

CURRICULUM OFFER

| Subject | English |
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| Intent | <p>Students enter CSS with a wide range of reading, writing and literacy needs. Our intention is always to make an accurate assessment of what these needs are and to address these difficulties within our programmes of study.</p> <p>We offer programmes of study which are ambitious and ensure students are not placed at a disadvantage compared to their mainstream peers. We also ensure that all students have the opportunity to study for an aspirational qualification at Key Stage 4.</p> <p>Our ultimate aim is to provide students with the skills to either successfully transition back to mainstream education or to achieve accreditations that will enable them to move into Post-16 provision.</p> |
| Implementation | <p>At Key Stage 3, students follow a programme of study which follows the National Curriculum skills in Reading, Writing, and Speaking and Listening. The work is approached in a thematic way and is designed to improve students' 'cultural capital', expand knowledge of the world and the opportunity to study quality literature by eminent authors. As a result of their learning experiences, students should be able to read and write with increasing confidence and enjoyment, as well as being able to engage in discussion in a thoughtful way.</p> <p>At Key Stage 4, there are a variety of accreditations available to students, depending on their individual needs. We have high aspirations for our students, and as such, the majority of students follow a GCSE curriculum which also teaches the core skills required to achieve a Functional Skills qualification. Like at KS3, our KS4 curriculum is thematic and aims to expand students' knowledge of the world and current issues.</p> |
| Impact | <p>Every effort is made to ensure that students in Key Stage 3 are able to return to school feeling able to cope with the demands of English in the mainstream classroom. Since they are given focussed assistance with any areas of difficulty, they should be able to leave the Service much more secure in their English skills.</p> <p>Students in Key Stage 4 leave CSS with an accreditation in English which gives them access to a wide range of college courses or apprenticeships. They are well equipped to use English effectively in preparation for the world of work and some students are able to go on to further and higher education to pursue academic courses that require a high degree of competence in English.</p> |
| Accreditations | <p>Students in Key Stage 3 are offered the opportunity to achieve a Communication qualification through the Jack Petchey Speaker's Trust charity.</p> <p>At Key Stage 4, we have aspirational ambitions for our students. The majority of students will have the opportunity will study for the IGCSE in English Language. Students who require a more supportive programme of study will be offered the opportunity to study towards either a Functional Skills Level 1 qualification or an Entry Level 1/2/3 qualification to prepare them for success on their Post-16 pathway.</p> |

