

Subject	English
Intent	<p>At Chalk Hill, we deliver an English curriculum that enables our students to develop functional literacy skills as well as developing their experience and passion for a range of literature. We want our students to develop their confidence when reading, writing speaking and listening whilst developing a love for literature. Each student will develop secure knowledge of phonics. All learners will develop a positive sense of themselves as a reader and writer which will enable them to apply this within school life and beyond. We aim to provide the students with a range of opportunities so that they become well-rounded scholars, informed by a knowledge rich and skill based English curriculum, who are taught the highest of expectations with the clear vision that there are no limits on what they can achieve. Students will develop life-long literacy skills which in turn result in instilling confidence and resilience to succeed in any pathway they choose. Pupils will recognise how fundamental literacy skills can support their access to and progress within other subject areas and everyday life contexts. Our curriculum has been designed to ensure all pupils, regardless of their special educational needs or disabilities, social disadvantage or academic ability, are provided with the learning experiences and opportunities required to address gaps in prior learning and to make accelerated progress from their individual starting points.</p> <p>Our intent is that all pupils access a broad and balanced English curriculum which enables personalised objectives to be achieved whilst also broadening the student's positive experiences of English through creative and personalised approaches to teaching. Exploration, development of key skills and application of skills is the driving force behind our curriculum delivery. We recognise the importance of building the cultural capital of all of our students and have designed the curriculum in order to do so. It is our intention to ensure that the English curriculum inspires students to be curious and to have a fascination about a wide range of literature both for learning, everyday life tasks and enjoyment and intend for this to remain with them for the rest of their lives.</p>
Implementation	<p>At Chalk Hill our students are taught in mixed age and mixed ability groups. After a thorough baseline line assessment on arrival at the school personalised programmes are drawn up for each student in spelling, phonics, reading and writing to maximise progress. Lessons are multi-sensory and provide opportunities for repetition and overlearning, as well as incorporating a variety of computer programmes that they can access at home.</p> <p>Our curriculum is divided into different areas so that our students study literary and non-literary materials in equal measure. We aim to cover as many genres, authors, and nonfiction from as wide a time line as possible.</p> <p>Our daily English lessons are highly differentiated and engaging to cater for the differing needs in the groups. If possible we aim to choose literature or non-fiction that can enhance a Geography, History or Science topic so that our students experience the interconnectedness. For example, we may study the texts <i>The Diary of Anne Frank</i> or <i>Goodnight</i></p>

	<p>Mr Tom, whilst learning about WW2 or read fact files about different animals when studying animals and their habitats in Science. All pupils experience learning about Shakespeare and enjoy practicing their drama skills when studying play scripts.</p> <p>Students read daily to a member of staff and are motivated to participate in the reading challenge award scheme. Staff work with students when they are reading to help them make links with their phonics, spelling and writing targets as well as their understanding of the text at literal and inferential level.</p> <p>A baseline phonics assessment determines a starting point for our students who need to develop their phonological awareness. Individualised targets are set and monitored and specific teaching is given to plug their gaps in learning. Alongside this, students have targeted weekly spellings at their own level and are encouraged to learn them and achieve weekly spelling bee certificates.</p> <p>Many of our students find the process of handwriting and organising writing, difficult and can be reluctant to write at length. We aim to support them in this by teaching correct formation and providing scaffolds at various levels.</p>
<p>Skills and Knowledge</p>	<p><u>Reading</u> Apply their knowledge of phonics, prefixes, suffixes and root words to read and understand the meaning of new words. Demonstrate an understanding of what they have read. Students begin to predict what will happen next and are able to infer what the text means. Read an increasingly wide range of texts including a variety of fiction and non-fiction, poetry, reports, newspapers, articles and biographies and autobiographies. Discuss and evaluate text referring to choice of language and impact on the reader- challenge the ideas of others</p> <p><u>Writing</u> Spelling use known strategies to spell words (as well as using dictionaries)– (at an individual level) Write legibly, fluently and at an increasing speed Have an understanding of the grammar structures of English language and use them in their writing Write their own stories and develop their creative and imaginative skills – (plan, write and edit) Write a range of other narrative and non- narrative texts- eg letters, diaries, recounts, persuasive articles, balanced arguments instructions and reports Use accurately and understand an increasing range of grammatical terminology- (individual)</p> <p><u>Speaking and listening</u> Speak confidently in a group by taking part in discussions and giving short presentations to the class.</p>

<p>Social Moral spiritual cultural</p>	<p>Social Trips to the theatre and cinema Moral Explanation of moral issues raised in texts. Understanding of techniques used by writers (e.g. advertisers) to manipulate readers Spiritual Cultural Cultural poetry</p>
<p>British Values</p>	<p>War poetry, famous British authors. Promotion of mutual respect and tolerance through exploration of a range of texts.</p>
<p>ASDAN Links</p>	<p><u>Identity</u> Handling discussions, negotiations and criticism. Looking Ahead – Job adverts – personal qualities</p> <p><u>International</u> Value the links we have with other people and places. Challenge 17 Discussion about countries visited and wish list</p> <p><u>Citizenship</u> Reading the Newspaper. Looking at ways different papers report the news.</p>