



The GTS English Curriculum

Our intent

“be audacious. I would encourage teachers to be brave and creative, to use your subject expertise to design curriculums that will set pupils’ minds alight”. English teachers can inspire pupils and at the same time ensure that they are successful in exams. You can have your cake and eat it – you just need to use the right recipes.”

Sarah Hubbard HMI and National Lead for English

- To inspire a genuine love of literature, encouraging pupils to appreciate the profound effects it can have on our thoughts and the way we experience the world.
- To use literature as a vehicle for all pupils to explore their own lives, values, politics and morals within their communities and wider worlds, both real and imagined.
- To develop pupils’ knowledge of: key authors and texts across time and cultures; the disciplinary and contextual knowledge needed for the study of literature; how to construct and justify their own interpretations of texts.
- To ensure all pupils leave us as literate individuals, with a confidence in oracy, reading and writing.
- To celebrate the many rich and diverse forms of culture, heritage, backgrounds and language expressed in fiction, non-fiction, media and performance texts – our mission is to expose pupils to the ‘best of what has been thought and said’ within our field of study, alongside much wider examples of all forms of human creativity and achievement.

Our curriculum is deliberately crafted around ‘curriculum readiness’ – aiming from Year 7 to prepare pupils for later texts that they will study, writers they will encounter and skills they will develop. We hope to help knowledge ‘manifest itself indirectly but dynamically in future learning’ as pupils progress throughout KS3 English and move on to KS4 English Language and Literature programmes of study.

Curriculum Map

	Y7	Y8	Y9	Y10	Y11
Autumn Term	<p>Baseline writing assessment – letter of introduction</p> <p>Study of the play version of Frankenstein</p>	<p>Study of Romeo and Juliet</p> <p>Conflict in the media: Articles</p>	<p>Study of WW1 poetry</p> <p>Creative writing on the theme of dystopia</p>	<p>An Inspector Calls and essay skills</p> <p>Study of A Christmas Carol and revision of Victorian context</p>	<p>Poetry essay skills</p> <p>Study of Macbeth</p> <p>Paper 1 Preparation</p>
Spring Term	<p>Intro to Shakespearean England and studying a range of Shakespeare's most famous persuasive speeches and writing own speech</p>	<p>Animal Farm</p> <p>Non-fiction study - based on the suffragettes</p>	<p>Study of the witches in Macbeth and intro to Jacobean beliefs about witchcraft</p>	<p>Non-fiction study on war texts alongside</p> <p>Power and Conflict Poetry first set on war</p>	<p>Mock exams: Paper 1 Literature and Paper 1 Language</p> <p>Power and Conflict Poetry (2nd set - nature)</p> <p>WTM – Paper 2 Language</p>
Summer Term	<p>Poetry from other cultures</p> <p>Travel Writing</p>	<p>Study of the play Noughts and Crosses</p> <p>Creative writing based on prejudice and overcoming challenges</p>	<p>Non-fiction study – child labour</p> <p>GCSE bridging unit: The Power of Nature</p>	<p>Creative reading and writing based on chosen anthology of texts</p> <p>Year 10 exam – Literature Paper 2 and Language Paper 2</p> <p>S&L endorsement</p> <p>(Power and Conflict Poetry 2nd set (nature))</p>	<p>Revision of all all texts and skills</p>

Year 7 Curriculum

Core Content

Revisit

The Introducing Stage...

How can I make a strong first impression through my writing?

Baseline writing assessment and quality DIRT

- Read teacher's letter of introduction.
- Plan, draft and write an independent letter of response in the first pages of their books.
- Letter marked by teacher and pupils introduced to M&F protocols/literacy codes.
- Pupils undertake quality DIRT on their letter.

KAP: writing baseline assessment – a letter to describe one memory in detail.

Warm Up: one/two paragraphs of letter

Applying their KS2 knowledge of writing and skills.

English Language Papers 1 and 2
Section B
AO5/6

Frankenstein

Is Victor the real monster of the story?

Study of the play Frankenstein

- Read, enjoy and respond to the play Frankenstein.
- Introduce and embed AO1 skills: identify and interpret explicit and implicit info.
- Support ideas with textual reference and quotes.
- Introduce and embed the AO2/AO4 skills needed to analyse language and evaluate texts
- Introduce evaluative skills responding to 'to what extent do you agree' questions, based on the moral/ethical issues in the play.
- Introduce key skills for creative writing especially vocab, similes/metaphors and range of punctuation

KAP Reading: To what extent is Victor Frankenstein the real monster of the story? (S&L court room to be followed by a Q4 style essay)

KAP Writing: The Awakening: creative writing task based on the first 3 paragraphs of Chapter 5 in Mary Shelley's version

English Language Paper 1
Section A
AO1 AO2 AO4

English Lit paper 2 Section A
AO1 AO2

Intro to Victorian era/industrialisation/gender during Frankenstein study to be revisited during ACC/AIC

Shakespeare's Stunning Speeches

Why is Shakespeare considered one of the greatest writers of all time?

Study a range of Shakespeare's persuasive speeches

Write own persuasive speeches

Discover the facts and fun of Shakespeare – roughly two weeks of context and general knowledge about Shakespeare and The Globe.

