

English

Intent	
What are the aims of this subject?	What are the broad areas of knowledge and skills being developed in this subject?
<p>English GCSE and other qualifications provide a gateway to future success post-16.</p> <p>However, beyond this, English should be at the heart of the curriculum as through it, students learn how to communicate and how to understand themselves and others. Through the study of language and literature, students should develop as individuals and become more sensitive to others and the world around them.</p> <p>Therefore, English should support with the development of Fundamental British Values and SMSC.</p>	<p>The English curriculum should encourage students to develop their understanding of language and literature across the ages and from different parts of the world. It should help them to explore ideas, developing their own views and understanding of the human condition.</p> <p>Key Skills</p> <p>Reading –</p> <ul style="list-style-type: none"> • read and understand a wide range of texts • read critically, and use this knowledge to improve their own writing <p>Writing -</p> <ul style="list-style-type: none"> • write effectively using Standard English appropriately • use grammar correctly, punctuate and spell accurately • use a wide vocabulary, including of language terminology. <p>Speaking and Listening -</p> <ul style="list-style-type: none"> • listen to and understand spoken language, and use spoken Standard English effectively.

Implementation

How is this subject delivered/taught to students?	How is formative and summative assessment used in this subject to improve student's skills and knowledge?
<p>Students join us with a very wide variety of ability and success in English and Literacy.</p> <p>For every year group, there is a wide variety of approaches chosen to engage and stretch. These include:</p> <ul style="list-style-type: none"> • Posters/Leaflets • Presentations • Use of film • Spelling tests • Key term sorting activities • Games • Writing bursts • Century Tech • Cloze exercises <p>In KS3, students are taught through a theme-based curriculum using a variety of recent and more standard texts. The aim is to engage them with an enjoyment of reading and to encourage writing skills.</p> <p>In KS4, all students are prepared for GCSE English Language through the study of a wide variety of texts. In addition, a basic understanding of the Victorian era is developed ready for Paper 2.</p> <p>All are also taught the skills needed for Functional Skills. There is an overlap with Speaking and Listening, and the focus on this in Functional Skills is more pronounced than for GCSE. This is appropriate for our students as it develops confidence for post-16.</p> <p>Where students have the ability, the background or the interest in Literature, these texts are also studied but with the expectation that students will commit to additional work.</p>	<p>Students are baselined at the start of each academic year with a focus on Writing, as this has been the weaker area for many and is worth 50% of the overall GCSE.</p> <p>Formative assessment:</p> <ul style="list-style-type: none"> • Work is marked with Next Steps suggested and individual starter activities linked to these. • This then informs planning to ensure further support is provided and scaffolded in to support learners. <p>Summative assessment:</p> <p>I use AQA's mark schemes to show students what grade they are achieving and why, and what they need to do next to move forward.</p> <p>Marks are recorded in KS4 students' exercise books.</p> <p>In year 11 two sets of mock exams are set (December and March) to inform on progress and to re-assess predicted GCSE grades.</p>

How is enrichment (e.g. residentials, clubs) implemented to enhance the components of this subject?	How are spiritual, moral, social and cultural values developed in this subject?
<p>Trips to the National Trust are used to develop Creative Writing and Non-Fiction Writing.</p> <p>Visits related to PSHCE topics are also used to engage students in a real audience for fiction and non-fiction.</p> <p>Visits to the Faith Centre encourage students to reflect on different cultures and beliefs, ready to explore literature with greater sensitivity.</p>	<p>Spiritual – Through ‘A Christmas Carol’ and other texts, students are encouraged to see the similarities and differences between different religions.</p> <p>Moral - Students are encouraged to reflect on the actions of characters, and therefore on their own.</p> <p>Social - Students develop an understanding of how society has changed and is changing through the study of the literature of different ages and cultures.</p> <p>Cultural – Students have access and study literature of quality and breadth.</p>

Impact – Top 5!

- 1** Students’ basic literacy skills improve whilst at the PRU, giving them a greater opportunity of success post-16 and/or in returning to mainstream. In addition, we drill down to their level of need so can provide accurate advice for reintegration and/or next steps.
- 2** Results in GCSE English Language are good, with all students achieving a result who sat the examination.
- 3** The KS3 curriculum provides a foundation for KS4 study but is flexible to meet the needs and interests of different students.
- 4** Students grow in confidence with their speaking and listening, helping them to prepare for post 16 and the world of work.
- 5** The curriculum allows all students to make progress according to their stage on entry, liaising closely with SEND to ensure that they get the ACCESS support they need.