



**Tollbar MAT**  
Family of Academies



# **Tollbar Academy**

## **English Curriculum**

### **Intent**

The English curriculum promotes the value of reading, writing and verbal communication through interesting and engaging texts, as outlined in schemes of work. All students are supported in the development of their skills as readers, writers and communicators; learners are encouraged to appreciate the value of effective communication beyond the classroom in preparation for adult life. Through the use of inspiring texts and class readers, students explore their own and others' heritage and culture, are considerably critical of texts, key themes and ideas, and are able to recognise how the English Language is used to manipulate, form meaning, influence and convey ideas. Ultimately, we want to help children to develop the skills needed to be able to approach the world with a critical eye. Students are exposed to an ambitious curriculum which builds upon and develops their skills in becoming articulate communicators whilst developing their cultural capital. Schemes of work and lessons are thoughtfully planned and sequenced to support all learners in their progression.

### **Implementation**

The English curriculum is carefully planned to ensure enjoyment of the subject and accessibility for all. Schemes of work and individual lessons are thoughtfully planned and developed to realise sequencing of, and progression of skills, whilst ensuring opportunities for ideas, concepts and skills to be revisited, practised and refined. The curriculum ensures a wide variety of pedagogical styles are promoted so as to promote subject matter in the most appropriate way for each student. Opportunities for appropriate discussion and reflection on work are planned for in order to ensure all students develop confidence within their English lessons.

Staff are equipped with clear mapping of progression, schemes of work and resources to support teaching of all students. The curriculum also enables staff to develop and apply their own subject knowledge to ensure effective differentiation, where appropriate, to support the needs of all learners.

### **Key Stage 3**

The KS3 curriculum is designed to support learners in rapid progression, building upon skills embedded at KS2. Through consultation with KS2 literacy leaders, we have ensured the KS3 curriculum challenges learners and encourages development of reading, writing and communicative skills.

Students are provided with ample opportunities and experiences in order to develop such skills through varied, relevant and appropriate fiction and non-fiction texts. They regularly practise key reading, writing and communicative skills, realising their worth beyond the English classroom. Through formal assessment, regular peer and self-assessment opportunities and planned whole-class feedback, students are always reviewing, reflecting and making sense of how they can progress as learners.

### **Key Stage 4**

The KS4 curriculum reinforces the skills taught at KS3 whilst continuing to challenge and support learners in their progression as communicators. Through ongoing engagement with challenging set texts from across our literary heritage, close analysis of non-fiction texts relevant to their lives and the world they live in, and encouragement of having a voice both on the page and amongst their peers, students continue to whole-heartedly immerse themselves within the subject, appreciating its worth whilst developing their skills as users of the language.

As well as formal assessment, regular peer and self-assessment opportunities and planned whole-class feedback, staff and students make effective use of exemplar responses. The process of reviewing and reflecting so as to develop as learners is further embedded at KS4. Students develop their independent skills as they make greater sense of how to progress within the subject and appreciate its value beyond the classroom walls.

### **Key Stage 5**

Students begin their KS5 journey as independent learners, using and applying skills previously learnt, to texts with far greater depth of challenge. Set texts are engaging and stimulating and study of them encourages greater paired, group and independent study so as to develop a personalised, critical and creative approach to interpretation.

Students are taught and encouraged to complete wider reading activities in order to deepen and broaden their appreciation and interpretation of set texts. Students are encouraged to recognise and appreciate that their developing skills set is transferable to application within the real world; through links with local employers and employees, students recognise the worth of the subject in future life and wider study.



## **Impact**

At Tollbar Academy, the impact of the English Curriculum is such that:

- Students develop and leave the academy with the ability to communicate verbally and in written form with accuracy and confidence. This is reflected both in national tests and examinations, as well as the progression acknowledged by classroom teachers and the students themselves.
- Students feel prepared for the next stage of their lives and whatever they aspire to do, realising that English is a form of communication: it can be manipulated, used as a source of gain and a tool for interaction. Students are well-practised in all aspects of English usage, having progressed through the subject from KS3.