



## Moorbrook School English

### **English Intent** – What are we aiming to achieve through the English curriculum?

The English curriculum is aspirational and tailored to meet the needs and abilities of all pupils. We understand our young people and we have created a curriculum that builds a wide and diverse range of knowledge and skills, which encourages them to become enthusiastic and engaged with English. We venture to develop a love of literature; through developing the habit of reading, increasing their exposure to a widening range of texts and nurturing the enjoyment of reading. Through these steps it is hoped that they will acquire a wide vocabulary, due to their increased exposure to texts, and be able to write with a wide range of purposes. This will provide pupils with techniques and skills that can be used in all curricular areas, post 16 education and life beyond education. We want our young people to have a positive attitude towards communication. We hope to inspire them to be able to express their emotions and ideas, from informal playground discussions to more structured debates in the classroom. Through the delivery of this curriculum, we endeavour to teach our young people how important their reading, writing, speaking and listening skills are and how vital they will be in the real world. By giving this context to their learning, our young people understand the value of English to them now, and in their futures. Each pupil is set realistic yet challenging targets, based on previous KS2 grades and skills learnt at primary school, which aim to inspire a high expectation in all they do. Pupils with gaps in their learning or who are working below age related expectations are supported to catch up through the use of adaptations to lessons and resources, support in class and 1:1 intervention sessions. Baseline testing at the start of the year and regular targeted classroom feedback informs curriculum and lesson planning as well as being used as a tool to mark progression. We endeavour to ensure that all pupils leave Moorbrook with an English qualification which reflects the best of their ability and offers them a stepping stone on their onward journey.

### **Implementation** – How is the English curriculum delivered?

Our curriculum covers the different areas of reading and writing fiction and non-fiction, and study of literary texts each year with the sophistication of the skills gradually increasing, and regular spiralling back to ensure key content is secure. The schemes of learning are intended to be cyclical, covering approximately six weeks depending upon the students' needs/ability. It is intended that the cycle be repeated two or three times using a different question/image each time, decreasing the support and scaffolding until students are confident enough to tackle a question in exam conditions in year 11. This overlearning and building of skills allows pupils to transfer key knowledge to long term memory.

Discussion and debate are a regular feature of lessons, as is extended reading and writing. We engage with real life contexts where possible to enable students to connect their learning with the world beyond. Pupils build their knowledge through this and can then apply that knowledge as skills.

Evidence from primary level shows that pupils arrive at Moorbrook with gaps in their SPAG knowledge and skills. Teaching spelling, punctuation and grammar effectively is about enabling children to control each part to express increasingly complex ideas. To make a difference to children's literacy development the pupils complete spelling practice every lesson and have a standalone SPAG lesson once a week.

**Impact** – What difference is the English curriculum making on pupils?

We know our curriculum is working in the English department through the engagement of students throughout the school. The quality of teaching and learning in English has been praised during learning walks by both external and internal observers. The vast majority of pupils leave Moorbrook with at least one formally recognised English qualification. Reading and spelling ages have improved so that pupils can read more fluently and are at or working towards age appropriate expectations. Pupils who move on to post-16 provision are often able to join a mainstream environment following successful completion of the GCSE or Step Up To English qualifications. Pupils are well-prepared for the next stage of their education. Functional skills, cultural capital and life-skills are embedded in the English curriculum and are personalised for each pupil. This supports pupils to make the leap from our small special school to mainstream post-16 provision and meets their needs when entering the world of work.