**Intent**

English at Belvue School intends to empower our young people to develop a strong sense of self. The English curriculum aims to enhance the enjoyment and creativity of the subject, whilst also developing the key skills needed to thrive in the local community and become a positive citizen in doing so.

Effective communication is paramount; having the confidence to express themselves in ways that are appropriate and safe. We wish to develop their communication skills as a means to promote independence. This is achieved through a variety of mediums such as discussion, group work, debates, presentations, experiences outside the classroom, to name but a few.

The English curriculum will serve as the bridge between their school experience and adulthood experience. We aim to pave the way for young people to reach their full potential, so they can successfully and independently transfer these skills into their futures.



English



English

**Overview**

English is divided into seven key areas in line with the National Curriculum:

* Spoken language
* Word reading (phonics intervention)
* Reading comprehension
* Writing – transcription (spelling)
* Handwriting
* Writing – composition
* Writing – vocabulary

Weekly English lessons are structured to embed these seven key areas, recorded on a curriculum map to ensure effective coverage. In addition to shared reading a weekly lesson is dedicated to Guided Reading, students are in small groups according to reading and comprehension ability; exploring language and developing writing skills and comprehension.

Catch-up Literacy intervention is followed to support and improve SLD students’ reading. We use Accelerated Reader scheme, alongside MYON a dynamic online e-reading source that allows all our students to have access to over 1000 e-books from different genres. This ensures that the students are exposed to a range text that are accessible yet age/developmentally appropriate, specifically chosen to broaden their knowledge of the world around them in preparation for when they leave us as young adults. Key Stage 4, MLD students follow the WJEC accreditations in Additional English and SLD students follow the Edexcel Skilled for Life Programme.

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| KS3 | Autumn | Spring | Summer |
| **Cycle 1** | **Studying a narrative** | **Shakespeare project** | **Past Experiences** |
| Overview | Students will study and explore a narrative as a whole class, through shared and guided reading, In some classes they will study more than one narrative across different genres and draw upon comparisons. Students will have the opportunity to take part in role play, discussions, debates and outdoor learning.  They will develop an in-depth understanding of the story and the characters within it. Through this medium they will be increasing their reading, comprehension, inference and discussion skills. They will have the opportunity to express their opinions about the story and characters. When discussing and writing about the narrative they will be learning about: sentence and story structure, grammar, sequencing and relating themes; with the over aching aim to develop a love of reading. | Students will learn about the life of Shakespeare and study his plays, such as “Romeo and Juliet, Macbeth, Twelfth Night and A Midsummer Night’s Dream”.  They will follow the story/stories through listening and reading sections of the original play and reading a simplified version of the whole play as a guided reading activity. They will watch different film versions and gain a deeper understanding through role play and class discussions. They will learn to identify and describe the setting, main characters and the plot development. As well as discovering the relationships between characters and the effect they have on the audience.  The students complete a range of writing, recall and sequencing activities related to the plays. | Students will be engaging in emotional literacy. They will be drawing upon personal past experiences such as holidays and celebrations. They will be supported to reflect and recall their experiences through questioning. During group work they will develop their speaking and listening skills by identifying similarities and differences between their experiences.  The students will communicate their work using different medium such as, postcards, photo albums, presentations, diary entries, leaflet and report writing. The students will then use their findings to influence organising an event for others in which they will communicate through email, telephone, text and filling in forms  During guided reading students will investigate the difference between fiction and non-fiction texts and learn to find information using an index and contents page. They will develop their comprehension and inference skills through finding key information in the text*.* |
| **Cycle 2** | **Creating a narrative** | **Poetry project** | **New Experiences** |
|  | Students will study the features of a narrative enabling them to create their own story. They will learn to plan and sequence their ideas using a story board or writing frame; and develop their language and vocabulary skills with the purpose to engage the reader. The students will be encouraged to relate to their senses to create in depth character and setting descriptions. They will further develop their writing skills by focusing on sentence structure, dialogue, adjectives and adverbs.  They will have the opportunity to share their stories with others.  During guided reading the students will investigate the difference between fiction and non-fiction texts and learn to find information using an index and contents page. They will develop their comprehension and inference skills through finding key information in the text | Students will study a range of poetry, identifying features and learning to recognise rhyme, rhythm, alliteration, similes and metaphor. As a class they willinterpret the subject matter and theme of a poem. As well as identify the underlining emotions and purpose of the poem. Students will have the opportunity to write and perform poems for others.  They will explore the differing language of poetry and how they could respond.  During guided reading the students will continue to develop their language and reading skills through reading short stories as a group. | Students will take an active part in a variety of experiences, such as a treasure hunt, going on a trip or creating a journey stick that tells a story; this will be the stimulus for their learning. Each experience will lend itself to a range of writing and communicating purposes.  The students will be encouraged to engage with their senses and emotions to help them to understand the affect the experience is having on them. They will develop their communications skills through class discussions, taking part in presentations, hot seating and role play.  The students will develop their writing and language skills by recording their experience in different ways such as posters, leaflet, story boards, match photos to words, formal and informal letter writing, report and presentation writing. They will develop their thinking, planning and organisation skills though arranging an experience for a specific target audience. |
| **Cycle 3** | **Narrative in film** | **Media project** | **Experiences of Others** |
|  | Students will study different film genres and identify the features that differentiate them. Following this they will study a film that has a corresponding book which will be read during shared and guided reading for comparison and a deeper meaning. In which they will practise question interpretation and sentence writing.  They will explore the storyline using a storyboard or writing frame to outline the beginning, middle and end. They will explore the characters and setting within a film, and build character profiles and identify relationships between them. To extend their learning they will make predictions and write alternative endings including dialogue between characters. Students will prepare for the next terms topic by making a film poster. | Students will mainly be focusing on advertising; the different types and its purpose. They will study the language used in adverts and the affect it has on people. Students will identify the features and techniques of an advert either in print or audio visual. This will enable them to create their own advert and explain its key purpose.  During this term the students will also study instructions, their key elements and the type of language used. They will create and communicate their own instructions and have the opportunity to test their validity.  As part of guided reading they will be reading short stories, exploring language and developing writing skills and comprehension. | Students will draw upon the experiences of others, through autobiographies, biographies, interviewing friends, and the media. They will take part in class discussions, debates and hot seating. They will carry out peer interviews and be supported to relate to others and make comparisons between their experiences and that of their friends. The students will communicate their findings in different ways such as, fact sheets, story boards, role play, presentations, formal and informal letter writing and being a reporter. As well as focusing on developing their English skills they will also be improving their study skills. Within guided reading the students will identify the features of nonfiction texts, and develop their comprehension when reading about role models. |



English



