

English Intent

The English programme at Hope House School is designed to develop good standards of language and literacy for all pupils. The bespoke and individualised programme, differentiates to individual needs, using a structured and visual approach to support communication, social understanding, and literacy skills for use in everyday living. Our English curriculum provides breadth and balance, is relevant and engaging and is personalised to meet the needs of all our children and ensure that everyone is able to achieve.

Reading is a top priority and a key driver for our curriculum. Our intention is to ensure every child is able to read fluently and with confidence by the end of their time at Hope House School, developing a love for reading during their time here.

The systematic teaching of phonics has a high priority throughout Foundation Stage and Primary. At Hope House School, we use a synthetic phonics programme from Twinkl which is one of the DfE approved schemes. We recognise that additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the phonics programme, reading is developed during English lessons, using high quality texts and focused skill teaching. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum.

Reading at home is encouraged and promoted throughout the school. Children working on the phonics programme take home a book matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. Following this, children work through our school reading scheme – these are levelled books which match the child's current reading ability.

Strong links are made between reading and writing. Through models of quality texts and writing for authentic purposes, we enable children to develop the knowledge to become successful writers for work, study and life.

All year groups have a Long-Term Plan which sets out the genres and grammar objectives that should be taught for each short term. This LTP follows the National Curriculum where applicable. The coverage of genres considers the main purposes for writing: to entertain, to inform and to persuade. Coverage has been designed to ensure that children cover several different genres and also gives them the opportunity to revisit those genres and build up their understanding of features.

From Year 9 onwards, pupils also work towards external assessment in the form of Functional Skills qualifications. The qualifications assess learners underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a progression to employment and further technical education.

For pupils who are not yet able to access the Functional Skills exam based route to gaining an English qualification, some pupils may focus their Post 16 studies on the ASDAN English Short Course or the combined study route of ASDAN Transforming Aspirations. The English Short Course accredits up to 60 hours of portfolio based English language and literature activities. The challenges are chosen based on pupil interests and abilities, therefore offering a knowledge rich unique learning opportunity. They can also underpin the preparation for Functional Skills qualifications and some elements of the GCSE English language and literature examinations.