

## **English – Formal Curriculum Summary and Overview (2022-23)**

### **Intent:**

At Sir Tom Finney Community High School, English and the teaching of English is the foundation of our curriculum. It is designed to meet with students' individual needs, teaching the fundamental skills of reading, comprehension and writing through discrete phonics lessons, in order to support students to access and gain appropriate accreditations as they progress through the school. The curriculum is designed so all pupils can develop their speech, language and communication skills to allow them to effectively communicate their wants and needs in an appropriate and meaningful way.

We believe that children need to develop a secure knowledgebase in Literacy, which follows a clear pathway of progression as they advance through the whole school curriculum. We know that a secure basis in literacy skills is crucial to a high-quality education and will give our students the tools they need to participate fully as a member of school and society, empowering individuals to succeed.

Teachers use a range of assessment tools, in line with the National Curriculum, to support students to continue to make progress and where necessary, interventions are used to catch-up learners to meet their full potential.

### **Implementation:**

Key Stage 3: students are taught basic and fundamental tools of the English language through a Systematic Synthetics Phonics programme, Read Write Inc Phonics. This is taught daily at the same time, utilising staff throughout the department to teach small groups of learners all working at the same 'challenge point'.

Where pupils' needs cannot be met throughout the phonics programme, this will be integrated into a sensory based curriculum which focuses on student participation in sessions, word and text level work through stories and play as well as developing speech, language and communication needs.

14-19 Departments: Students' skills are taught and developed through traditional English sessions, in order to allow learners to access the wider world, have an input in choices which affect their lives as well as giving them opportunities to develop their independence as they reach adulthood.

Students are grouped according to their ability and access one English lesson per day, which focuses on supporting them to be able to gain one or more forms of accreditation in Functional Skills English before they leave STFCH. For learners who are attaining at a lower level, they have opportunities to access phonics teaching, comprehension skills, communication-based activities to work towards a pre-entry level qualification. (AQA Unit Awards). In the higher attaining groups, students are taught discrete phonics sessions daily to support their acquisition of the English language.

SFX Department: Through a thematic curriculum, students' English skills are taught, embedded, and revisited in order to meet the needs of learners. This is delivered through a sensory, play based curriculum with some discrete English input but opportunities are weaved throughout an individual student's time in school. All opportunities for learning are utilised and communication is a key principle.

### **Impact:**

The impact of our English provision, will be seen, embedded and consolidated through the wider school curriculum. All teaching staff will have a working knowledge of how to support pupils to read and write in all subjects in order to develop knowledge and increasing learning capacity. Learners at STFCH will have the tools and strategies to become increasingly independent learners, empowering them to make choices and feel successful in their time at school as well as in society.

## KS3 English Curriculum Mapping – (Long-Term Overview)

RWI	2022/23				
	New Speed Sounds to learn	Speed Sound Review	Progression of Storybooks and Get Writing! Books	Extra practice if needed: non-fiction	Extra practise if needed: Fiction
<b>Challenge Point 1</b>	Set 1 + blending				
<b>Challenge Point 2</b>		Set 1 + blending	Sound blending books (1-10) Ditty Photocopy Master 1-20 Red Ditty Books (1-10) Get Writing! Red Ditty Books (1-10)		Ditty photocopy Masters 21-40
<b>Challenge Point 3</b>	Set 2	Set 1 + blending	Storybooks Green Set 1 (1-10) Get Writing! Green Book	Green Non-fiction 2x Get Writing! Activities	Green Set A
<b>Challenge Point 4</b>	Set 2	Sets 1 and 2	Storybooks Purple Set 2 (1-10) Get Writing! Purple Books	Purple Non-fiction 2x Get Writing! Activities	Ditty Photocopy Master 41-50 Purple Set A
<b>Challenge Point 5</b>	Sets 1 and 2	Sets 1 and 2	Storybooks Pink Set 3 (1-10) Get Writing! Pink Books	Pink Non-fiction 2x Get Writing! Activities	Pink Set A
<b>Challenge Point 6</b>	Set 3	Sets 1 and 2	Storybooks Orange Set 4 (1-10) Get Writing! Orange Books	Orange Non-fiction 2x Get Writing! Activities	
<b>Challenge Point 7</b>	Set 3	Sets 1 and 2	Storybooks Yellow Set 5 (1-10) Get Writing! Yellow Books	Yellow Non-fiction 2x Get Writing! Activities	
<b>Challenge Point 8</b>	Set 3	Sets 1 and 2	Storybooks Blue Set 6 (1-10) Get Writing! Blue Books	Blue Non-fiction 2x Get Writing! Activities	Blue Set A
<b>Challenge Point 9</b>	Set 3	Sets 1 and 2	Storybooks Grey Set 7 (1-10) Get Writing! Grey Books	Grey Non-fiction 2x Get Writing! Activities	Grey Set A

