

RAEDWALD ACADEMY TRUST

Key Stage 3 English Policy Traded



Introduction

Our Key Stage 3 English programme of study has its origins in the National Curriculum. It reflects our commitment to providing students within our Alternate Provision opportunities to access their entitlement to a full and challenging curriculum in line with that experienced by their peers in mainstream education. The ultimate purpose and aim of our curriculum is to prepare students for their Key Stage 4 experience and thus their post 16 education, training and employment.

Progression in Reading, Writing (to include Grammar and Vocabulary) and Speaking and Listening at Key Stage 3 will be assessed in line with the National Curriculum attainment targets. We expect students to make excellent progress towards achieving the National Curriculum targets, taking into account their starting point. Each centre will choose the texts and resources that best suits the needs of its cohort. Where we are providing specific students with supplementary interventions in collaboration with their mainstream or other full-time educational placement we will focus on those aspects of the National Curriculum identified for us by the schools as being of the most benefit to the student. Learning is tailored to the individual and similarly uses planning from each Home School to facilitate learning in English so that students may reintegrate as successfully as possible.

English at Key Stage 3 is delivered in the way that best suits the cohort of an individual centre. Our Alternate Provision settings mean that teachers can adapt this to provide students with the paths through the National Curriculum programme of study that is right for them. With Traded one to one to one we will work with students and main stream schools to identify ways to best support. A thematic and concentric approach is recommended: through the use of modern texts and texts from our literary heritage we can help students develop the reading skills they need, and these can be used to inspire writing tasks and speaking and listening work that meet National Curriculum requirements.

Through our Key Stage 3 English Curriculum, we intend to promote a love of the English language and literary heritage from across the world. By encouraging a passion for reading, writing and speaking, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

Content and sequencing

Each centre determines its Key Stage 3 content and sequencing according to the needs of its students. In the case of the Traded team, this could mean teachers are led by a student's mainstream provider to focus on those aspects of the National Curriculum identified by them as being of the most benefit to the student.

Assessment and outcomes

English at Key Stage 3 aims to provide all students with a varied, yet flexible programme of learning opportunities to enable them to attain their highest possible level of literacy and oracy. English will be assessed at Key Stage 3 once per term, with a centre-designed task to reflect the objectives that have been covered that term. This will be used by teachers to identify areas for development in each student's skills in that area.

We expect that our students will make excellent progress in each of the fundamental areas of study depending on the needs and abilities of each student. This is not the sole aim of our curriculum, however; we are committed to extending students beyond the classroom in English to enhance and develop creativity, exploration of the imaginary world, develop their oracy skills and, most importantly, increase self-awareness and confidence.

Assessment and outcomes

We assess pupils for three key reasons:

- a. To find out what they do and do not know so that we can plan next steps in their learning journey.
- b. To understand their patterns of progress.
- c. To make judgements about their progress towards key markers in their education.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils.

We use this information to capture what the students know within each strand and most importantly any gaps in their knowledge. We use this information to inform future planning to ensure students make progress within each strand.

Students that have large gaps in learning are supported through a differentiated curriculum that includes small group teaching with the use of Numicom to aid low level understanding of number.

English and the wider curriculum

In English, students are supported, encouraged and shown that they can - and are expected to - succeed. Ideas about fairness and equality will be discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society.

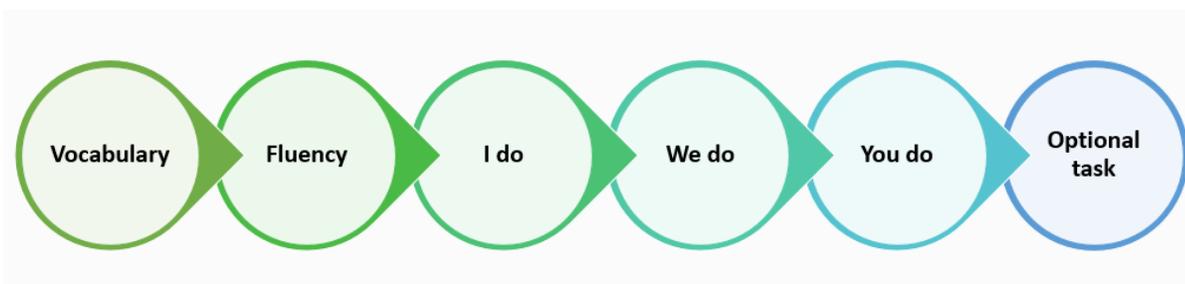
The overarching vision for English across the trust at Key Stage 3 is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including, eventually, further education, training and employment. We also intend students to finish Key Stage 3 with a strong command of the spoken and written language, so they become effective communicators in the wider world and are fully prepared to access the KS4 curriculum, not just in English but in all their subjects.

