

- **Intent:** your curriculum plan, including its design, structure and sequence
- **Implementation:** how you teach and assess your intended curriculum
- **Impact:** the outcomes for your pupils as a result of the education they've received

### **Why do we teach it?**

English is a subject that impacts across all curriculums. The ability to be able to read, comprehend and communicate continue to be necessary life-skills for all students and skills that will equip them for their future pathway. English is taught to enable our students to access other subjects and topics of interests, to develop their communication skills and give them the tools required for a successful future.

### **INTENT - What we are teaching**

Our intent is to ensure all students follow a curriculum pathway that is relevant to their needs and develops their literacy skills, giving them every opportunity to progress and be successful in English, the wider curriculum and their everyday lives. Through teaching reading both at a decoding level but also for meaning, we aim for our students to be fluent readers in order that they can both use it functionally but also for enjoyment. Our English curriculum aims to develop a student's love of reading for pleasure and as a means of learning about the world. By teaching from high-quality texts, we aim for students to be exposed to a range of fiction, non-fiction and poetry in English lessons along with experiences of writing for a variety of purposes.

### **IMPLEMENTATION - How we teach it**

Students who are at the beginning of their literacy journey will be finding out about the world around them using the Springboard Curriculum approach to learning. This approach provides pupils with: a range of play-based activities to develop their interests the ability to express their likes and dislikes and to give them something to communicate about. Access to quality-texts which are used as a stimulus to support the development of the topic. A range of early reading and writing opportunities which are child-led and exploratory based.

From KS1 through to the qualifications at the Hub students access English through high-quality teaching, we develop the following essential characteristics of readers and writers across all key stages:

- A love of reading for pleasure and to acquire information.
- Read easily, fluently and to deploy strategies to support reading unfamiliar words and texts.
- Comprehend texts and to use reading skills to understand the intentions of the author.
- Understand grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Develop and use strategies for spelling.
- Develop an understanding of how punctuation and grammar within independent writing can have an effect on a reader.
- Write clear, coherently and accurately, adapting their language and style for a range context, purposes and audiences.
- Understand that writing is a process, which includes planning and editing work.

- To recognise that learning enable links to be made with other subjects across the curriculum.
- Engage in debates, discussions and appreciate other viewpoints.

### **IMPACT - What is working**

English impacts all areas of the curriculum and beyond, into everyday life. When taught in an engaging, accessible and meaningful way it equips our students with the English life-skills to communicate, comprehend and access the word around them.

For students, who have chosen an academic pathway, the impact of our curriculum is to enable them to continue their education further in their chosen direction and qualifications. For students who have progressed on a more practical pathway our aims are that they are equipped with skills that enable them to function as independently as possible in their future lives and wider community.

### **Subject Leader Actions and Impact**

<b>Previous Improvement Actions and Impact</b>	<b>Current Improvement Actions</b>	<b>Future Improvement Actions</b>
<ul style="list-style-type: none"> <li>• Teaching English, reading and writing, from quality texts is embedded across the school and Hub.</li> <li>• Monitoring English across the school and hub is plan for and takes place regularly.</li> <li>• Internal moderation takes place regularly to ensure teacher judgements are accurate</li> <li>• English steps for learning have been designed and implemented, now forming the English assessment.</li> <li>• Progression using the English assessment takes place regularly and historical data is now available to track progress over time and identify barriers to learning.</li> <li>• Reading for Pleasure has been developed across the school and Hub to improve literacy levels and engagement.</li> <li>• Library has been updated, including books, to be more appealing and encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with Occupational Therapy regarding a consistent handwriting approach that can be adapted to suit our students' needs.</li> <li>• Continue to develop and embed reading for pleasure across the school and hub through activities such as WBD, in-school theatre visits and reading materials that match students' interests.</li> <li>• Investigate the training need to develop Sound-Write phonics further than the current skills of staff to ensure a consistent approach to spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit how SPAG is taught and the impact of current teaching on student's progress.</li> <li>• Research other English qualifications that would fit with the Hub offer and develop the further English skills of pupils.</li> </ul>

reading for pleasure.		
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