

Origins of the Curriculum

The Key Stage 3 English programme of study at Parkside Academy is firmly rooted in the National Curriculum. It reflects our commitment to ensuring that students in Alternative Provision (AP) settings have full access to a rich and challenging curriculum that mirrors the educational entitlement of their mainstream peers. The curriculum is designed with flexibility at its core, enabling progression across key stages to be carefully mapped and adapted according to student needs. A thematic and concentric (repeating) model underpins delivery across the key stage, allowing for key skills to be revisited, reinforced and deepened through a range of engaging and relevant texts.

The overarching purpose of our English curriculum extends beyond statutory requirements; it is to prepare students not only for their Key Stage 4 learning but for meaningful engagement in post-16 education, employment, and life. The curriculum is deliberately agile designed to draw on and ensure key curriculum threads in reading, writing, and oracy are delivered in line with the students' needs and readiness to reintegrate.

Content and Sequencing

The KS3 English curriculum is a skills based curriculum and so pupils have the opportunity to develop their key skills in reading, writing and speaking and listening as they progress through the key stage. These skills are interwoven through every unit. The intention is to build on the knowledge and skills from the primary curriculum, and where this has not happened, we use the induction process to identify areas of need and to continue to build from individual starting points. Both modern texts and texts from our literary heritage are used to enable students to develop their reading skills, and these texts are used to inspire writing tasks and speaking and listening tasks.

At KS3 pupils are expected to write for a wide range of audiences and purposes. The curriculum requires pupils to apply their knowledge of a wide range of punctuation and grammar. There is a focus on understanding the difference between spoken and written English. Pupils are enabled to use their knowledge of vocabulary and language techniques gained from their reading in their own writing to achieve particular effects. The curriculum covers a range of organisational and structural devices to support pupils to communicate their ideas clearly and coherently in writing.

While our intent is to offer full National Curriculum coverage, adaptations are sometimes made based on individual pupil needs, particularly for those with fractional

placements. Teachers adapt instruction using scaffolding, modelling, and task design principles (informed by cognitive science, e.g., Rosenshine, Fiorella & Mayer), ensuring that lessons are accessible, engaging and challenging for all learners.

Readers for Life Curriculum Policy

The Readers for Life curriculum is a bespoke curriculum model that was written for the Raedwald Trust to promote oracy and develop vocabulary, fluency and comprehension.

A key aspect of the curriculum model is for it to be agile so that books are selected based on issues/ideas that will engage readers and support their areas of interest.

The Readers for Life Reading programme is a curriculum which supports excellent progress and ensures a diverse and aspirational diet of reading experiences. The curriculum is built around a literature spine centred around diversity, that is relevant to the pupils to support their understanding of the world around them, developing social and emotional literacy whilst building cultural capital, acting as both a mirror and a window to themselves and others that they might not otherwise experience. There are a range of texts that will provoke feelings, thought, discussion, debate and questions.

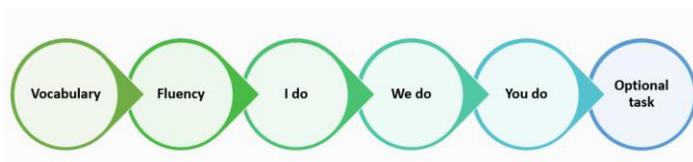
The Key Stage 3 literature spine is organised thematically (see below) which allows RT staff to select books and explore relevant issues to individual or groups of pupils/students.

Research and evidence shows that fluency can be a significant barrier to pupils/students future opportunities, the HfL research was pivotal in informing the design of this curriculum as well as cognitive science, such as Rosenshine's explicit instruction and Fiorella and Mayer's work on task design so that there is plenty of opportunities for pupils/students to revisit so that pupils/students become familiar with the routines and oracy tasks built within the curriculum. Within planning, scaffolding and challenge opportunities are identified to support the delivery of lessons.