## 14-19 Department English Curriculum Mapping – (Long-Term Overview)

Pre-Entry Level AQA Unit Awards	Entry Level 1 Accreditation (Pearson)	Entry Level 2 Accreditation (Pearson)	Entry Level 3 Accreditation (Pearson)	FS Level 1 Accreditation (Pearson)	FS Level 2 Accreditation (Pearson)
<p><b><u>AQA Unit Award Scheme</u></b></p> <p>Students who cannot access the next set of accreditations will be focused on working towards an AQA Unit award which is:</p> <p>Appropriate to the pupil's cognitive ability Selected and run by teachers Delivered through an engaging curriculum model Linked to the English curriculum.</p>	<p><b>Speaking and Listening</b></p> <p>E1.1 Say the names of the letters of the alphabet</p> <p>E1.2 Identify and extract the main information from short statements and explanations</p> <p>E1.3 Follow single-step instructions, asking for them to be repeated if necessary</p> <p>E1.4 Make requests and ask straightforward questions using appropriate terms and registers</p> <p>E1.5 Respond to questions about specific information</p> <p>E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p> <p><b>Reading</b></p>	<p><b>Speaking and Listening</b></p> <p>E2.1 Identify and extract the main information and detail from short Explanations</p> <p>E2.2 Make requests and ask clear questions appropriately in different contexts</p> <p>E2.3 Respond appropriately to straightforward questions</p> <p>E2.4 Follow the gist of discussions</p> <p>E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p> <p>E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic</p> <p><b>Reading</b></p> <p>E2.7 Read correctly words designated for Entry Level 2</p> <p>E2.8 Understand the main points in texts</p>	<p><b>Speaking and Listening</b></p> <p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p>	<p><b>Speaking and Listening</b></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.3 Respond effectively to detailed questions</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 Express opinions and arguments and support them with evidence</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p>	<p><b>Speaking and Listening</b></p> <p>L2.1 Identify relevant information from extended explanations or presentations</p> <p>L2.2 Follow narratives and lines of argument</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence</p>

<p>E1.8 Read correctly words designated for Entry Level 1</p> <p>E1.9 Read simple sentences containing one clause</p> <p>E1.10 Understand a short piece of text on a simple subject</p> <p><b>Writing</b></p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case</p> <p>E1.15 Spell correctly words designated for Entry Level 1</p> <p>E1.16 Communicate information in words, phrases and simple sentences</p>	<p>E2.9 Understand the organisational markers in short, straightforward texts</p> <p>E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g., a simple dictionary, spellchecker)</p> <p>E2.11 Read and understand sentences with more than one clause</p> <p>E2.12 Use illustrations, images and captions to locate information</p> <p><b>Writing</b></p> <p>E2.13 Use basic punctuation correctly, (e.g., full stops, capital letters, question marks and exclamation marks)</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p> <p>E2.16 Spell correctly words designated for Entry Level 2</p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose</p> <p>E2.18 Complete a form asking for personal information (e.g., first name, surname, address, postcode, age, date of birth)</p>	<p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p> <p><b>Reading</b></p> <p>E3.8 Read correctly words designated for Entry Level 3</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.10 Identify different purposes of straightforward texts</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g., a dictionary, working out meaning from context, using knowledge of different word types)</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g., contents, index, menus, tabs and links)</p> <p><b>Writing</b></p> <p>E3.13 Use a range of punctuation correctly (e.g., full stops, question</p>	<p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p> <p><b>Reading</b></p> <p>L1.9 Identify and understand the main points, ideas and details in texts</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.13 Use reference materials and appropriate strategies (e.g., using knowledge of different word types) for a range of purposes, including to</p>	<p>L2.7 Use language that is effective, accurate and appropriate to context and situation</p> <p>L2.8 Make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium</p> <p>L2.10 Interject and redirect discussion using appropriate language and register</p> <p><b>Reading</b></p> <p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.14 Understand the relationship between textual features and</p>
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E2.19 Write in compound sentences, using common conjunctions (e.g., or, and, but) to connect clauses

E2.20 Use adjectives and simple linking words in the appropriate way

marks, exclamation marks, commas)

E3.14 Form irregular plurals

E3.15 Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)

E3.16 Use the first, second and third place letters to sequence words in alphabetical order

E3.17 Spell correctly words designated for Entry Level 3

E3.18 Communicate information, ideas and opinions clearly and in a logical sequence

E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)

E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

find the meaning of words

L1.14 Understand organisational and structural features and use them to locate relevant information (e.g., index, menus, subheadings, paragraphs) in a range of straightforward texts

L1.15 Infer from images meanings not explicit in the accompanying text

L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g., formal, informal, instructional, descriptive, explanatory and persuasive)

L1.17 Read and understand a range of specialist words in context

L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

### **Writing**

L1.19 Use a range of punctuation correctly

devices, and how they can be used to shape meaning for different audiences and purposes

