



CURRICULUM PLAN

SUBJECT

ENGLISH

OVERVIEW

Our vision at All Saints School is 'Attainment for All'. We want all pupils to achieve the highest level of literacy they can. By the time they leave us at sixteen, we want all pupils to be fluent at reading at a passable level so that they are able to go on to further education and training, and to function fully as an adult in society.

At All Saints School we want all pupils to be able to:

- Read fluently (reach a reading age of nine years or above)
- Use the written word to communicate ideas, thoughts and feelings
- Speak with confidence (or use alternative methods of communication where appropriate)
- Understand the art of conversation (ie take turns)
- Leave with qualifications in English (AQA Units or GCSEs)

KEY STAGE 2

Lower Juniors

Reading

At All Saints School, we not only teach the fundamental skills of reading but also nurture children's reading attitudes and behaviour with the aim that all children read for pleasure. In guided reading sessions, children read more challenging texts with teachers and teaching assistants to support the development of their reading ability. Children are also taught how to read for meaning so that they can discuss and explain their understanding of a text.

Writing

The teaching of writing is delivered in a creative, stimulating and cross-curricular way, linked to the topic being studied. Children are taught through a writing process where they are introduced to the different types of writing (genres) through a stimulus which could be a text, extract or film clip. From these stimuli children are able to unpick the key features in order to plan and create their own piece of writing. The teaching of grammar is also an integral part of all Literacy lessons and children are taught how to punctuate and structure their writing correctly, becoming familiar with the relevant terminology.

Spelling/Phonics

At All Saints School, we teach phonics using the programme 'Read, Write, Inc.'. Phonics teaching is divided into six phases. Children progress through the phases at different speeds, and to enable us to meet the needs of all children we group the children according to the phase they are working at. Phonics is taught on a daily basis in lower and higher KS2 where appropriate. Sessions include a range of activities that allow the children to revise their knowledge,

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| | <p>learn new sounds and apply and practice their skills. High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enable children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and recognition skills as well as comprehension skills.</p> <p><u>Upper Juniors</u></p> <p>Reading Pupils are taught to develop their decoding and word recognition skills and become more fluent readers. They read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Pupils explore literary themes and conventions and begin to make comparisons and recommendations, and justify their views and opinions.</p> <p>Writing Pupils learn to write more fluently and with increasing speed and accuracy. They are taught to draft and write narratives; describing settings, characters, atmosphere, and integrating dialogue to convey character and advance the action. Pupils discuss the structure, vocabulary, and grammar of different styles of writing, and learn to apply this to plans for their own written work. They learn to review and evaluate their own writing and make improvements.</p> <p>Speaking and Listening Pupils are given the opportunity to listen to a range of voices in different situations (e.g. drama, radio, teachers, students). They learn to ask questions to obtain information from different people and for different purposes. Pupils learn to verbally respond to information appropriately when in a one-to-one and group context, and give short explanations, accounts and descriptions in less familiar contexts.</p> |
| KEY STAGE 3 | <p>Where possible, the English curriculum is mapped to interconnect with Humanities. Pupils follow programmes of study best suited to their individual abilities and skills. They are encouraged to widen their own vocabulary and to understand and use the conventions of standard spelling, punctuation and grammar in their own writing. Pupils are introduced to increasingly challenging texts, both fiction and non-fiction from a range of genres, historical periods, forms and authors. There is a clear focus on spoken language so that students are able to speak confidently in formal and informal contexts, expressing their own ideas as well as listening to others' opinions.</p> |
| KEY STAGE 4 | <p>All students are given the opportunity to complete certificated courses that recognise and reward their hard work and skills in English. The two pathways we currently offer are the AQA Entry Level Unit Award Scheme or the AQA GCSEs in English Language and Literature. Pupils are taught in groups according to their need and follow the pathway best suited to their individual abilities and skills. Both courses involve reading a wide, varied and challenging</p> |

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| | <p>set of texts and a development of linguistic knowledge, building on the skills learnt at KS3. Pupils are taught to analyse the writing of others, show an appreciation of a writer's craft and use correct subject terminology. In their own written work the students will focus on writing accurately, fluently and imaginatively for a variety of purposes and audiences. There is also a spoken language component of both courses which assesses students' ability to speak confidently and audibly; and to listen to, and build on, the contributions of others.</p> |
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