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:



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Key Stage 3 Haven English Policy



Thematic literature Spine (KS2 – KS4)

	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) Extraordinary stories	The Lost Thing Shaun Tan (Picture book) Humour Additional study - poems: Emotional Managerie	Greek Myths Marcia Williams (Cartoon style narratives) Essential cultural capital	The Wolves at Gatehead William Grill (Picture book) Beautiful and captivating	Climate rebels Ben Lewill (Anthology of biographies) Environmental responsibility	The great foodbank hero Onjali Q Rauf Poverty, use of food banks	The Journey Francesca Sanna (Picture book) Refugees and loss Additional study - poems: Emotional Managerie	Break the mould Sinead Burke (Guide to life) Inclusion and difference	The boy who met a whale Nizrana Farook Environmental responsibility, inclusion, gentle thriller	Girl Savant Katherine Rundell Living on the edge of society, conforming Additional study - poems: Emotional Managerie	A Kind of Spark Elle McNicoll Autistic perspective, Manningtree witches story
KS3	Dresses in the Man's Land Elizabeth Laird (Short narrative) Modern conflict	Can you see me? Libby Scott (Narrative - first person) Autistic perspective	Earth Heroes Lily Dyu (Anthology of biographies) Environmental responsibility	Young, Gifted and Black Jamia Wilson (Anthology of biographies) Race and inclusion	The Boy Who Made Everyone Laugh Helen Rutter Inclusion and acceptance, aspiration	Make More Noise Various (Anthology of narratives) Suffragettes, female voice	Stories of WW1 Various (Anthology of narratives) Historical conflict	Rhythm and Beat Karl Nova (Poetry collection) The thinking behind poems	The Windrush Child Benjamin Zephaniah Inclusion, social issues, historical issues	The Light Jar Lisa Thompson Joyful narrative - friendship, trust	Solidarity boy Lisa Thompson DfED, SEMH, bullying, bereavement
KS4	Silence is not an option Stuart Lawrence (Guide to life) Inspiration, hate crime, racism	Hurricane Child Kacan Callender LGBT+, abandonment, natural disaster	The List of Things that will not change (Narrative) LGBT+, divorce, change, families, relationships	Quest: Stories of journeys from around Europe (Anthology of narratives) Broadening horizons	What is Race? Claire Heuchan & Nikesh Shukla (Non-fiction) Factual perspective about race and racism	Sold from the Sens Lernm Sissay (Poetry collection) Powerful poetry	A Change is Gonna Come Various (Anthology of narratives) New voices, black representation	Once Mama Glitzman Historical conflict, persecution, Holocaust	Where the River Runs Sold Sita Brahmachari Climate change, environmental responsibility, bereavement	Things the Eye Cannot See Penny Joelson blind female protagonist, mystery, organised crime, gentle thriller	When the Sky Falls Philip Earle Historical narrative - evacuees, organised crime, bullying, animals

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.

Assessment and Outcomes

Formative assessment is embedded into all aspects of English teaching at Key Stage 3. Teachers continually assess reading fluency, vocabulary acquisition, comprehension, writing, and speaking and listening through classroom tasks, discussions, and observations. Micro-assessments are built into each unit. These assessments inform planning and highlight areas for intervention or extension. Progress is tracked systematically, and assessment used diagnostically to support reintegration or continued progression. The intended outcomes of the curriculum include not only measurable progress in literacy but also improved confidence, creativity, cultural understanding, and self-expression. Progress information is used both to evaluate individual progress and to inform wider curriculum development and instructional practice.

English and the Wider Curriculum

English at Key Stage 3 plays a vital role in promoting British Values, SMSC development, and cultural capital. Through exposure to a diverse range of texts—including those representing different cultures, identities, and experiences—students are encouraged to explore fairness, equality, empathy, and their own role in society, thus building their social and emotional literacy. Oracy is central to our approach, supporting students in becoming articulate, thoughtful, and confident communicators.

Reading is a core focus, with the Readers for Life programme offering a bespoke, high-quality reading curriculum. This programme supports vocabulary development, fluency, comprehension and a lifelong love of reading.

Our ultimate goal is to equip students with the language, communication skills, and confidence needed to thrive not just in education, but in the wider world.