



## Curriculum Overview Document

### 311's English



#### **Our whole school curriculum vision believes:**

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all students. This allows our young people to re-engage with learning and either return to mainstream schooling or achieve success whilst remaining with ourselves. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning.

Our main aims as an academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people

Our curriculum is the vehicle to deliver our whole-school vision and we believe that the delivery of an effective curriculum to help improve educational outcomes is a vital way to positively impact our students' futures. We endeavour to further our students' intellectual development, social and emotional development, character and responsibility, happiness, and success.

We underpin our curriculum using our whole school values: Belong, Respect, Inspire, Succeed, Enjoy. Our teachers aim to develop and deliver the curriculum in a way that remains true to the subjects' core content and concepts, creates a safe learning environment, encourages progression, and develops a lifelong love of learning.

#### **Our whole School curriculum intent believes:**

Our intent is to provide students with educational success and provide them with the opportunities to develop the essential skills and knowledge that they remember, not just encounter, ready for the next stage of their lives. This may be when they return to mainstream school or when they leave Year 11 and embark on their journey into further education, training, or employment. Our curriculum is designed for progression and to be inclusive for all whilst setting high expectations of our learners. We encourage our students to be active thinkers with the product of knowledge being our overarching goal.

We aim to provide a broad curriculum that offers a range of academic and vocational pathways whilst fostering creativity and developing critical thinking. We intend for our students to leave Kickstart with an ability to read, write, and communicate effectively. We also have a strong focus on the personal and social development of our students that allows them to understand and manage their emotions, recognise risk, increase resilience, and further their knowledge on the culturally rich communities in which they live.

As a school we also work closely with outside agencies, to help further support our young people to the greatest extent. Our target is for our students to leave Kickstart with an increased cultural capital that supports their development and allows them to achieve success beyond the classroom.

We strive to identify and work on the different and individual needs of our young people within school to help them develop in whatever they require for success. We aim to identify their individual needs and gaps in learning whilst supporting them through the use of differentiation. It is our intention that our students leave with a broad knowledge and understanding of the British Values and understand the positive impact they can have on their communities.

Improving outcomes for our young people is of utmost importance to us. We look to maximise attendance and punctuality, to ensure our students can access the provision they need to help them remain safe, improve their well-being, and succeed. We also have a key focus on behaviour management, with a very skilled staff team that work closely with our students to ensure that behaviour for learning is positive.

**Our intention for our curriculum is:**

Our intention is to promote high standards of language and literacy by providing students with the tools required to develop a strong command of the spoken and written word, and to develop a love of literature through widespread reading.

Our aims are to ensure students:

- Address and close gaps in knowledge.
- Read easily, fluently, and with strong comprehension.
- Develop habits of reading a wide variety of literature for enjoyment and information.
- Expand on their existing vocabulary and acquire an understanding of grammar and knowledge of various linguistic conventions.
- Are exposed to and appreciate our rich and varied literary heritage.
- Can write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

- Use discussion for learning and can clearly elaborate and explain their understanding and ideas.
- Are proficient in speaking and listening, are able to make formal presentations, can demonstrate to others and participate in debate.
- Acquire the knowledge and qualifications they require to succeed upon leaving Kickstart.

Our whole-school values are: Belong, Respect, Inspire, Succeed, Enjoy. These underpin the development of our English curriculum, and our aim is that we foster a classroom environment that allows them to understand and practise these values.

#### **Linking our curriculum intention to our local community:**

We will ensure our curriculum allows students to understand Telford's past, present and future place so that they are proud of their community. We will achieve this by exploring and discussing current affairs, news, and historical documentation at relevant points throughout our learning journey.

#### **Implementation**

To ensure our aims for the curriculum are implemented effectively we instil 6 core values into our curriculum known as 'The Kickstart 6.' In English this is achieved in the following ways:

##### Knowledge

- Use of retrieval practice of topics taught using a combination of short-term and longer-term memory (lesson visuals, and 'Do Now' activities etc.)
- Reducing cognitive overload when introducing new topics by chunking information down, modelling new concepts ('I Do / We Do / You Do' etc.) and using regular low-stakes assessment to check new learning.
- Developing subject knowledge of teachers regularly through CPD.

Students are given 'Do Now' activities on a lesson-by-lesson basis that incorporate retrieval practise and demonstrate the sequence of learning within the curriculum. Lesson visuals are also incorporated so students are aware of short-term and long-term retrieval practise throughout the lesson. The scheme of work is designed to encourage scaffolding through the curriculum, so students understand their learning journey.

Our reading strategy is designed to broaden student knowledge and increase cultural capital. Students are encouraged to engage with a variety of fiction and non-fiction throughout the school day as well as narrative and transactional texts. Staff CPD is also delivered to ensure effective implementation of the reading strategy across the curriculum and further students' comprehension and vocabulary.

