

## West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: English

Academic Year: 2020– 2021

### Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards English.
- Competence and confidence in all skills (Speaking & Listening, Reading and Writing).
- An ability to Identify, interpret, analyse language, compare and contrast and evaluate, imagery, speech and text.
- An ability to use English across the curriculum and in real life.
- To achieve GCSE or other externally accredited examinations by the end of year 11

### Assessments including baselines

Classroom monitor (Yearly)

Accelerated reader (Monthly by JD)

Progress in English – G L Assessment (Baseline and Yearly)

Star Reading – Renaissance learning (Baseline Termly)

IDL – (Yearly)

RWI – Until finished course

AQA(GCSE) English Language Key Stage End of year Tests

### Provision for SEND and GT

Children with SEN are taught within the daily English lesson and are encouraged to take part when and where possible

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

<u>Intent</u> (Curriculum design, coverage and appropriateness)	<u>Implementation</u> (Curriculum delivery , teaching and Assessment)	<u>Impact</u> (Attainment and progress, reading, destinations)
<u>Across all Phases</u>	<u>Across all Phases</u>	<u>Across all Phases</u> <ul style="list-style-type: none"> <li>• Work Scrutiny</li> </ul>

<ul style="list-style-type: none"> <li>• Topics covered will fulfil the requirements of English National Curriculum.</li> <li>• Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class.</li> <li>• All Topics in the 3 skill areas of Speaking &amp; Listening, Reading and Writing to be covered</li> <li>• Cross Curriculum links identifies in planning</li> <li>• Plan lessons around enquiry questions and learning rather than learning objectives e.g. "How do we use persuasive language?"</li> <li>• The curriculum is focused on knowledge that takes pupil beyond their everyday experience</li> </ul>	<ul style="list-style-type: none"> <li>• Cross curricular link fully utilized especially SMSC/PHSE/Speaking &amp; Listening Reading and Writing</li> <li>• Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate</li> <li>• Memorable learning experience used to enhance learning experience and different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• Pupil progress Meetings</li> <li>• Pupil progress discussion</li> <li>• Star Reading</li> <li>• PIVATS</li> <li>• IDL</li> <li>• Teacher Assessments</li> <li>• External Accreditation</li> </ul>
<p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> <li>• All Key stage 2 pupils set targets of 1 years progress</li> <li>• Pupils to complete Read, Write Inc phonics scheme</li> </ul>	<p><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> <li>• Use of interventions including Read, Write, Inc. IDL.</li> </ul>	<p><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> <li>• Classroom Monitor completed half termly</li> <li>• Pupils to complete Key Stage 2 SAT's</li> </ul>
<p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> <li>• All Key stage 3 pupils set targets of 1 years progress</li> </ul>	<p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> <li>• Use of English interventions such as IDL English, Fresh Start Phonics</li> <li>• Use of specialist English teacher to oversee curriculum delivery and provide support and training to non- specialist teachers.</li> </ul>	<p><u>Key Stage 3</u> <u>July 2019</u></p> <ul style="list-style-type: none"> <li>• 100 % of Key stage 3 pupils achieved their Classroom monitor target ( 1 Year Progress) in reading</li> <li>• Complete AQA(GCSE) English Language Key Stage 3 End of year Tests (July 2021)</li> </ul>
<p><u>Key Stage 4 and 5</u> All</p> <ul style="list-style-type: none"> <li>• All year 11 pupils to complete an external qualification in English. (Entry Level 1, 2, 3, Functional Skills Level 1 and 2, GCSE, AS - Level)</li> </ul>	<p><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> <li>• Use of English interventions such a Toe by Toe, Read, Write Inc, IDL</li> <li>• Use of specialist English teacher to oversee curriculum delivery and provide support and training to non- specialist teachers.</li> </ul>	<p><u>Key stage 4 and 5</u> <u>July 2019</u></p> <ul style="list-style-type: none"> <li>• 66 % of pupils in year 11 achieved GCSE English Language 4- 9 .</li> <li>• 100% of pupils achieved GCSE English Literature 4- 9</li> <li>• 25 % of pupils achieved Level 2 year 11 and post 16</li> </ul>

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