

# Alderwood Engage Springboard English Subject Policy 2025-26

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## Origins of the curriculum

Raedwald Trust's Primary English Curriculum is derived from objectives given in the Primary National Curriculum. As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience, so we cater for students working from EYFS up to the end of Key Stage 2. Key skills have been identified and progression mapped along with identification of prior knowledge to ensure that gaps can be filled and subsequent knowledge beyond KS2. Teacher judgement is used to decide whether earlier objectives need to be re-visited before extending into the KS2 knowledge.

The fundamental aims of our English curriculum are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Content and sequencing

The core elements within our English curriculum are:

### 1. Speaking (Oracy)

*Spoken language is of high importance in pupils' development across the whole curriculum – cognitively, socially and linguistically, and it underpins the development of reading and writing.*

### 2. Reading

*The programme of study has 2 dimensions for reading: word reading and comprehension.*

### 3. Writing

The programme of study for writing incorporates transcription (spelling and handwriting), composition, and vocabulary, grammar and punctuation.

Oracy is an integral part of English teaching at Alderwood Academy. Pupils will have access to:

- High quality language being modelled around them by all adults in the school
- High level of adult modeling and verbal feedback during all social times
- High quality texts to inspire high quality language
- Key word banks to expand vocabulary
- Opportunities to apply the skills learned across the curriculum

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- Cross curricular opportunities to speak, listen, present and perform
- Regular opportunities for pupils to use discussion in order to learn

Within each area key objectives will be taught and assessed. As agreed with pupils mainstream settings Alderwood Academy will teach the agreed objectives as outlined in the programme of study in the contexts included on the curriculum overview but will not be responsible for teaching Oracy in its entirety.

## Reading

The purpose of our Reading programme of study is for pupils to develop a love of reading, to acquire the necessary skills to access the world and to increase their opportunities. The fundamental areas in our Reading curriculum are;

- Word Reading
- Comprehension

Every day that children attend Alderwood Academy they will read 1:1 with an adult to develop reading fluency, pace and stamina. Throughout the day pupils engage in “reflection time” sessions, during this time the book corner is always available as a choice.

At Alderwood Academy, pupils will have access to;

- Engaging reading areas containing carefully selected high quality texts, appropriate phonic level texts, poetry books, comics, plays, picture books and books relating to the current learning theme.
- Key word display.
- Appropriately pitched texts to support learning across the wider curriculum.
- Opportunity to apply and develop their reading skills across the wider curriculum.

Within each area key objectives will be taught and assessed. As agreed with pupils mainstream settings Alderwood Academy will teach the agreed objectives as outlined in the programme of study in the contexts included on the curriculum overview but will not be responsible for teaching Reading in its entirety.

Phonics teaching will be given to those who would benefit from it to support the development of fluency within reading. **This delivered through the Read, Write Inc. intervention.**

## Writing

The purpose of our Writing programme of study is for pupils to write fluently so that they can communicate their ideas to others in both narrative and nonfiction texts, to acquire the necessary skills to access the world and to increase their opportunities. We aim to increase the pupil’s ability to use planning, drafting and editing to improve their own writing.

The fundamental areas in our Writing curriculum are;

- Transcription - spelling
- Composition
- Vocabulary, Grammar and Punctuation

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Within each area key objectives will be taught and assessed. As agreed with pupils mainstream settings Alderwood Academy will teach the agreed objectives as outlined in the programme of study in the contexts included on the curriculum overview but will not be responsible for teaching Writing in its entirety.

At Alderwood Academy, pupils will have access to;

- Exciting and creative writing opportunities for a variety of purposes
- High quality texts to inspire high quality writing
- Specific genres for writing are identified to support a co-centric model of building knowledge and skills within each unit
- Explicit teaching of vocabulary
- Opportunities to apply the skills learned across the curriculum
- Cross curricular opportunities to write

All teaching will be adapted to support pupils' individual needs, according to their starting point. Alderwood Academy will work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Overview of units of study across the year:

Engage Springboards English Curriculum Overview						
Recount	Narrative writing	Discrete (SPaG)	Instructional writing	Non-chronological reports	Recount	Narrative writing

A unit of discrete lessons provides additional learning in areas such as grammar, vocabulary and punctuation.

### Paragraph 3: Assessment and outcomes

Due to the wide variety of learners that attend our varied provisions, we do not apply a one size fits all model. Many students have missed large gaps in their education, and students also join us at various points across the academic year. Therefore, assessment in English is undertaken on arrival for all pupils across the Raedwald Trust sites. By using this data, as well as paperwork from the previous setting, a picture is created of each learner's individual ability. All English sessions are pitched at varying abilities; from EYFS to UKS2. This is essential in order for the children to receive the level of learning required for them to succeed.

English (reading, writing and SPaG) is assessed throughout the term through our teacher assessment tracking tool, enabling all teaching to be adapted to support pupil's individual needs, according to their starting point. Teacher assessment and judgement is used to identify where to pitch learning and the most important areas to focus on given the individual, for example the importance of ensuring accurate speaking and reading to then feed into writing.

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## Paragraph 4: English and the wider curriculum

Literature covered within the English teaching curriculum will support development of the British Values, e.g. mutual respect, tolerance of different faiths and beliefs and the rule of law. The vocabulary of the 5 British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) will also be taught to pupils. Exposure to a range of different texts from a range of cultures will help to support this.

Pupil's spiritual, moral, social and cultural development will be supported through the English curriculum as pupils will be learning how to speak clearly to communicate their thoughts, read around a range of spiritual, moral, social and cultural topics to develop knowledge and understanding and be able to produce their own writing to communicate their views.

Reading is of upmost importance in the delivery of our English curriculum, as it is so important to support pupils in the wider world. Therefore, assessment of reading ability is completed on entry and gaps are identified to ensure they can be addressed accurately. Phonics teaching will be given to those who would benefit from it to support the development of fluency within reading.

The English curriculum will open up pieces of knowledge which pupils might otherwise not experience, e.g. through reading around other cultures. This will add to their understanding of the world, supporting them when engaging and communicating with others and in forming their own views and opinions. English teaching will enable pupils to understand and communicate with those in the wider world effectively opening up more opportunities for their future.