

# Raedwald Academy Trust

## KS3 English Policy



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, considering their starting point. Each centre will choose the texts and resources that best suit 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 to this to provide students with the paths through the National Curriculum programme of study that is right for them. A thematic and concentric approach is recommended: using 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.

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### 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 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.

Through subject trackers each lesson is formally assessed through a RAG rating.

Speaking and listening is incorporated through our readers for life curriculum where students will read aloud with staff through especially selected books from our reading spine. This is to develop confidence in their oracy and practise reading aloud. Additionally, students have opportunities to practise their oracy skills through reading their written work to staff and peers. This will cover a range of written formats such as public speaking reading from pre prepared speeches through to reading their own creative pieces.

### 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 most of the literature texts, inspiring students to think about their own rights, responsibilities, and values as members of society.

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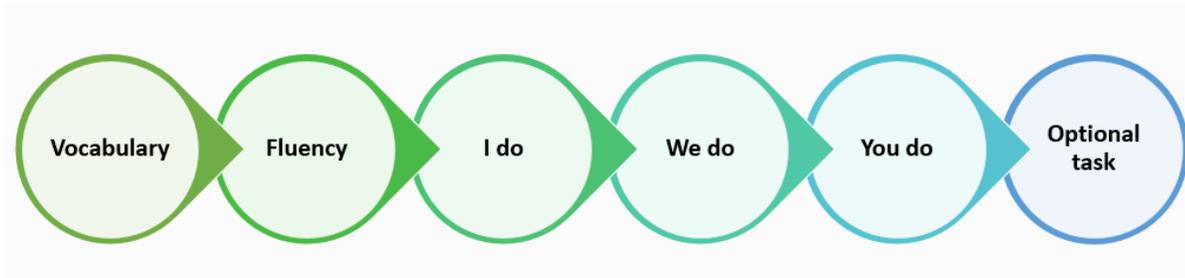
The overarching vision for English across the trust at Key Stage 3 is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including, eventually, further education, training, and employment. We also intend students 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)

	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	<b>Rise Up</b> Ananda (Anthology of biographical narratives) <i>Extraordinary stories</i>	<b>The Last Thing</b> Shaun Tan (Picture book) <i>Humour</i> <b>Additional study - poems:</b> <b>Emotional</b> <b>Menagerie</b>	<b>Greek Myths</b> Marcia Williams (Cartoon style narratives) <i>Essential cultural capital</i>	<b>The Wolves of</b> <b>Currampan</b> William Grill (Picture book) <i>Beautiful and captivating</i>	<b>Climate reb</b> Ben Lerwill (Anthology of biographies) <i>Environmental responsibility</i>	<b>The great</b> <b>foodbank hero</b> Onjali Q Rauf <i>Poverty, use of food banks</i>	<b>The Journeys</b> Francesca Sanna (Picture book) <i>Refugees and loss</i> <b>Additional study - poems:</b> <b>Emotional</b> <b>Menagerie</b>	<b>Break the</b> <b>Mould</b> Sinead Burke (Guide to life) <i>Inclusion and difference</i>	<b>The boy who</b> <b>met a whale</b> Nizrana Farook <i>Environmental responsibility, inclusion, gentle thriller</i>	<b>Girl Savage</b> Katherine Rundell <i>Living on the edge of society, conforming</i> <b>Additional study - poems:</b> <b>Emotional</b> <b>Menagerie</b>	<b>A Kind of</b> <b>Spark</b> Elle McNicoll <i>Autistic perspective, Manningtree witches story</i>
KS3	<b>Oranges in Na</b> <b>Man's Land</b> Elizabeth Laird (Short narrative) <i>Modern conflict</i>	<b>Can you see</b> <b>me?</b> Libby Scott (Narrative - first person) <i>Autistic perspective</i>	<b>Earth Heroes</b> Lily Dyu (Anthology of biographies) <i>Environmental responsibility</i>	<b>Young, Gifted</b> <b>and Black</b> Jamia Wilson (Anthology of biographies) <i>Race and inclusion</i>	<b>The boy who</b> <b>made Everyone</b> <b>Laugh</b> Helen Rutter <i>Inclusion and acceptance, aspiration</i>	<b>Make More</b> <b>Noise</b> Various (Anthology of narratives) <i>Suffragettes, female voice</i>	<b>Stories of WW1</b> Various (Anthology of narratives) <i>Historical conflict</i>	<b>Rhythm and</b> <b>Poetry</b> Karl Nova (Poetry collection) <i>The thinking behind poems</i>	<b>The Windrush</b> Child Benjamin Zephaniah <i>Inclusion, social issues, historical issues</i>	<b>The Light Jar</b> Lisa Thomson <i>Joyful narrative - friendship, trust</i>	<b>Soldier boy</b> Lisa Thomson <i>WW1, WW2, bereavement</i>
KS4	<b>Silence is not</b> <b>an option</b> Stuart Lawrence (Guide to life) <i>Inspiration, hate crime, racism</i>	<b>Hurricane Child</b> <b>Kecoa</b> <b>Callender</b> (Narrative) <i>LGBT+, abandonment, natural disaster</i>	<b>The List of</b> <b>Things that will</b> <b>not change</b> (Narrative) <i>LGBT+, divorce, change, families, relationships</i>	<b>Quest</b> <b>Stories of</b> <b>Journeys from</b> <b>around Europe</b> (Anthology of narratives) <i>Broadening horizons</i>	<b>What is Race?</b> Claire Heuchan & Nikesht Shukla (Non-fiction) <i>Factual perspective about race and racism</i>	<b>Gold from the</b> <b>Stone</b> Lenn Sissay (Poetry collection) <i>Powerful poetry</i>	<b>A Change is</b> <b>Coming</b> Various (Anthology of narratives) <i>New voices, black representation</i>	<b>Once Upon</b> <b>Glitzman</b> (Novel) <i>Historical conflict, persecution, Holocaust</i>	<b>Where the</b> <b>River Runs</b> <b>Gold</b> Sita Brahmachari <i>Climate change, environmental responsibility, bereavement</i>	<b>Things the Eye</b> <b>Cannot See</b> Penny Joelson <i>mystery, organised crime, gentle thriller</i>	<b>When the Sky</b> <b>Falls</b> Philip Earle <i>Historical narrative - evocative, dystopian, bullying, animals</i>

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**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.