



Intent *We aim to:*



Subject on a Page - English

Heritage Park Pedagogical Necessities

Prioritise the skills of speaking and listening to best support our pupils to communicate their needs and express their feelings, ideas and knowledge with confidence.	Ensure reading is central to all that we do. Our pupils will value reading for pleasure and seek out stories that reflect their own lives as well as transporting them to new worlds.	Embed a love of writing in our pupils. Through quality first teaching children will be keen to use writing to express their ideas, knowledge and experience of the world.	Create a language rich environment and atmosphere where debate, discussion and shared ideas are respected by all.	Inspire pupil's to feel ambitious about what they can achieve in their English learning and the career paths this could lead them to.
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Before the lesson	Teaching Input	Student Tasks	Throughout lesson
Pre-teaching and consolidation of vocabulary	Previous learning is consolidated	Clear, simple instructions	Concrete and visual resources are available
Vocabulary rich environment	Information is chunked	Strong scaffolding and adapted examples	Questioning techniques clarify understanding
Transitions are planned	Language and questioning is adapted for accessibility	AFL is used to identify gaps in learning	Further challenges extend learning
Expectations are clear	I do, we do, you do	Planned activities promote engagement	Achievements are recognised and praised

Implementation *How do we achieve our aims:*

Planning: English planning is centred around carefully considered pillars that support age-related content exposure alongside ambitious and stage-appropriate skills focuses. Staff are supported to use individual writing purpose (ex. non-chronological writing, persuasive writing, etc.) skills maps alongside our assessment systems to target specific skills each half term. Our reading spine and half-termly themes incorporated into our long-term plans, have been chosen with a specific SEMH lens to best support our pupils to use English as a vehicle to understand the world around them, and begin to tell their own stories.	Assessment: English is assessed in several key steps. Targeted questioning and everyday assessment for learning strategies are used in each lesson, whilst independent pieces of work are used for self, peer-assessment and summative teacher assessments. These are also used during moderation sessions to ensure staff share a collective judgement of the bands used in our Y3-9 assessment tool, Birmingham Toolkit. Pupils in Y9-11 are assessed through entry level, functional skills or Eduqas GSCSE assessment objectives, recorded through Solar. Progress is recorded through these assessment tools every term. Pupils phonics progress is assessed each half-term, for RWI this influences pupil's streamed groups.
Recording: English learning is documented well in each pupil's English book. This can include written group work, supported planning and preparation pieces as well as independent pieces, both written and typed with pupil and teacher supported edits and improvements. Alongside this, photo's will be used in pupil's English books to demonstrate pupils expressive work around speech and language, including discussion, debate and presentations. In RWI and Fresh Start phonics interventions pupil's understanding of sounds will be recorded in their daily spellings books. As well as this pupil's reading 'book talk' and VIPERS skills are evidenced in the reading records through small daily notations.	SEND: English incorporates many supportive elements to facilitate the best possible learning for our diverse and complex pupil population. These range from providing visual stress screening and coloured overlays for pupil's who need them, to key word mats, knowledge organisers and regular recaps for working memory. As well as this we provide writing supports ranging from cloze procedure, talking tins and word processors, such as clicker and docs plus. We provide reading interventions through RWI and Fresh start phonics, as well as precision teaching to build CEW recognition and fluency.
Monitoring: English is monitored through a variety of quality assurance means designed to support staff to plan and deliver the best possible lessons to our pupils. This includes prompt planning reviews that inform constructive feedback, alongside work reviews every half-term. One formal lesson observation will take place per year either in the autumn or spring term, this will also include a book look.	Vocabulary: Building our pupils speech and language skill is essential for all subjects. In terms of English this means revisiting the technical language of writing and grammar at the start of each unit as well as the language of the theme and concepts pupil's will be learning. Key word mats and displays using the word aware approach are used to support the development of pupil's vocabulary as well as recap-based discussions about story characters, plots and settings. English
Qualifications: We offer three routes to qualifications based on our pupils learning stage upon entering Y9. We hope to secure entry-level or functional skills qualifications within this year in order to ensure pupils are ready to focus solely on GCSE's throughout Y10 and 11. We will adjust this to ensure pupil's continuing to work within Entry Level and Functional Skills stages in KS4 are supported to reach these qualifications by the end of Y11.	Professional Development: As a core subject English takes centre stage for staff CPD. Half-termly training sessions are mapped out and delivered to specific groups in order to best equip the right staff with the correct subject knowledge. Skills needing focus are garnered from a variety of quality assurance practices as well as staff questionnaires. CPD is delivered by the English Lead as well as outside professionals including S&L therapists, dyslexia specialists and RWI consultants.

What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve Emotional Regulation
- Encourage Independence & Safety

Impact *How do we know if we achieve our aims:*

Pupils will demonstrate strong vocabularies that allow them to confidently express their ideas, feelings and knowledge. listening to others.	Pupils will embrace reading for pleasure and knowledge. They will keenly utilise school libraries and be able to discuss different texts with thought	Pupils will understand the power of expressing themselves through text and feel confident to act as journalists, biographers, poets, play-writes and story-tellers .	Pupils will feel confident to take part in discussion and debate, speaking up for their beliefs, whilst respectfully listening to others.	Pupils will leave school with the best possible qualification for them in English, allowing them to be in the best position for further studies in their chosen areas.
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