

# English



## Intent – What is our vision for English?

### **At all levels:**

At Trinity New Bridge, we are dedicated to encouraging all children to be passionate about reading, writing, speaking and listening. We are determined that all children will become competent readers and writers by the end of their time with us. We develop speaking and listening skills, not just as a part of the appropriate qualifications, but as a vital part of everyday life.

We recognise that English is the most essential life-skill a young person will need as they begin to make their next steps, post-16. We strive to make sure that every student who leaves us does so with a qualification in English which will equip them for their training and careers.

It is our intention to engage pupils in the experience of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. During their time at Trinity New Bridge all children will be exposed to a varied and engaging education in English provided by a caring and enthusiastic teaching team. This will not only teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, it will also, through their reading and listening, allow others to communicate with them. We work together, as a teaching team, to ensure that English is promoted in all curriculum lessons.

The nature of the children we teach has influenced text choices at both Key Stage 3 and 4. Whilst there has been care taken to ensure that we choose texts which cover a wide range of genres, origins and viewpoints, care has been taken to choose texts which will engage our learners.

Ongoing assessment will provide staff with the relevant information for targeted intervention focusing on essential basic skills in phonics, reading, writing, speaking and listening.

### **At Key Stage 4:**

Our intent is twofold: First we aim to maximise the life-chances of our students by equipping them with the skills, knowledge, techniques and confidence to achieve their full potential in their final assessments. We aim to provide them with the best opportunities possible when leaving our school by maximising their achievement.

Secondly, we want to instil a love of English for their adult lives. We aim to young people who enjoy language in all its forms and develop lifelong skills which make them confident, competent readers and functional, assured writers.

<b>Implementation</b>	
<b>Year 7</b>	<p><b>The aim of Year 7</b> is to ensure students do not lose impetus from Year 6 with their reading and writing skills – in terms of accuracy and ambition.</p> <p>Spelling, punctuation and grammar, along with a love of reading are maintained throughout the year.</p> <p>Texts and styles of writing covered will be somewhat familiar in style, although challenge will be built in to extend ideas, promote reasoned speculation and enhance conscious crafting of writing.</p> <p>Students will study several pieces of Literature from across time periods and cultures (Private Peaceful by Michael Morpurgo, a range of classic ‘monster’ stories, The Highwayman by Alfred Noyes and Wonder by R J Palacio) and will be taught PEE and structured responses. As a way of getting our new starters to engage with reading from day one, we’ll be including a three-week unit at the start of the Autumn term on The Twits by Roald Dahl.</p> <p>An interactive and supportive approach to English is used to enable students to access these challenging texts.</p> <p>Work is differentiated according to level and ability to support, stretch and challenge all learners.</p> <p>The Renaissance Learning Accelerated Reader program will be utilised in accordance with Individualised Learning Plans (3 x 20 mins per week).</p>