Readers for life:

The fundamental areas in the Readers for Life curriculum are;

- Explicit vocabulary instruction
- Fluency to develop prosody
- Comprehension

The structure of a lesson is as follows:



Thematic literature Spine (KS2 – KS4)

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	Block 1 (2 wks)	Block 2 (2 wks)	Block 3 (2 wks)	Block 4 (2 wks)	Block 5 (2 wks)	Block 6 (2 wks)	Block 7 (2 wks)	Block 8 (2 wks)	Block 9, 10, 11 (6 wks)	Block 12, 13, 14 (6 wks)	Block 15, 16 (4 wks)
KS2	Rise Up Amanda (Anthology of biographical narratives) <i>Extraordinary stories</i>	The Last Thing Shaun Tan (Picture book) <i>Humour</i> Additional study - poems: Emotional Menagerie	Greek Myths Marcia Williams (Cartoon style narratives) <i>Essential cultural capital</i>	The Wolves of Curampan William Grill (Picture book) <i>Beautiful and captivating</i>	Climate rebel Ben Lervill (Anthology of biographies) <i>Environmental responsibility</i>	The great foodbank heir Onjali Q Rauf <i>Poverty, use of food banks</i>	The Journey Francesca Sanna (Picture book) <i>Refugees and loss</i> Additional study - poems: Emotional Menagerie	Break the mould Sinead Burke (Guide to life) <i>Inclusion and difference</i>	The boy who met a whale Nizrana Farook <i>Environmental responsibility, inclusion, gentle thriller</i>	Girl Savage Katherine Rundell <i>Living on the edge of society, conforming</i> Additional study - poems: Emotional Menagerie	A Kind of Spark Elle McNicoll <i>Autistic perspective, Manningtree witches story</i>
KS3	Orphans in Na Man's Land Elizabeth Laird (Short narrative) <i>Modern conflict</i>	Can you see me? Libby Scott (Narrative - first person) <i>Autistic perspective</i>	Earth Heroes Lily Dyu (Anthology of biographies) <i>Environmental responsibility</i>	Young, Gifted and Black Jamia Wilson (Anthology of biographies) <i>Race and inclusion</i>	The Boy Who Made Everyone Laugh Helen Rutter <i>Inclusion and acceptance, aspiration</i>	Make More Noise Various (Anthology of narratives) <i>Suffragettes, female voice</i>	Stories of WW1 Various (Anthology of narratives) <i>Historical conflict</i>	Rhythm and Poetry Karl Nova (Poetry collection) <i>The thinking behind poems</i>	The Windrust Child Benjamin Zephaniah <i>Inclusion, social issues, historical issues</i>	The Light Jar Lisa Thomson <i>Joyful narrative - friendship, trust</i>	Goldfish boy Lisa Thomson <i>GCSE SEM1: bullying, bereavement</i>
KS4	Silence is not an option Stuart Lawrence (Guide to life) <i>Inspiration, hate crime, racism</i>	Hurricane Child Kacen Callender <i>LGBT+, abandonment, natural disaster</i>	The List of Things that will not change (Narrative) <i>LGBT+, divorce, change, families, relationships</i>	Quest: Stories of journeys from around Europe (Anthology of narratives) <i>Broadening horizons</i>	What is Race? Claire Heuchan & Nikesh Shukla (Non-fiction) <i>Factual perspective about race and racism</i>	Gold from the Stone Lernm Sissay (Poetry collection) <i>Powerful poetry</i>	A Change is Gonna Come Various (Anthology of narratives) <i>New voices, black representation</i>	Once Morris Gleitzman <i>Historical conflict, persecution, Holocaust</i>	Where the River Runs Gold Sita Brahmachari <i>Climate change, environmental responsibility, bereavement</i>	Things the Eye Cannot See Penny Joelson <i>Blind female protagonist, mystery, organised crime, gentle thriller</i>	When the Sky Falls Philip Earle <i>Historical narrative - evacuees, racism, bullying, animals</i>

Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current issues

Formative assessment will be completed on an ongoing basis to inform practice and to identify any further fluency and comprehension difficulties that may otherwise have not been identified via the RT induction.