

English

Intent

In English our intention is to develop reading, writing and communication through functional application. To use a wide range of texts (both fiction and non-fiction) to stimulate interest and to prompt verbal and written responses in order to develop core skills and knowledge that will enable our pupils to become more fluent readers, coherent writers and confident speakers. We hope to enter our pupils for appropriate assessments that may allow them to access desired courses at the post 16 establishments of their choosing. For those pupils who are not able to do this, we hope to develop their literacy skills so that they can function in the real world with growing confidence and independence.

In English there is a focus in the following areas: reading – (fiction and non-fiction and poetry), writing, media and speaking and listening in all units across the year. In all writing there is bespoke support to improve pupils' ability to use appropriate phonic strategies, grammar and punctuation.

Implementation

The curriculum is flexible depending on cohort interest and individual pupils' needs and ability. Staff use a range of strategies to encourage, support and enable pupils to identify and address barriers and misconceptions and also make progress. Staff are well versed in pupils' needs and ECHP targets; these are embedded in all areas of the curriculum where possible. Progress is monitored and measured regularly through marking, the Grange Steps and formal assessments are used to ensure that all progress is acknowledged and celebrated. Where needed pupils follow the Twinkl phonics programme. There are termly spelling, reading and comprehension tests to monitor progress and to inform teaching. Intervention is implemented swiftly for pupils making less than expected progress or for pupils who need additional support to achieve qualifications. The English coordinator meets with teachers regularly to check on progress and carries out book scrutinise and drop-ins to triangulate progress.

Impact

Each child is treated as an individual and motivation levels, aspirations, ability levels will determine the pathway that each student is put on. There will always be a desire to help pupils to develop an understanding of implicit and explicit meanings in texts; improve their speaking and listening skills; develop their reading and comprehension and enable pupils to write creatively in a variety of ways. Pupils will develop skills that will enable them to function more independently and to meet their needs in the real world. The impact of teaching and learning at Grange Academy will be measured by pupils' love of reading, ability to progress through the Grange Steps, improve their reading and spelling ages, or secure an accredited outcome such as entry levels 1-3, level 1 or 2 functional skills or GCSE in English Language. It will also be measured on student ability to secure a post 16 placement and, where appropriate, function well in a work placement.