### Explanation and Practice

- Teacher-led explanations are clear and concise.
- Information is provided in a student-friendly way that is accessible by all.
- Information is chunked when necessary.
- Guided and independent practice is embedded within lessons using clear success criteria.

Teachers explain the various styles of literary communication across a carefully sequenced series of lessons. Students are regularly given low-stakes assessment so that misconceptions can be addressed, and information chunked where necessary.

Students have extended writing practise on a weekly basis using clear success criteria. This provides students to hone their grammatical skills and make use of the new knowledge they have been taught. Students are actively encouraged to write explanations in detail in a variety of styles

### Modelling and Scaffolding

- New concepts, tasks, and knowledge are modelled first with differentiated scaffoldings provided where required to help build students' confidence
- A variety of models (worked examples, live modelling etc.) are shared with students to enhance their understanding.
- Scaffolding is withdrawn when teachers have assessed that students are ready.

Teachers follow the I Do / We Do/ You Do modelling strategy to help deliver new knowledge. Teachers use numerous methods including live paragraph writing and model answers to demonstrate how to construct written work. Teachers also model reading skills and styles to demonstrate the different forms and formats required for effective speaking and listening.

Classroom resources, such as sentence starters, are given on a student-by-student basis based on teacher assessment. Teachers use their marking and assessment to scale down the scaffolding provided so that students can close knowledge gaps.

### Questioning

- Targeted questions are used to gain live feedback from students in the lesson.
- A variety of questioning methods are used (cold calling, show-me boards etc.)

- Questioning is used to allow students to deepen their understanding through subject-specific terminology and academic dialogue.

Teachers use assessment to plan for differentiated questioning and a primary approach of hands-down questions to ensure pupil engagement with appropriate stretching and challenging. Teachers encourage students to build on their own, and each other's, ideas to help deepen understanding and develop healthy relationships and communication skills.

Teachers will also use live marking to incorporate questions into students' written work, so they are encouraged to deepen their knowledge and understanding on a continuous basis.

#### Feedback

- Feedback includes a combination of live questioning within the classroom and more deeply marked pieces of work.
- Feedback is personalised (Pink for Think, live marking etc.) to allow students to progress with their individual learning.
- Feedback is given in a positive, encouraging, and constructive way (WWW and EBI etc.)
- Students are actively encouraged to engage with feedback (DIRT, Purple for Progress etc.) to address learning gaps.

Students have extended writing opportunities on a weekly basis. This is then followed by deep marking and DIRT sessions with pink for Think activities to help students engage with feedback and follow the next steps for progression. Students are actively encouraged to reflect on their own work and use model answers to facilitate this.

Students have a series of three targets for reading, writing, and speaking and listening. 'Do Now' activities are differentiated on a weekly basis using teacher-assessed work to encourage students to work on knowledge gaps and build on these targets. Teachers will reference these targets through lessons, incorporating it into verbal feedback, to ensure students remain cognitively aware of their progression steps.

#### Behaviour and Relationships

- Teachers create environments in which all students feel safe.
- Positive and professional relationships are established through clear roles, routines, expectations, and boundaries.
- Routines and behaviours are rehearsed and positively modelled by staff.
- Differentiated behaviour management strategies are applied to help challenge and correct student behaviour.

Teachers follow the I Do / We Do/ You Do modelling strategy to help deliver new knowledge. Teachers use numerous methods including live paragraph writing and model answers to demonstrate how to construct written work. Teachers also model different reading and speaking skills and styles to demonstrate the different forms and formats required for effective communication.

Differentiated classroom resources, such as sentence starters, are given on a student-by-student basis based on teacher assessment. Teachers use their marking and assessment to scale down the scaffolding provided so that students can close knowledge gaps.

### Reading

Our school has developed a whole school reading strategy to support reluctant readers as well as encouraging students to become independent readers. Students are provided with various reading material during form-time to help increase their cultural capital and expose them to a wide variety of literary topics. Students are encouraged to read material related to local communities, Britain, and the wider world. they are also encouraged to read across a wide range of subjects.

Students also have daily time allocated for our Drop Everything and Read focus. Books are selected on British Values and read as a school to inspire whole school discussion and embed British values within the school.

Time is also allocated within English lessons for differentiated reading time where students are provided with books based on their reading age. Students are set bespoke reading targets and given teacher-time to help develop their reading ability.

