

Curriculum:

Intent

At Stony Dean School we want to encourage students to become independent and transfer reading, writing and speaking skills to support them with their journey to employability. Our curriculum is engaging; delivered and supported by knowledgeable staff who believe in our students. We promote a love of learning in the English department. We inspire students through exposure to diverse texts so they understand the world around them, we harness imaginations by exploring different genres and teach our students the tools and knowledge needed to read and write for a range of purposes and audiences.

Implementation

- Students access an engaging variety of text types, authors and cultures.
- Student voice is considered when designing and adapting the curriculum to ensure we include topics our students love
- Little Wandle Letters and Sounds SSP is used for teaching and assessing phonics in KS3 for students who are not yet secure in their phonics understanding
- The 'Talk for Writing' approach (developed by Pie Corbett) is used, which models and provides students with the tools needed to write for different audiences and purposes
- Technology is used to support reading and writing independence
- Accelerated reader and myON is used to expose students to an online library, with cross-curricular links. Students can choose to read these texts independently or use the audiobook function, which supports and models fluency.
- Form tutors plan for dedicated reading time during morning and afternoon tutor time.
- Regular staff training is implemented so students are supported appropriately across the whole curriculum
- OT and SALT strategies are incorporated into daily teaching which supports handwriting, sentence formation and idea generation
- Annual events like World Book Day competitions and poetry workshops are organised to celebrate our subject
- We offer a creative writing lunch time club for all KS4 pupils, as an outlet for creativity as well as the Young Reporters Scheme where pupils can write articles for the Bucks Free Press

Impact

- Students are able to access the whole school curriculum because of increased independence in their reading and writing, as well as their ability to use supportive strategies
- Staff support all students, no matter their reading or writing ability; appropriately and confidently
- Students access relevant qualifications in KS4 and sixth form, which supports them with their independence and employability

- Students feel listened to and enjoy sharing their opinions about the things they want to learn
- Our students enjoy coming to school and we believe that the enriching curriculum we offer stimulates them to become independent and employable young adults

Strengths:

- ✓ **Our curriculum is engaging** – we cover a wide breadth of topics to give students the opportunity to read, write and speak about a variety of fiction and non – fiction subjects
- ✓ **Reading is prioritised** – we believe all our students are readers and use a wide range of strategies to not only teach students how to read but also to learn to love to read
- ✓ **We love reading** – with the addition of the new library and annual success of World Book Day, our curriculum encourages reading for pleasure for all
- ✓ **Writing is structured** – we use Talk 4 Writing to teach specific writing tools and structures so students become confident writers for different audience and purposes
- ✓ **Use of technology** – we understand that technology is developing (and exciting!) so incorporate it regularly to support and engage our students in reading and writing
- ✓ **We have published writers** – KS4 students have the opportunity to write articles for the Bucks Free Press through the Young Reporters Scheme
- ✓ **Staff are passionate and ambitious** – our staff love English and regularly take part in training to ensure we are delivering the right English provision so all can succeed
- ✓ **Students succeed** – we offer a variety of qualifications and support our students to ensure they all reach their potential and are prepared for their next steps

Pathways:

Our priority is to inspire **all students** to achieve their full potential in reading, writing and spoken language, using functional literacy independently to make a positive contribution in the future. These pathways set goals which enable our students to reach their next step and develop the skills they need to get there.

1	Students will build their functional literacy skills – securing reading, writing and spoken language skills. OCR Entry Level is an option if appropriate.
2	Students will work towards OCR Entry Level, a coursework-based qualification where they are assessed internally.
3	Students will develop reading, writing and speaking & listening skills, working towards Functional Skills Level 1, sitting the exam in KS4 or KS5.
4	Students will develop reading, writing and speaking & listening skills, working towards Functional Skills Level 2, sitting the exam in KS4 or KS5.
5	Students will develop skills to achieve GCSE Language. They will take this exam in either Year 11 or Year 12.