



Trafford Alternative Education Provision



TRAFFORD HIGH SCHOOL  
Trafford, Greater Manchester

# English Curriculum

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## 1. English Department

The English Department is a highly experienced and committed team of qualified specialist teachers and teaching assistants. They are committed to closing the gap and providing targeted intervention in order to ensure that students come close to meeting or exceeding their target grades.

### Specialist Teachers:

Teacher	Year Group
Gareth Shore	KS3/4
Casey Bradbury	KS3/4
Hayley Blane	KS3/4
Joan Johnstone	KS2/3/4

## 2. Key Stage 3 (KS3)

Our students at Trafford Alternative Education are short stay students who return to mainstream or special school education. The KS3 curriculum has been updated to fall in line with the New National Curriculum Objectives 'to promote high standards of language and literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.' The curriculum covers the three strands of reading, writing and speaking and listening. The KS3 curriculum covers both modern and pre-1914 literature, study of Shakespeare plays plus stories and poems from seminal World Literature. We also enable our learners to read widely for enjoyment. During the Key Stage, learners continue to build their vocabulary, make inferences and read critically. Students also participate in a range of Speaking and Listening activities, including debates.

## 3. Key Stage 4 (KS4)

Our KS4 students at Trafford Alternative Education are a combination of both short stay students who return to mainstream / special school education or long term Year 10/11 who will complete their education at Trafford Alternative Education. The KS4 curriculum has been updated to fall in line with the new 1-9 curriculum, thus equipping short stay students with the curriculum knowledge to successfully return to mainstream and long stay students to complete their English studies

## 4. Literacy for KS3 and KS4

### Reading:

Pupils should be taught to:

- Develop an appreciation and love of reading, through working with accessible engaging and increasingly challenging material.

- Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
  - English literature, both pre-1914 and contemporary, including prose, poetry and drama
  - Shakespeare
  - Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.
- Understand increasingly challenging texts through:
  - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
  - Making inferences and referring to evidence in the text.
  - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
  - Checking their understanding to make sure that what they have read makes sense.
- Read critically through:
  - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
  - Recognising a range of poetic conventions and understanding how these have been used.
  - Studying setting, plot, and characterisation, and the effects of these.
  - Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
  - Making critical comparisons across texts

### **Writing:**

Pupils should be taught to:

- Write accurately, fluently, effectively and at length for pleasure and information through:

- Writing for a wide range of purposes and audiences, including:
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- Plan, draft, edit and proof-read through:
  - Considering how their writing reflects the audiences and purposes for which it was intended.
  - Amending the vocabulary, spelling, grammar and structure of their writing to improve its coherence and overall effectiveness.

### **Grammar and Vocabulary:**

Pupils should be taught to:

- Consolidate and build on their knowledge of grammar and vocabulary through:
  - Extending and applying grammatical knowledge.
  - Studying the effectiveness and impact of the grammatical features of the texts they read.
  - Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
  - Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
  - Using Standard English confidently in their own writing and speech.
  - Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

## **Spoken English**

Pupils should be taught to:

- Speak confidently and effectively, through:
  - Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
  - Giving short speeches and presentations, expressing their own ideas and keeping to the point.
  - Participating in formal debates and structured discussions, summarising and/or building on what has been said.
  - Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

### **5. Reporting to Parents**

Progress Reports are completed every half-term. All students are set individual Learning Challenges.

### **6. Department Meetings**

Calandered half-termly department meetings take place, to discuss new initiatives share resources, good practice or moderation

### **7. Accreditation**

All Year 11 students will sit Functional Skills English throughout the year English Level 1. On-line BKSB GCSE English resources offer supplementary activities for students to study at home and support Functional Skills Level 1 qualifications

AQA Step Up to English is also on offer to SEND students dependant on student cohort

### **8. GCSE English Language**

Our students study AQA GCSE English Language.

**Qualification at a glance:**

**English Language**

All texts in the examination will be unseen.

## What's assessed?

### Paper 1: Explorations in Creative Reading and Writing

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- **descriptive or narrative writing**

#### Assessed

- **written exam: 1 hour 45 minutes**
- **80 marks**
- **50% of GCSE**

#### Questions

##### Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

##### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### Paper 2: Writers' Viewpoints and Perspectives

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

#### Assessed

- **written exam: 1 hour 45 minutes**
- **80 marks**
- **50% of GCSE**

#### Questions

##### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

##### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### Non-examination Assessment: Spoken Language

#### What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

#### **Assessed**

- teacher set throughout course
- marked by teacher
- separate (0% weighting of GCSE)

### **9. Evaluation and Assessment**

Student's progress is evaluated using Fischer Family Trust predictions and their baseline assessments undertaken upon entry to the Trafford Alternative Education Provision and the progress they make. This allows necessary intervention to be put in place in order to give students the best chance of obtaining their expected outcomes.

### **10. Literacy**

During the induction period reading , spelling ages are ascertained via LUCID Structured 15 minutes Literacy are scheduled during the school day: (THS and morning tutorial TMES. Activities involve word searches, reading of newspapers, word games etc.)

Key words are displayed in every class room. All subjects are expected to mark for Spelling, Punctuation and Grammar (SPaG). Trafford Alternative Education students are set individual literacy targets. These are displayed in books across the curriculum. Opportunities for students to read are monitored throughout the year via: Lesson Observations, Drop Ins and Learning Walks. All year groups also have access to BKSB.

### **11. AQA Unit Award Scheme**

Trafford Alternative Education also offers AQA Unit Award Scheme. This allows the school to accredit the work that students complete throughout the Key Stages.

### **12. Cross-curricular links**

<b>Vocabulary</b>	<b>Events/People/Places</b>	<b>Concepts</b>	<b>Procedures</b>
Connectives for extended writing: History, Finance, subject terminology,	Authors and playwrights across time, e.g Shakespeare, Dickens etc (people) Studies of texts like 'A Christmas Carol'(different religions, cultures and traditions).	ICT:  Word (writing a letter and email)  PowerPoint	Confidentiality (SLE)  Data sharing (SLE)

annotation:  
Finance, Art  
& Design,

Reading of biographies  
and autobiographies-  
artists-  
(events/people/places)