

Barley Lane School English Department:

Curriculum Intent Statement 2026-2027

At Barley Lane, we believe that all students should have full access to a broad, interesting, challenging, and meaningful English curriculum throughout all Key Stages, and that every young person has the potential to enjoy and make progress within this subject.

Our vision is to ensure that students at Barley Lane School have the same educational opportunities in English and chance to succeed as any other young person and we work in line with the National Curriculum to ensure we do our utmost to foster students' academic success in English but also, importantly, to enrich young people's lives through the personal, social, and emotional learning opportunities that the subject offers.

Our core vision and aims within English:

- Ensure that all students can access and make progress in English, achieving their potential, whatever this looks like for them as an individual
- Promote the subject of English so that students understand its importance and relevance to their lives both in and out of school
- Foster a greater enjoyment of English by exposing students to, and giving them opportunities to adopt, a richer vocabulary. This will help them to gain confidence in the ability to use spoken language regularly, and be able to express themselves both in social and more formal contexts.
- Promote and develop a positive reading culture, recognising that reading for pleasure is the single most important indicator of a child's future educational success (OECD, 2002)

At Barley Lane, in addition to our school values: **Ready, Respectful, Safe**, which underpins our "Golden Threads" of **Resilience, Conflict and Resolution and Empathy**, we are guided by the principles and rationale stated within the National Curriculum for English, most notably:

- **READY, RESPECTFUL:** 'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them' They will be ready to listen and understand to their peers and learn to empathise with their situations whilst in school and beyond.
- **READY, RESPECTFUL, SAFE:** Literature is an essential factor in developing students 'culturally, emotionally, intellectually, socially and spiritually' – at school, we apply this to reading as well as the exploration of literary texts through classroom study. Understanding how to stay safe and through reading, recognising and find ways to find a resolution when conflict occurs.
- **READY, SAFE:** 'All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' – at Barley Lane, we value the necessity of helping to prepare young people for life beyond school. We recognise the key role that the subject plays in this through equipping individuals with literary skills and the resilience to participate meaningfully in wider society and ensuring that they have access to a range of opportunities.

How do we intend to achieve this?

- In Key Stage 2, students use the Read, Write, Inc phonics programme to develop and reinforce their phonics knowledge. They also use Literacy Tree, reading and writing routes, to develop their reading, writing and speaking and listening skills in line with the National Curriculum targets.
- We teach students primarily in Key Stage classes, based on their level of need and in Key Stages 2 and 3, the chemistry of the students. Planned and shared schemes of learning ensure that every student, in each Key Stage, has equal access to a challenging, interesting and well-structured curriculum.
- We provide additional support to students with lower literacy skills. We have implemented literacy intervention for those students we have identified as needing additional input and through programs such as 'Fresh Start' and 'Read, Write, Inc'. We are also using the Rapid Reader programme to support students in the development of phonics and comprehension and are continually developing a consistent approach this academic year.
- This year, we are continuing to implement the scaffolded 'pathways' approach so that each student in each class and for each topic follows a pathway of learning that is appropriate for them. This is determined using relevant baseline tests that are completed each half term before commencing a new unit.
- We provide clear models, working examples and scaffolding such as word banks and writing frames, to ensure all students learn how to write appropriately for a range of purposes and contexts and are offered alternatives to record their writing wherever possible. Students are given opportunities to practise and redraft work, so they can experience the feeling of success and completion and to make sure our marking is meaningful and contributes to student success.
- Throughout the curriculum, texts are chosen with the students in mind; where necessary, we have identified shorter or abridged texts which are more accessible to our students to ensure engagement in their learning and where possible, we offer opportunities to watch the texts that have been chosen, be this through film or a live performance, to ensure they develop a deeper appreciation for and understanding of the text.
- We recognise the importance of building essential literacy skills (spelling, punctuation, and grammar) into lessons regularly across all Key Stages, including GCSE lessons at Key Stage 4
- At secondary level in particular, we are mindful of the assessment criteria for GCSE and/or Functional Skills and ensure that our study programmes at Key Stage 3 feed into the requirements across the qualifications, enabling students at this stage to develop skills for both English Language and English Literature where relevant.
- We continually aspire to track progress for English in a meaningful and relevant way for this subject that ensures as staff we can identify collective as well as individual student areas of strength and gaps in learning. We assess, record, analyse, and feedback on data every half term, using findings to plan interventions and identify where students may need additional support or stretch and challenge.