	<p>Classes will be timetabled weekly visits to the library in addition to DEAR (Drop Everything And Read) during one tutorial session per week.</p> <p>Each class will be given reading records which will be updated with help from the form tutors on a weekly basis.</p> <p>GL Assessment will be used to provide summative and diagnostic assessment.</p> <p>Early writing assessment (September), in addition to the GL programme, while help to inform staff regarding intervention and the use of differentiation in planning and delivery.</p> <p>SPaG (spelling, punctuation and grammar) to be specifically taught approximately the equivalent of one lesson per week.</p>
<p><b>Year 8</b></p>	<p><b>The aim of Year 8</b> is to build upon the foundation of Year 7: recap, stretch and challenge.</p> <p>Spelling, punctuation and grammar and a love of reading are taught throughout the year.</p> <p>More thought-provoking and challenging texts are studied, with humanitarian themes, based on abstract concepts, such as love, prejudice, anger, power and compassion.</p> <p>Students will study several pieces of Literature from across time periods and cultures (gothic literature, Holes by Louis Sachar and a sample of Shakespeare), and will be taught PEE and begin to formulate exam-style responses.</p> <p>An interactive approach to English is used to enable students to access these challenging texts.</p> <p>Work is differentiated according to level and ability in order to stretch and challenge all learners.</p> <p>The Renaissance Learning Accelerated Reader program will be utilised in accordance with Individualised Learning Plans (3 x 20 mins per week).</p> <p>Classes will be timetabled weekly visits to the library in addition to DEAR during one tutorial session per week.</p> <p>Each class will be given reading records which will be updated with help from the form tutors on a weekly basis.</p> <p>GL Assessment will be used to provide summative and diagnostic assessment.</p> <p>Early writing assessment (September), in addition to the GL programme, while help to inform staff regarding intervention and the use of differentiation in planning and delivery.</p> <p>SPaG to be specifically taught approximately the equivalent of one lesson per week.</p>
<p><b>Year 9</b></p>	<p><b>The aim of Year 9</b> is to build upon the foundation of Year 8: recap, stretch and challenge as before, but with some attention paid to the assessment processes which will ultimately equip them with a qualification in English.</p> <p>Spelling, punctuation and grammar continue to form a basis for weekly lessons.</p> <p>More thought provoking and challenging texts are studied (The Boy in the Striped Pyjamas, The Dream Snatcher, WWi poetry, Macbeth and Stone Cold by Robert Swindells), with themes based on wide-ranging concepts, such as war, racism, homelessness and prejudice.</p> <p>Students will be taught how to reinforce the strength of their writing through embedding techniques like PEE and exam-style responses.</p>

	<p>Topics such as WWI poetry and an introduction to Shakespeare help students to understand the diversity of creative writing. An interactive approach to English is used to enable students to access eclectic, challenging texts. Work is differentiated according to level and ability in order to stretch and challenge all learners. The Renaissance Learning Accelerated Reader program will be utilised in accordance with Individualised Learning Plans (3 x 20 mins per week). Classes will be timetabled weekly visits to the library in addition to DEAR during one tutorial session per week. Each class will be given reading records which will be updated with help from the form tutors on a weekly basis. GL Assessment will be used to provide summative and diagnostic assessment. Early writing assessment (September), in addition to the GL programme, will help to inform staff regarding intervention and the use of differentiation in planning and delivery. SPaG to be specifically taught approximately the equivalent of one lesson per week.</p>
<p><b>Key Stage 4</b></p>	<p>In both Year 10 and 11 our focus switches towards the external standardised assessment process which will give our students their qualifications in English. In addition to past papers and focus on exam techniques for Functional Skills, AQA and/or GCSE we will:</p> <ul style="list-style-type: none"> <li>• focus on deeper text analysis to form critical response; analysis of the writer’s intent; inference and layers of meaning; formal and informal language and focus on techniques used to respond to writing in a critical way. We read a range of texts spanning time periods, cultures and points of view. Shakespeare and Dickens are included alongside a range of more contemporary writers. We use comparison to aid our analysis and understanding.</li> <li>• encourage students to write in a wide range of styles such as creative writing, poetry, first and third person narrative and non-fiction styles such as blogging, discussion, journalistic, reviews and persuasive writing.</li> <li>• help to enhance the students’ speaking and listening skills, including public speaking and debate through dedicated lessons aimed at improving their confidence, coherence and ability to take turns in expressing themselves.</li> <li>• continue to encourage all students to read purely for the enjoyment of it.</li> <li>• continue to study, analyse and enjoy a wide range of texts (Of Mice and Men – John Steinbeck).</li> </ul>

**Impact:**

School employs a range of mechanisms and strategies to allow us gain a clear picture of where students are in terms of attainment and progress and inform us as to the most appropriate course of action. External assessment processes are used to allocate students' grade at the end of Year 11.

Baseline assessment in both reading and writing provide staff with a basis upon which to plan, differentiate and target intervention.

Ongoing assessment of students reading and writing will provide both summative and formative assessment data to inform planning, intervention and levels of attainment/indicators of progress.

Termly assessment in both reading and writing.

GL Assessment will be used once per term to provide additional assessment data.

External assessment in both functional Skills and GCSE provided nationally accredited recognition of students' achievements in English.