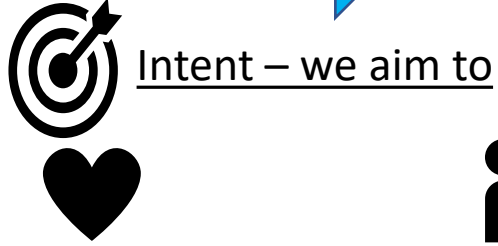


English

At Bredon Hill Academy we believe that the English curriculum should provide a broad and balanced experience for all our students. The curriculum should allow students to know more, remember more and do more. We aim to actively learn together for success.



Intent – we aim to

Deliver an inspiring and challenging curriculum that creates students who are passionate and active about reading and writing.

Allow our students to develop and use their authentic voices. To create students who engage in meaningful discussion.

Provide students with essential skills of spelling, punctuation, grammar and composition that will be life long.

Develop writers who understand and use the writing process including the four domains of editing.

Allow our students to explore who they are in the context of our local community and within the wider world.

To create a community of readers who will spread the wonder of the written word from classic literature to modern media.



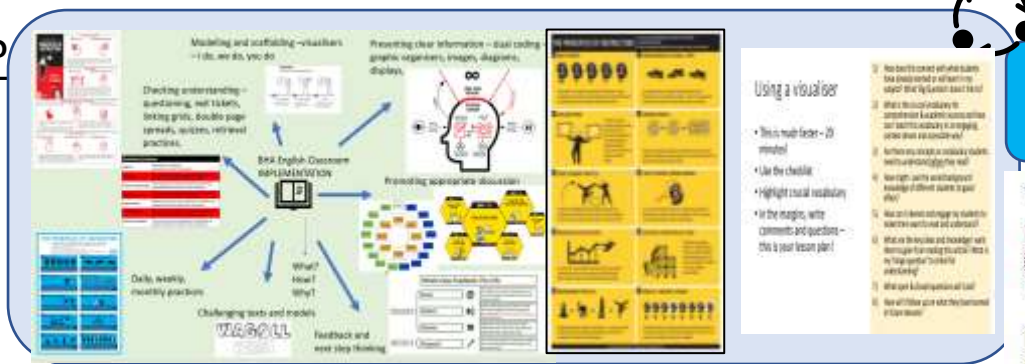
Implementation – How do we achieve our aims?

Consistent and systematic approach



High quality texts as the beating heart of all lessons

Year 6 Journeys
Year 7 Heroes and villains
Year 8 Conflict

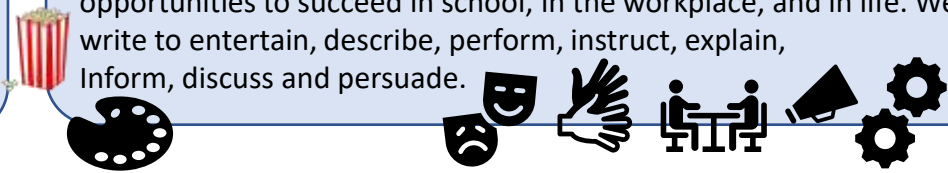


We use evidence based approaches to assist our teaching of the writing process. This enables all students to develop writing skills, as well as the ability to read and think critically, so they will have enhanced opportunities to succeed in school, in the workplace, and in life. We write to entertain, describe, perform, instruct, explain, Inform, discuss and persuade.

Quality First Wave Teaching



A clear writing process and writing for a range of purposes





Implementation – cont'd

Vocabulary

Across each unit key vocabulary is mapped and direct instruction and closing the gap approaches are employed. We also use words of the week across the Academy.



Reading

To summarise, it looks like this:

1. Teachers plan short pre-reading tasks (vocabulary/concepts/experiences) to link prior knowledge to reading material and explicitly teach vocabulary (subject and tier 2&3);
2. Pupils use rulers (or coloured overlays) to support focus with reading;
3. Teachers use 'control the game' to hear a range of readers;
4. Questions are pre-planned to promote pupils' understanding. We need to help students see what they do not know through using the reciprocal reading strategies: predict, question, clarify and summarise;
5. Turn and talk and cold call are used to maximise the engagement ratio.



Assessment

Assessment in English – formative and summative.

UNIT	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10	UNIT 11	UNIT 12	UNIT 13	UNIT 14	UNIT 15	UNIT 16	UNIT 17	UNIT 18	UNIT 19	UNIT 20
Year 6
Year 7
Year 8

I can... statements



Impact – How will we know we reached our aims?



Children are engaged and thoughtful in lessons as readers, writers and active learners.

Children's fluency and stamina have improved. Children see themselves as readers within a community of readers.

Children know more, remember more and do more allowing them to make progress from their starting point.

Students have strong writing skills that allow them to communicate effectively.

High quality writing is seen for a range of purposes and in a range of forms.

Students' understanding of the writing process helps them make good progress with many achieving at and exceeding targets.

Communication skills are good with students able to effect change through their authentic voices.

Students have a strong understanding of their identities locally, nationally and internationally.

Editing

To edit work effectively, break down the editing process into four phases.

1. **Editing as you go** (changes you make as you are writing/reading back)
2. **Editing for meaning** (changes you make retrospectively so that your work makes sense)
3. **Secretarial editing** (changes to handwriting/spelling/punctuation/format)
4. **Editing for impact** (changes to language/structure/grammar to impact on the reader)

Editing

Monitoring and Evaluation

Pupil voice, staff voice, parental voice, observations, book looks, learning drop ins, moderation and documentary review through DIP, meetings and CPD. These are conducted on a half termly basis. Cluster and pyramid meetings are termly.

Monitoring and Evaluation

TOP 10 TEACHING STRATEGIES

EEF, NATE, EMC and DFE

Evidence-based teaching strategies employed rigorously