**Year 10 Curriculum implementation: Emerging and developing the skills to be an effective communicator, to read fluently, write effectively and present thoughts and ideas coherently.**

**For Catch-up Programme please see English and Literacy Catch-up Document**

1	2	End of unit summative assessment	3	4	5	6	End of unit summative assessment
<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p>Our introduction to English Language Component 1 this term allows the students to use what they've previously learned to examine a range of short fiction extracts with confidence; we particularly focus our attention on the key skills of retrieval and analysis of writers' methods here. We will briefly re-visit literary techniques and devices to enable students to identify</p>	<p><b>Topic:</b> 20<sup>th</sup> Century Fiction and Narrative Writing</p> <p>Students will need to complete their own short narratives by creating authentic characters, settings and plots, all of which will be familiar from previous study. The familiarity with this style of writing will allow students to improve their writing through manipulating more sophisticated features.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p>		<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p>We will explore significant historical events, socio/political beliefs and a range of artistic and historical documents to build up our understanding of the context of this period which we can transfer to our understanding of literature. We will explore a range of prose and poetry and the lives of male and female writers from the 19<sup>th</sup> Century. Students will study a range of</p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p>Students will explore and analyse a range of non-fiction texts from the 21<sup>st</sup> Century. These will include newspaper and magazine articles and reflect a range of topical issues. Students will answer questions on these texts and analyse techniques used by the writers. We will explore bias in the media and how to identify it. Students will use the speaking and listening skills to engage in debate</p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p>Year 10 students will develop the skills they have acquired in the previous term and begin to compare two texts / extracts – one from the 19<sup>th</sup> century and one from the 21<sup>st</sup>. They will highlight differences and similarities and analyse the effectiveness of the texts. We will focus on language and structure and how writers use this. We will reflect upon how the context that the pieces are</p>	<p><b>Topic:</b> 19th and 21st Century Non-fiction and Transactional Writing</p> <p>The writing aspect of this unit should be no surprise to year ten students who, in Key stage 3, will have studied and developed skills in formal and informal writing. They should be well rehearsed in creating compelling pieces of non-fiction writing. In this particular unit of study, we examine how great writing can be adapted to suit a range of audiences, purposes and formats.</p>	

<p>how writers use them in their work.</p> <p><b>Skills:</b> R1, R2, R3, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO4</p>	<p><b>Objectives covered:</b> AO5, AO6</p>	<p>extracts and analyse their effectiveness through focussed questioning and written responses.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p>and discussion as part of this unit.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p>written in affect style, tone and structure.</p> <p><b>Skills;</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>
---	--	---	---	---	--

<p><b>Year 11 Curriculum implementation: Mastering the skills required to become an effective communicator, to read fluently, write effectively and present thoughts and ideas logically and coherently.</b></p> <p><b>For Catch-up Programme please see English and Literacy Catch-up Document</b></p>									
1	2	End of unit mock examination Paper 1	3	4	End of Unit Mock examination Paper 2	5	Speaking and Listening formal assessment	6	Formal Examination Period
<b>Topic:</b> 20 <sup>th</sup> Century Fiction and Narrative Writing	<b>Topic:</b> 20 <sup>th</sup> Century Fiction and Narrative Writing		<b>Topic:</b>	<b>Topic:</b>		<b>Topic:</b>		Year 11 Study and Exam leave	

<p>This English Language unit revisits the content and analytical style that was introduced in Y10 but focuses much more on the evaluation of a writer's method and the independent application of the reading skills. This way, students can approach a range of unseen texts with more confidence, whilst applying an analytical method that they are now well practised with.</p> <p><b>Skills:</b> R1, R2, R3, R5,</p> <p><b>Objectives covered:</b> AO1, AO2, AO4</p>	<p>Developing their own creative and imaginative writing skills students will have more of an opportunity to use the modelled examples from last year to create their own original narratives.</p> <p>There is a greater strive for independence when producing pieces of narrative writing at this stage, as we encourage students to adapt their style so that they are writing with flair, originality and creativity.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>	<p>19th and 21st Century Non-fiction and Transactional Writing</p> <p>Our final unit of study for English Language wraps up their prior learning, again through repetitive and independent application of their analytical and evaluative framework to a wide variety of unseen source material. Students will also produce a series of transactional writing tasks to prepare and practice for their final examinations in June.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4</p>	<p>19th and 21st Century Non-fiction and Transactional Writing</p> <p>Students will produce a series of transactional writing tasks to prepare and practice for their final examinations in June.</p> <p>There is a greater strive for independence when producing pieces of writing at this stage, as we encourage students to adapt their rhetoric so that they are writing with flair, originality and perception.</p> <p><b>Skills:</b> W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO5, AO6</p>	<p>Revision and Examination Preparation</p> <p>Students will focus upon areas for development identified by themselves and the teacher. Study skills will be developed and students will be supported to undertake independent learning on targeted areas for development.</p> <p><b>Skills:</b> R1, R2, R3, R4, R5, W1, W2, W3, W4, W5,</p> <p><b>Objectives covered:</b> AO1, AO2, AO3, AO4, AO5, AO6</p>	
--	--	---	--	---	--

### Impact of our curriculum:

The impact upon students is clear: progress is evidenced, learning is sustained and transferable skills are developed to enable students to access training, further education or employment at post 16 level. Learning is sequenced to cover the breadth of the GCSE and Functional Skills curriculum and student progress is tracked over time. Exam results have steadily improved over the last four years with students progressing into a range of further and higher education opportunities. Most importantly, students have developed their creativity, a passion for learning and higher aspirations which will hopefully travel with them throughout their lives.