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| <p>SEND</p> | <p>In English, students with SEND are offered the same opportunities as their peers using adaptive teaching. Rather than questioning 'why' a student cannot master a skill, teachers ask 'how' they can support a student. Teachers are skilled at knowing how to enable students to reach their potential.</p> <p>We develop personalised learning plans for each student with a significant SEN need through information in their EHC plan and conversations with the student and their family. We utilise the latest technologies to support students with literacy difficulties such as ReadWrite and implement phonics strategies within lessons. Our teachers develop strong relationships with students which helps them to feel confident and secure in their learning.</p> <p>At KS4, all students follow a Literature-based curriculum in Year 10 so that they can study quality heritage literature and will work towards an appropriate and aspirational qualification in Year 11 to prepare them to progress onto their Post-16 provision.</p> |
| <p>Enrichment opportunities and SMSC</p> | <p>Students are offered a wide range of enrichment opportunities both within and outside the Service. Students are offered the opportunity to enter creative writing competitions such as 'Young Writers', theatre visits (e.g. The Woman in Black, An Inspector Calls), cinema visits (e.g. Macbeth, Fantastic Beasts) and themed museums (e.g. Charles Dickens Museum, Harry Potter World). The honing of speaking and listening skills is developed through participation in the Jack Petchey 'Speakers Trust' workshops.</p> <p>SMSC lends itself well to the subject of English, and, as such, students have regular opportunities to engaging debate and discussion around many different topics such as: power, identity, protest, and relationships, through the lens of the fiction and non-fiction texts that we teach.</p> |
| <p>Safeguarding</p> | <p>As a subject, English is ideally suited to the discussion of concerns relating to safeguarding. Students are required to engage with a wide range of ideas and perspectives through the reading of literature and through the process of research and debate in Speaking and Listening activities. These activities focus on issues relevant to young people and students are always encouraged to consider the dangers and consequences of making poor choices.</p> |
| <p>Reading and Literacy</p> | <p>Reading is one of the core skills of English, and, as such, it takes centre stage in our curriculum. Students have the opportunity to read each lesson and read a range of texts such as: fiction, non-fiction, poetry and plays.</p> <p>We employ a range of strategies to support students who require support with their reading: breaking down words, using contextual clues, pre-teaching new vocabulary, reading interventions (Lexia) or a coloured overlay if required. Teachers regularly read aloud to students to model pace, expression and pronunciation.</p> <p>We participate in the Book Trust's 'Book Buzz' initiative each year to promote reading for pleasure and to introduce students to a range of current fiction and non-fiction books. Reading for pleasure is also encouraged through a weekly lunchtime book club where engaging texts, such as Stormzy's autobiography, are read and discussed. In addition, we also run a yearly 'Battle of the Books' competition where staff and students work together to read a range of books and answer quiz questions.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Number and Numeracy</p> | <p>Numeracy skills are essential in everyday life and to ensure students have robust skills to prepare them for life after school, we identify opportunities for students to practice and develop their numeracy skills within our English curriculum.</p> <p>For example, students will develop their understanding of numerical root words such as 'tri' and 'quad' to help them to decipher the meaning of unfamiliar words. Students complete tension graphs in their studies of novels and plays, using common graph features such as axis labels. When developing their persuasive writing skills, students will make use of statistics and develop their understanding of what information statistics can communicate and how to judge the validity of a statistic. In their study of both Shakespeare and poetry, students will develop their understanding of rhythm and meter through the counting of syllables.</p> <p>At KS4, students develop their understanding of pattern, particularly around the identification of language patterns in texts. We work with students to identify and understand time when working with practice exam questions. Students are taught to understand the meaning of common command words in both the English and Maths GCSE curricula.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Literacy (including e-safety)</p> | <p>Given the importance of ICT skills in both further education and the workplace, students have frequent opportunities to develop their digital literacy skills within English. All students have a weekly opportunity to develop their touch-typing skills. They are taught to become confident users of word processing software so that they can carry out tasks such as: saving a document, changing fonts, and checking work for spelling and grammar. Students are also taught research skills so that they can identify quality sources of information online.</p> <p>Within our curriculum, both KS3 and KS4 students have opportunities to consider issues around media literacy such as: deciphering real or fake news, identifying media bias and balanced reporting. In addition, we select non-fiction texts which tackle various topics relating to e-safety such as: internet trolls, screen time and the effects of social media so that students are aware of the different strategies that they can adopt to keep themselves safe online.</p> <p>Students with exam access arrangements have access to computer reading and writing software in lessons – to embed as their normal way of working - and can confidently use this software to support their success in their KS4 exams.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Careers</p> | <p>English is a key gateway for all KS4 students' post-16 pathways, and we equip all students with the skills required to be successful readers, writers, and communicators. We frequently emphasise the importance of English in discussions about students' future career aspirations.</p> <p>Students are given ample opportunities to develop their oral communication skills both during lessons and in extra curricular sessions with The Speakers Trust. In lessons, we role model high standards of oral and written English.</p> <p>Students do not traditionally consider English-related careers. To counter this, we work with The Guardian newspaper to offer students the opportunity to visit a working newsroom and gain an understanding of the media industry and the career paths it can offer.</p> <p>We regularly bring in guest speakers to develop students' creative skills, such as spoken-word poet 'Polarbear' and children's author Tom Palmer.</p> |