**What difference is the English curriculum making to students? (Impact)**

* The majority of students meet or exceed their expected progress in English.
* The majority of students meet or exceed their expected outcomes (external accreditation).
* Students move on to post-16 provision provided by Bents Green or Sheffield Colleges.
* Students are well-prepared for the next stage of their education and those who go on to a supported mainstream environment adapt well.
* Literacy is embedded across the school and feeds into all subjects.
* Functional skills and life-skills are embedded in the English curriculum and are personalised for each student. This supports students to make the leap to post-16 provision and meets their needs when entering the world of work.
* The communication aspects of the curriculum are planned for, based on the outcomes identified within individual’s EHCPs.