

Because we are “*we all come together to learn*”,
there is a strong universal element to our curriculum: we give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.

ENGLISH

Intent

- Our vision is to enable students to become readers and writers for life. Their study of English will foster a diverse understanding of the world in which we live. They will experience the very best that Literature has to offer and grasp how it can enhance their own lives.
- We want students to blossom as fluent speakers, building a repertoire of spoken language skills that will allow them to be articulate communicators and ardent listeners. We want them to be fervid readers who read, and respond ably to, a range of challenging texts from different eras and genres. They will build the skill of using critical interpretations that will inform their own personal responses. They will write coherently and accurately in a range of formats. We aim to develop a passion, interest and curiosity that extends well beyond the page. Students’ English skills will help them access other subjects. In studying English, their empathy will challenge them to become better citizens.

Implementation

- At **Key Stage 3** we cover formal and creative reading, writing and enrichment (specifically targeting diverse texts). We also embed the skills required for GCSE study but without making the focus GCSE. We ensure a high-frequency focus on subject-specific vocabulary, interleaving skills and alternating between reading and writing. We finish with our Shakespeare/drama study to ensure a progression of challenge. Our Key Stage 3 curriculum is vertically structured so that we are constantly revisiting, refining and expanding. For example, we teach poetry to all year groups in the same half-term to allow us to calibrate the level of challenge and complexity both of text and response. Our use of ongoing assessments through responsive teaching and feedback allows for the monitoring and embedding of long-term knowledge.
- In **Key Stage 4** and **Key Stage 5** we use AQA’s specifications for English Language and English Literature to inform content but continue to use the same approaches of interleaving, revisiting, engaging and challenging. Formative and summative assessments have an exam focus.
- We use questioning, responsive feedback, re-creative activities, and whole-class feedback on extended pieces to maximise progress. Our collaboratively-produced **resources** revolve around challenging texts that we choose to build depth, diversity and cultural capital. We encourage independent reading and research, and offer a poetry club, creative writing club, theatre trips where possible *etc.*

Impact

- We use formative assessments during each scheme to monitor ongoing achievements and have moved to a summative assessment at the end of each year. In Key Stage 4 we use Comparative Judgement (and results from external examinations) to measure our impact.
- As well as using data from assessments, we use discussion and student voice to measure the extent to which we have achieved our intent.

Author: S Bell

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READING

Intent

- We aim to build a life-long love of reading in our students, enabling them to become confident readers who treasure the written word.
- We aim to introduce students to as wide a variety of genres as possible to build their cultural capital and their appreciation of ‘different’.
- We aim to show our students that reading must not be the preserve of English lessons, or even the preserve of academia – but that it is relevant to all fields of human endeavour, including the social and the personal; and that reading has genuine relevance to any individual’s life.

Implementation

- We have already implemented a number of schemes and initiatives to meet this intent.
 - The Learning Resource Centre is a hub for readers – popular at breaks and lunch-times, and morning form-times too
 - A Year 12 Reading Buddies programme helps weaker readers in Year 7 become more confident (and has benefits for Year 12 students too)
 - Our SENDCo also uses catch-up funds to support developing readers in Year 7 through software packages such as *Lexia*
 - Students find that regular visits from authors (averaging two per year) are often inspirational and reinvigorate their reading habits
 - Pupils from a local Primary School visit us on World Book Day each year; these and other events build the profile of reading in school
 - English teachers now devote one lesson in every six to Reading for Pleasure. This includes discussion about how the reading can be applied
 - The new Year 7 Homework programme includes half-an-hour of reading for every student nightly, with quality-assurance to check it’s done
- However, we are not yet satisfied with our work in this area. In particular, reading provision in Key Stage 4 is not yet a strength of our work (despite its strategic importance to us in achieving our intent, as outlined above. Our Academy Improvement Plan sets out that we will also:
 - arrange a Year 10 Reading Survey, the results of which will feed into a new post-14 Book Club, facilitated by Year 12 students; and
 - revitalise our work to promote a culture where all are readers, including staff (*eg* by refreshing the “*I am currently reading...*” posters)

Impact

We will know whether we have realised our intent through the extent to which reading features in students’ priorities. How often is the Learning Resource Centre over-full? What will the results of the new Year 10 survey show us about how embedded reading for pleasure amongst this particular group of Key Stage 4 students? How effective will the Year 7 Homework programme be in encouraging students to read? How readily will Year 7 students engage with the extra provision for reading in their English lessons – and to what extent will we be able to involve other subjects in this work, in line with our intent? At present the available indicators show a good level of reading, but our ambition is for more.

Author: S Bell/S Haworth/D Silverstone