### Wider Curriculum Offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

#### Personal Development within our curriculum

##### Personal Development

English at Kickstart Academy aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in a number of ways:

**Responsible, respectful and active citizens:** English Language and literacy skills can help students to become responsible, respectful and active citizens by enabling them to:

- read, understand, analyse and interpret information – whether in the form of images, speech or writing
- separate facts from opinions
- collect and evaluate evidence
- explain, summarise and predict
- discuss topics, listening to the views of others and expressing their own viewpoints

- ask questions that elicit sound responses
- persuade others in an appropriate manner
- make posters, write letters and design petitions
- present information to different audiences through images, speech and writing.

**Fundamental British Values:** Through the careful selection of texts, extracts, media, written articles and discussion material all students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

**Inclusive Environment:** Learners in English will access an environment which is:

- supportive, respectful and promotes diversity and fairness.
- has high expectations for all students
- creates a supportive peer culture both inside and outside the classroom
- where learning is planned to include participation from everyone and encourages success
- Individual Learning Plans (ILPs), and short and long-term goal setting by the learner is included so that they feel they have ownership of their learning
- Has a 'community' approach to learning and teaching. Inclusive values are developed through a student's lived experience and their exposure to other cultures and world-views.
- Bringing the local community into the classroom and taking the classroom out to the community.

**Character:** Through the teaching of English we aim to create independent learners, raise self-esteem and confidence, raise aspirations and enable students to maximise their potential do the best that they can.

**Confidence, Resilience and Mental Health:** Through the English curriculum we intend to develop the social competence of our learners by creating a sense of:

- optimism

	<ul style="list-style-type: none"> <li>• purpose</li> <li>• an attachment to school and learning</li> <li>• competent problem-solving skills</li> <li>• developing an effective coping style</li> <li>• a positive self-image</li> </ul> <p><b>Careers and Readiness for Next Phase of Education:</b> Every student will have the opportunity to achieve a qualification at a level appropriate for them. This will enable them to progress in to the next phase of their education, training or employment.</p>
<p><b>SMSC</b></p>	<p><b>Spiritual:</b> In English we explore a range of literature that helps develop spiritual development through discussion and debate. Creative writing and reading gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.</p> <p><b>Moral:</b> During English lessons, students are given the opportunity to consider different perspectives and empathise with a range of characters. Extracts studied will deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply their skills to real life scenarios.</p> <p><b>Social:</b> English lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.</p> <p><b>Cultural:</b> Students learn about respecting others through the study of texts from different cultures. Many texts deal with conditions faced by those in impoverished or less fortunate situations. Students are able to appreciate different cultures and empathise. The study of 19<sup>th</sup> century British non-fiction extracts gives opportunities for students to appreciate British history and culture.</p>

	Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences.
<b>Extra-Curricular &amp; Enrichment</b>	<p>We enjoy a range of enrichment opportunities in English and we are always looking for new ways to enhance our classroom learning.</p> <p><b>Current enrichment opportunities:</b>  Additional opportunities for further reading through the purchase of fiction and non-fiction texts, magazines and newspapers.  Cinema visits and opportunities to discuss and review what has been seen  Themed lessons to coincide with significant events and news items, using a multi-media approach to learning.</p> <p><b>Future enrichment opportunities we plan to develop:</b>  Theatre trips and visits from published authors give all students the opportunity to access cultural activity alongside the viewing of DVDs of plays in performance, which otherwise some students may not have the opportunity to experience.</p>
<b>Careers/Work Experience</b>	
<b>Careers</b>	
Work Experience Offer & Staff Work Experience	<p><b>Students:</b> We give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Key skills such as written and verbal communication, research, planning, analysis and evaluation are easily transferrable into a variety of subjects and professions.</p> <p><b>Staff:</b> Staff have the opportunities to attend CPD and work collaboratively with other schools to develop their own knowledge and understanding both within their specific subject area and within wider health, school and community related areas.</p>
<b>Cultural Capital</b>	
Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Cultural Capital is encouraged in English through the exploration of:</p> <ul style="list-style-type: none"> <li>• linguistic experiences</li> <li>• familial experiences</li> </ul>

	<ul style="list-style-type: none"><li>• social experiences</li><li>• capturing the talents, strengths and experiences that students bring with them</li><li>• environmental experiences</li><li>• contextual research and study of fiction and non-fiction texts, extracts and poetry to develop understanding of historical, social, and cultural context</li></ul>
--	--