

English

The English curriculum at Progress Schools aims to offer students access to a broad, balanced and rich curriculum while ensuring gaps in their prior learning are addressed. The English curriculum consists of three steps.

Build

In the “Build” stage students will learn the basic skills required to read increasingly challenging texts with independence and in a critical way, become more accurate and fluent writers and gain a solid, fundamental understanding of the grammar and vocabulary taught at Key Stage Two.

Grow

At the “Grow” stage, students will develop the fluency and effectiveness of their writing, as well as furthering their critical reading skills and developing an appreciation and love for reading. They will build on their speaking skills to become confident and effective debaters able to share their thoughts and feelings with respect and an appreciation for the views of others.

Launch

By the time students complete “Launch” stage they should be able to craft personal responses to texts, write and speak for a range of purposes and audiences, and consolidate their knowledge of grammar and vocabulary.

Build

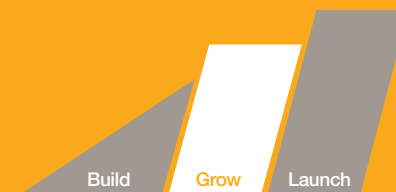


The knowledge and skill to:

- Understand increasingly challenging texts by gaining knowledge of new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Make inferences and refer to evidence in the text.
- Comprehend texts and check their understanding.
- Read critically including knowledge of how features present meaning.
- Recognise basic features of poetry and understand how these have been used.
- Know what setting, plot, and character are and the skill to identify them when reading.
- Know who Shakespeare was, how playscripts look and how to perform a play
- Compare and contrast texts through studying two or more authors.
- Write accurately and fluently, organising material and supporting ideas with any necessary factual detail.
- Write for some range of purposes and audiences.
- Use basic vocabulary, grammar and text structures when writing.
- Plan, draft, edit and proofread, including knowledge of vocabulary, grammar, structure and coherence.
- Understand and apply accurate grammar, punctuation and spelling, including the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English, and the skill to use it.
- Speak effectively, including of the differences between spoken and written language, use Standard English confidently in classroom discussion, express their own ideas and keep to the point.
- Improvise, rehearse and perform play scripts and poetry

The attitudes of a student who is starting to appreciate and develop a love of reading through reading a wide range of texts. This student can choose and read books, with support, for interest and enjoyment.

Grow



The knowledge and skill to:

- › Understand increasingly challenging texts by furthering their knowledge of vocabulary.
- › Make inferences and refer to evidence in a text and of the purpose, audience for and context of writing.
- › Know how figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.
- › Recognise a range of poetic conventions and understand how these have been used.
- › Know what setting, plot, and character are and the skill to identify them and their when reading.
- › Compare and contrast texts critically by studying two or more authors.
- › Know how the work of dramatists, including Shakespeare, is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- › Write accurately, fluently, effectively and at length for pleasure and information, for a wide range of purposes and audiences.
- › Organise material, supporting ideas and arguments with any necessary factual detail.
- › Apply their knowledge of vocabulary, grammar

and text structure to their writing and selecting the appropriate form.

- › Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- › Plan, draft, edit and proofread to improve the coherence, effectiveness and appropriateness of their writing.
- › Pay attention to accurate grammar, punctuation and spelling, applying spelling patterns and using this to analyse more challenging texts.
- › Draw on new vocabulary and grammatical constructions from their reading and listening and use these consciously in their writing and speech to achieve particular effects.
- › Know the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
- › Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- › Speak confidently and effectively, using Standard English confidently in a range of contexts, including by participating in classroom discussion, short speeches and presentations.

- › Participate in formal debates and structured discussions, summarising and/or building on what has been said.
- › Improvise, rehearse and perform play scripts and poetry.

The attitudes of a student who is starting to appreciate and develop a love of reading through reading a wide range of texts. This student can choose and read books independently for challenge, interest and enjoyment and rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

Launch



The knowledge and skill to:

- Understand and critically evaluate texts, drawing on knowledge of the purpose, audience and context of the writing to inform evaluation.
- Use evidence in the text to support a point of view, including justifying inferences with evidence.
- Analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.
- Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, drawing on skills from wider reading.
- Read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for purpose.
- Understand plot, characterisation, events and settings, the relationships between them and their effects, and the skill to identify and interpret themes, ideas and information.
- Write an informed personal response and evaluate the responses of others.
- Write accurately, fluently, effectively and at length for pleasure and information, adapting writing for a wide range of purposes and audiences.
- Describe, narrate, explain, instruct, give and respond to information and argue.
- Select and organise ideas, facts and key points, citing evidence, details and quotation effectively and relevantly for supporting and emphasising.

- Select and use vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context.
- Plan, draft, edit and proof-read, including the ability to reflect on whether their draft achieves the intended impact.
- Pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.
- Make notes and draft writing using information provided by others.
- Consolidate and build on their knowledge of grammar and vocabulary, studying its effectiveness and impact in the texts they read.
- Draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects.
- Analyse some of the differences between spoken and written language, including with formal and informal registers, and between Standard English and other varieties of English.
- Use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.
- Speak confidently, audibly and effectively, planning for different purposes and audiences, selecting and organising information and ideas persuasively and effectively.

- Work effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.
- Listen and respond in a variety of different contexts, both formal and informal, and evaluate content, viewpoints, evidence and aspects of presentation.
- Improvise, rehearse and perform 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.

This student will be able to read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction. The range will include Shakespeare, works from the 19th, 20th and 21st centuries and poetry. This student is able to choose and read books independently for challenge, interest and enjoyment.