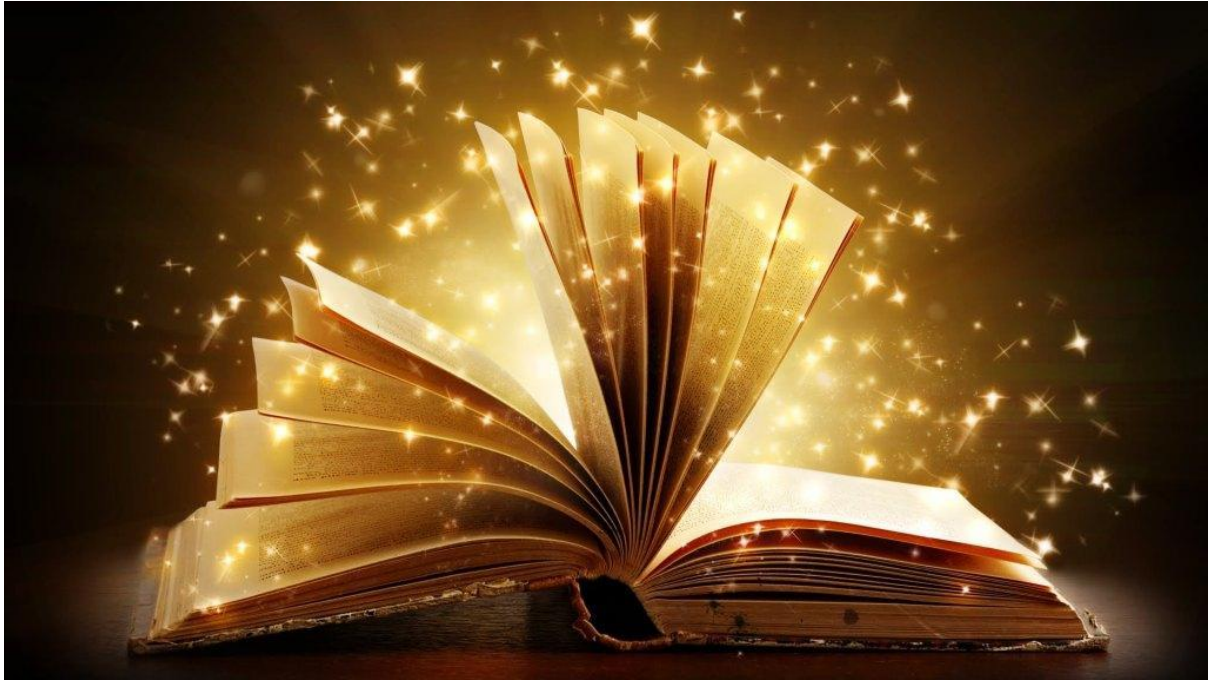


English at Budmouth Academy



Our vision is to:

Our vision is to deliver a purposeful curriculum for the 21st century for Learners from the age of 11 to 18. We aim to ensure all students achieve high levels of success at KS3, GCSE and A Level, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

Central to the philosophy of the curriculum delivered at Budmouth Academy is that we provide a relevant education for the world today. This will enable the development of the knowledge, skills and qualifications required for success in today's world and beyond. Learners at Budmouth Academy experience a challenging, engaging and supportive environment.

'Reading is an act of civilization; it's one of the greatest acts of civilization because it takes the free raw material of the mind and builds castles of possibilities.' —Ben Okri

Intent

The English curriculum at Budmouth Academy enables students to develop their communication skills through reading, writing and speaking. Through a progressive curriculum, students are supported through their understanding of both our literary heritage and the language skills they need to succeed across the curriculum and in the wider world. Our students will have the ability to use critical thinking to become active members of the classroom and wider society. By nurturing a

love of reading, we instill in our students the confidence to engage with challenging viewpoints and the flexibility to work collaboratively.

Implementation

While having collective curriculum outlines, we also recognise the need for a personal and local stamp for the progression of our learners.

We aim to implement a clear sequencing and progression of knowledge and skills between each key stage so there is a clear progression pathway from the age of 11 to 18.

In key stage 3 students develop a range of reading and writing based skills through studying novels, poetry, short stories, non-fiction and drama. Students learn how to structure writing for a variety of purposes with explicit teaching of grammar and vocabulary.

To reinforce a positive attitude to all aspects of English language and a lifelong love of literature.

Skills needed in KS4:

- Reading skills: comprehension, analysis, evaluate, synthesis
- Key objectives within long term planning, short term planning, learning booklets and homework. Students all set their own objectives and targets
- Core knowledge books within every year group and every module
- Opportunities for application - establishing a 'real world' scenario to demonstrate how they have learnt and what they have learnt. Examples: setting up a live event such as creating a podcast/film/online magazine/blog etc that 'lives in the real world - online/iTunes'. The use of appropriate language within professional settings.
- Interleaved curriculum (KS4) started from ATL in year 7
- Identification and challenging of misconceptions
- Assessment for learning, including high impact whole class feedback

Skills needed in KS5:

To further develop their independent reading, working and learning skills

To apply their interpretative skills within a positive learning environment which demands high level analysis and synthesis

AO2: To look specifically at how a writer employs language, form and structure, to comment independently with growing sophistication, clarity and complexity.

To apply contextual understanding to interpretations and make wider reading links which augment their knowledge and understanding of a writers' technique.

Impact

Budmouth Academy delivers an enriching, stimulating, and inspiring English curriculum that challenges and supports strong learning outcomes for all. Whilst on their progressive curriculum journey, we track our learners' outcomes through regular summative and formative assessment.

Summative assessments are typically taken on a half-termly basis supported by regular formative assessment, student-teacher dialogue as well as Directed Improvement and Reflection Time (D.I.R.T).

Our teachers explore the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers and learning booklets provide students with information on each topic, enabling them to develop their understanding of key concepts outside of their lessons and to be able to apply these independently in their wider reading.

Our aim is for all learners to meet or exceed their expected academic progress, develop effective learning habits, leading to high levels of attainment in national qualifications. We firmly believe every child has an equal right to a challenging and enlightening curriculum that will prepare them for employment in the 21st century.

'We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet'

Richard Riley, U.S. Secretary for Education. 2004