

English

There is a key focus on raising literacy skills across the school so that students will be more able to engage with the rest of the curriculum and prepare them for the life skills they need to develop.

The English curriculum is regularly reviewed and seeks to promote reading for pleasure and information; confidence in speaking effectively in front of an audience; listening with understanding; writing creatively and using different genres to write for different purposes.

A new bespoke assessment system has been developed to complement the National Curriculum and assess pupil progress. Descriptors have been written in consultation with other special schools in the county and work samples successfully moderated against new criteria.

Pupils are encouraged to use 21st century technology to develop writing across all age groups. iPad apps are used to stimulate creative and non-fiction writing and to develop ICT skills in literacy work.

Pupils' progress is regularly monitored and phonic intervention groups support targeted learners to access the curriculum. Tailor – made, small group teaching is provided using a variety of resources including the phonic program Lexia.

Key Stage 2

Key Stage 2 pupils focus on alternate fiction and non-fiction topics each half term which can cover elements such as: poetry, traditional tales, plays, story writing, speaking to persuade, attending a Reading Café, myths and legends, writing instructions, recounts and informative texts, learning how to use dictionaries and reading specific authors. Key skills are introduced and pupils are encouraged to develop accurate spelling, use of punctuation and grammatically correct sentences. Theatre companies are invited in to enrich the cultural experience of pupils and youngsters enjoy celebrating World Book Day each year.

Key Stage 3

Key Stage 3 pupils study a range of different fiction and non-fiction topics each half term and enjoy analysing and reading the works of Michael Morpurgo, which complements the study of poetry in Key Stage 4. Writing for different purposes and reading a variety of fiction and non-fiction texts focuses on improving comprehension and develops accuracy in grammar, spelling and punctuation. A selection of poetry is read for pleasure, alongside the study of myths, stories from other cultures

and genres and group reading of plays. Cross curricular links are made with other subjects such as B & V and humanities.

Key Stage 4

Key Stage 4 learners enjoy a syllabus introducing them to the riches of our literary heritage where they research the background to the First World War and study the poetry of Wilfred Owen. The life of Shakespeare and a selection of plays is examined, combining elements of drama. A reading of a contemporary novel or a study of American literature ensues which includes elements of film studies. Key skills are refined and developed, building on progress from other key stages. Learners in Year 11 then follow the Oxford, Cambridge and Royal Society of Arts (OCR) Entry level English course. It is designed to be accessible and relevant and provides learners with recognition for their achievements. Entry Level English is targeted at learners who are following a course intended to lead to GCSE English but who are considered unlikely to reach Grade G at this stage. It does provide all pupils with an initial qualification in English.

Entry Level English comprises three internal assessment units. These encompass reading tasks that are set by OCR, and writing and speaking and listening tasks set by teachers with detailed guidance from OCR. All elements are marked by teachers. Activities have included writing about a holiday, conducting a telephone conversation and taking part in a group discussion.

For those who are more able, there is the option to follow a GCSE course, if appropriate. Some "Gifted and Talented" pupils will, this year, follow the requirements for the Cambridge IGCSE in English which they will be entered for in June 2016. The main components of the course are written coursework (of 500-800 words each) which encompasses: informative writing based on pupils' individual areas of interest; a sample of narrative work - either description or story and a response to an opinion piece from a newspaper. Pupils also submit three examples of speaking and listening coursework: a presentation to the group on an area of interest, a role play activity and a discussion. The exam will require the extraction of meaning from English language texts taken from around the world and creative written responses to these texts.

Exam Information

<http://www.ocr.org.uk/qualifications/by-type/entry-level/>