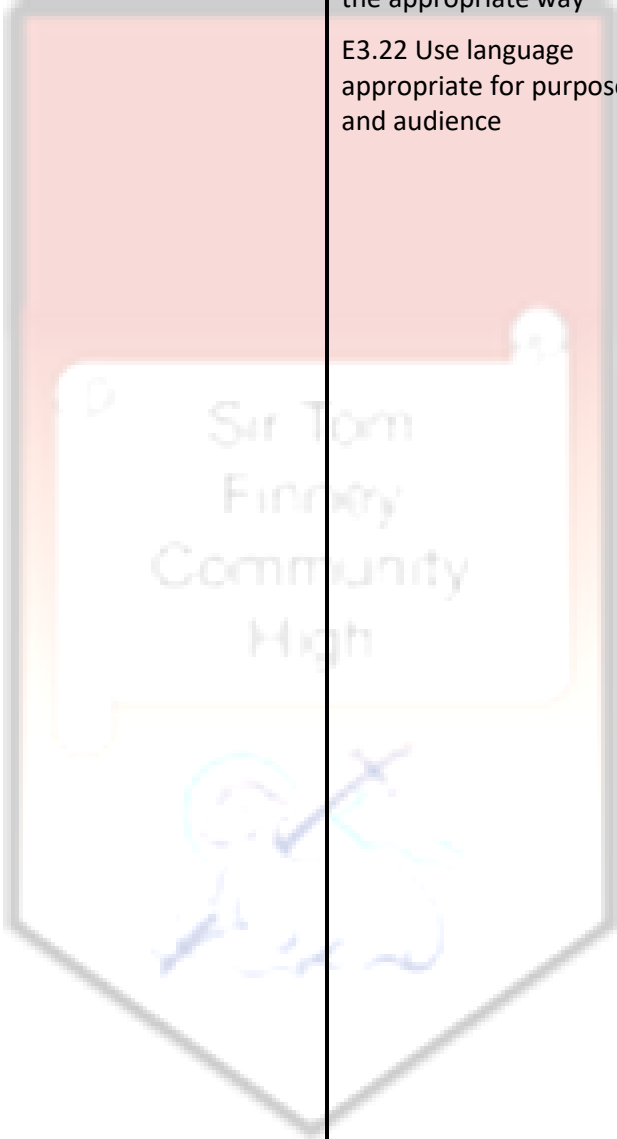
L2.15 Use a range of reference materials and appropriate resources

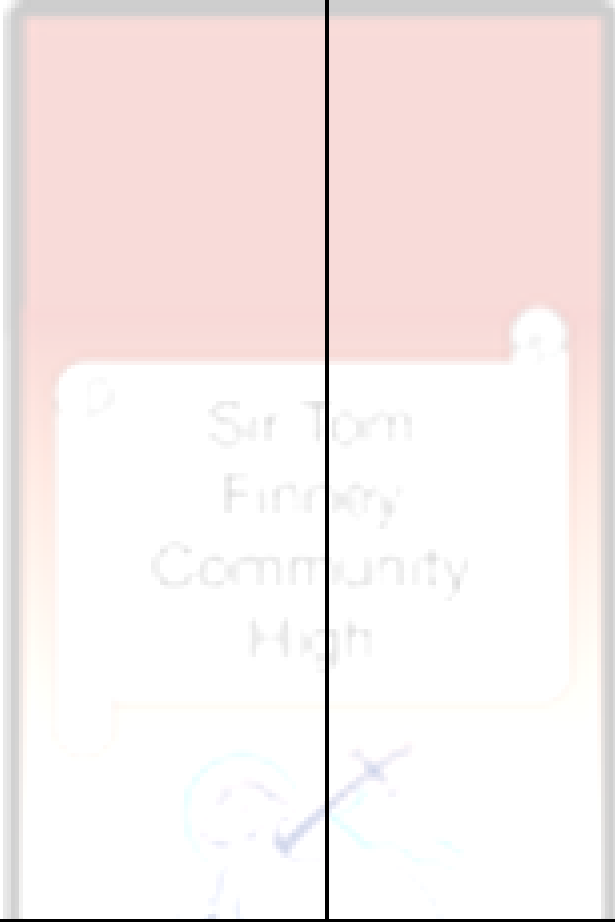
(e.g., glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources

L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

L2.17 Analyse texts, of various levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion

			<p>E3.21 Use adjectives and simple linking words in the appropriate way</p> <p>E3.22 Use language appropriate for purpose and audience</p>	<p>(e.g., full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.20 Use correct grammar (e.g., subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose</p> <p>L1.25 Write consistently and accurately in complex sentences, using</p>	<p>L2.19 Identify different styles of writing and writer's voice</p> <p><b>Writing</b></p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g., colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>2.21 Use correct grammar (e.g., subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g., to express probability or desirability)</p> <p>L2.22 Spell words used in work, study and daily life, including a range of specialist words.</p> <p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is</p>
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			paragraphs where appropriate	specified) to meet the needs of purpose and audience L2.25 Organise writing for different purposes using appropriate format and structure (e.g., standard templates, paragraphs, bullet points, tables) L2.26 Convey clear meaning and establish cohesion using organisational markers effectively L2.27 Use different language and register (e.g., persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate
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