



English Curriculum Intent

Croft Community School – Aspire, Believe, Achieve

Each individual is valued and is given every opportunity to achieve their best in a school where pupil needs are met, enabling social and academic achievement with the highest possible outcomes.

Curriculum aims

- To provide a stimulating curriculum which develops academic, social and life skills
- To foster in pupils an aesthetic appreciation, promote creativity and further individual interests and skills
- To foster a positive mindset in all learners and staff
- To provide challenge and expectations, which promote high academic achievement
- To support students to develop emotional and social resilience
- To promote positive behaviour and social skills which will prepare pupils for adulthood and enable them to progress confidently to the next stage of their lives

Why is your curriculum shaped the way that it is?

Most English classes organised by Key Stage and where possible year group, this allows pupils to access age appropriate content, knowledge and the statutory requirements of the English National Curriculum. Skill development is differentiated using EYFS goals and the Progression Strands¹.

Key Stage 1

Why is the English curriculum at EYFS Key Stage 1 shaped the way that it is?

Sequence and Structure

How does the English curriculum at EYFS Key Stage 1 reflect the school's context?

¹ Progression is an assessment system used by a number of County Durham special schools to assess and track pupil progress in English in reading, writing and communication/spoken language. Please see document '___' for more information.

Key Stage 2

Why is the English curriculum at Key Stage 2 shaped the way that it is?

Sequence and Structure

How does the English curriculum at Key Stage 2 reflect the school's context?

Key Stage 3

Why is the English curriculum at Key Stage 3 shaped the way that it is?

At Key Stage 3 pupils follow one of two pathways, the majority of our pupils follow the National Curriculum in English while a smaller number of pupils follow a basic skills, sensory and communications curriculum which is more appropriate to their needs.

The National Curriculum requirements at Key Stage 3 will be covered to allow access an age appropriate variety of topics, knowledge and content. High interest texts will be chosen to engage and motivate students to develop as successful readers and writers. Students will read the works of important writers in the English Literary Heritage including world literature, Pre-1914 and 20th and 21st century poetry, fiction and drama. Students will be taught by knowledgeable and enthusiastic teachers who aim to make learning in English challenging and enjoyable. Texts may be simplified and abridged; and the development of skills adapted to meet students' individual special educational needs.

Most pupils will recognise and/or read text independently by Key Stage 3 and will be supported to reach a functional literacy of level. Where this is not possible students may use signs and symbols such as PECS in order to communicate. Pupils will be encouraged to develop clear and legible handwriting and where this is not possible pupils will be offered additional strategies to record written responses. Students at Key Stage 3 will be involved in the assessment processes in English and will know their strengths and next steps in reading and writing. Students will be prepared to choose and achieve an appropriate qualification for Key Stage 4.

The texts studied at Key Stage 3 will allow the exploration of themes appropriate to teenage life and social and emotional development. Students will practise speaking and listening appropriately and confidently in a range of contexts.

Sequence and Structure

All pupils on the NC pathway study the same topics (see table below). Pupils are taught in class groups and receive four 45 minute English lessons per week. There

may be more than one class group per year group. The Subject Leader for English plans the lesson sequence and objectives for consistency and class teachers plan appropriate activities to meet the individual needs of the pupils in each class.

	Term one	Term two	Term three
Year 7	<u>World Literature</u> The Well Legs' Race	<u>Drama</u> Mystery Mob Ghost Watch	<u>Poetry</u> Cloud Busting
Year 8	<u>Pre 1914 Literature</u> Extracts from Dickens A Christmas Carol	<u>Shakespeare</u> A Midsummer Night's Dream	<u>Non-fiction / Literature</u> <u>Crossover</u> The Wreck of the Zanzibar
Year 9	<u>21st Century Novel</u> High quality children's writer	<u>Shakespeare</u> Macbeth	<u>Non-fiction / Literature</u> Titanic Pre 1914 Novel Extracts

The curriculum is designed to increase independence and resilience at Key Stage 3. Students will be supported as they become teenagers, developing confidence, social skills and the ability to make appropriate choices in terms of school life, emotional well-being and as members of their community.

How does the English curriculum at Key Stage 3 reflect the school's context?

As all of our students have special educational needs it is important to balance age appropriate National Curriculum entitlement with differentiated ability appropriate skill development.

The curriculum at Key Stage 3 will be broad and motivating. Students are given opportunities to explore their creativity and develop individual interests. Students will be supported to engage with the curriculum and take responsibility for their own success. Students will be provided with the knowledge that they need to make option choices and to progress to Key Stage 4.

Pupils will have appropriately challenging targets and will be encouraged to develop confidence and independence. Pupils are supported to develop emotional and academic resilience. Making mistakes, and learning how to self-correct them, is seen as an important part of learning.

Formal and informal styles of communicating are covered to prepare pupils for academic success and adulthood. Topics with challenging social and emotional themes are chosen to support pupils in developing their awareness of society and how to be respectful of others' opinions and views.

The teaching of English encourages pupils to have an aesthetic appreciation of the English Literary Heritage. The study of English promotes creativity and allows pupils to explore individual interests and skills. Pupils are encouraged to develop and express individual and personal responses to texts and topics.

Key Stage 4

The English curriculum at Key Stage 4 is designed to engage students to work with purpose towards their year 11 qualifications. The National Curriculum requirements will be covered so that students access the knowledge and build the skills necessary to achieve an appropriate qualification. There is flexibility within Key Stage 4 delivery to allow a number of accreditation routes including Entry Level Certificate, ASDAN, Level 1 Functional Skills and GCSE.

Students will be expected to read longer and more complex texts and complete extended writing tasks which require sustained effort and concentration. Texts with challenging social and emotional themes will be used to allow students the opportunity to explore a range of issues such as marginalisation, physical and mental health and relationships.

Students will be encouraged to develop an aesthetic appreciation of works in the English Literary Heritage through their study of quality C20th and C21st fiction, drama and poetry; abridged classics and Shakespearean plays with extracts from the original texts; and poetry including Romantic Poetry from 1789.

Why is the English curriculum at Key Stage 4 shaped the way that it is?

At Key Stage 4 pupils usually follow one of three pathways which are organised in order to allow students to leave school with appropriate qualifications in English.

1. Entry Level Certificate in English
2. Entry Level Certificate in English + GCSE Language
3. ASDAN

Due to the changing nature of our cohorts there is always a flexible approach to the organisation of the curriculum for example one class in 2020 worked towards GCSE Language and GCSE Literature.

Sequence and Structure

Students are taught in class groups and receive four 45 minute English lessons per week. There may be more than one class group per year group.

	Term one	Term two	Term three
Year 10	<u>19th Century Novel</u> Great Expectations	<u>Shakespeare</u> Romeo and Juliet or Henry IV Part 1	<u>Poetry</u> Poetry since 1789 including Romantic Poetry
Year 11	<u>21st Century Novel</u> Writing for entertainment Writing in a range of forms	<u>Drama</u> 20 th Century Drama Text	<u>Non-fiction</u> Examination preparation Autobiography

How does the English curriculum at Key Stage 4 reflect the school's context?

As all of our students have special educational needs it is important that there is a range of appropriate Key Stage 4 accreditation routes and that the curriculum can

offer flexibility to respond to the changing nature of Year 11 cohorts from year to year.

The curriculum at Key Stage 4 is aimed towards academic achievement and guides students to understand that progress requires the confidence to work towards ambitious targets, extend comfort zones, take risks and learn from mistakes in reading, writing, spelling, vocabulary and grammar.

Students will be required to take responsibility for their own knowledge, learning and progress, to be self-motivated to use their next steps feedback to work towards targets. The development of reading, writing and communication skills for both academic achievement and as life skills will be a focus in Key Stage 4. Students will set long term goals and will work towards qualifications over two years.

At Key Stage 4 there will be a focus on cultural capital allowing students to accumulate the knowledge, behaviours and skills needed to participate in further education courses in English and employment. This will include creative writing, more formal academic styles of writing and the ability to communicate using functional and transactional styles.