- Read and enjoy some of Shakespeare's famous persuasive speeches from a range of plays.
- Analyse the persuasive devices employed in the speeches, teaching first two fully (Henry V and Macbeth) to use as the KAT. Use other speeches with lighter touch to reinforce persuasive techniques and lead in to writing phase).
- Introduce writing to argue and persuade skills in writing own speeches on a modern topic (choice provided).
- Develop ability to apply principles of planning, drafting, proof reading and editing

English Lit paper 1 section A
AO1 AO2 AO3 AO4

English Lang Paper 2 section B
AO5/6

Revised and embedded in Year 8 This is Where I Stand

Prep for S&L endorsement

<p>Writing KAP: Write a motivational team speech after reading Henry V speech (with the option of performing live or on video - Year 7 competition - 1 prize for best written; 1 for best performed. (Warm Up: write opening of speech) Reading KAP: Explain how language is used to present Lady Macbeth as a persuasive woman. (Warm Up: one/two PEEZ from the KAP)</p>	
<p>We All Came Here From Somewhere <i>What is the importance of cultural identify?</i></p> <p>Study of poetry from a range of cultures</p> <ul style="list-style-type: none"> • Explore what cultural identity is and the values we and others place on it. • Read and analyse a range of poems which explore a diverse range of cultures. • Analyse how cultural identity is portrayed in the poems. • Write an analytical essay exploring the experiences of a speaker within 'Island Man'. <p>Reading KAP: 'How does the writer explore identity in 'Checking Out Me History'?'</p>	<p>English Literature Paper 2 Section B Poetry</p> <p>AOs 1-4</p> <p>Revising and deepening the poetical knowledge from year 7 'Beauty of the Ballad' SoL. These skills will lead into skills needed for Literature Paper 2.</p>
<p>Travel Writing <i>How is culture presented in the wider world?</i></p> <ul style="list-style-type: none"> • Explore how a diverse range of cultures are presented in the media • Read and analyse a range of multimedia texts with a focus on exploring countries and their culture. • Analyse how meaning is created in different forms of travel writing • Write an original piece of travel writing inspired by personal or learned experiences <p>Writing KAP: creative writing task based on a culture and country of their choice</p>	<p>English Language paper 2 Section B</p> <p>AO5-6</p> <p>Developing the skill of non-fiction writing. Pupils will explore a range of forms of writing (articles, letters, journals etc.) needed for Language paper 2</p>

Year 8 Curriculum	
Core Content	Revisit
<p>A Plague On Both Your Houses! <i>To what extent is Romeo and Juliet a play about Conflict?</i></p> <p>Study of conflict in play</p> <ul style="list-style-type: none"> • Introduce the whole plot of the play Romeo and Juliet – 2 lessons. • Explore the conventions of a tragedy and types of conflict. • Read a range of extracts from the original. • Analyse the different types of conflict throughout the play. • Analyse the purpose of conflict in the play • Explore the historical events that influence Shakespeare’s inclusion of conflict in the play <p>KAP reading: How does Shakespeare present conflict throughout the play?</p>	<p>English Lang Paper 1 Q.4 – evaluation</p> <p>Eng Lit Paper 1 – Shakespeare</p> <p>Revising knowledge from Year 7 about Shakespearean England</p>
<p>Conflict in the media: Articles</p> <p>Non-fiction study</p> <ul style="list-style-type: none"> • Read and engage with a range of non-fiction texts based on current events and historical conflict. • Introduce the conventions of an article • Develop inference and analysis skills through close study of texts • Extending pupils’ understanding of the key themes of power and conflict that feature heavily throughout the Literature set texts • Development of creative writing skills with a particular focus on the form of an opinion article <p>Writing KAP: write your own article influenced by global issues</p>	<p>English Language Paper 2 Section A and B</p> <p>AOs 1-6</p>
<p>Animal Farm <i>What are the consequences of misusing power?</i></p> <p>Study of the novella</p> <ul style="list-style-type: none"> • Read and engage with a whole text. Pupils will read the entirety of Animal Farm and demonstrate reading comprehension. • Pupils will analyse key areas of the novella in detail • Pupils will learn and apply knowledge of the Russian Revolution (AO3 context) • Intro contextual knowledge needed to understand key concepts such as socialism, communism, totalitarianism etc. in preparation for An Inspector Calls and Power and Conflict poetry • Development of pupils’ understanding of power and conflict within Literature. Though this they will be exposed to key terminology that will support their study of the GCSE set texts e.g. allegory. <p>Reading KAP: Evaluation – Who is most to blame for what went wrong on the farm?</p>	<p>English literature and English Language Paper 1 Q4 skills.</p> <p>Evaluation</p>

<p>Deeds Not Words <i>Did the suffragettes win British women the vote?</i></p> <p>Non-Fiction Study</p> <ul style="list-style-type: none"> • Read and engage with a range of non-fiction texts based on women’s suffrage • Intro the skills needed to read successfully, and which underpin the learning for Eng Lang Paper 2: understanding non-fiction texts, summarising and synthesising, analysing language, comparing writers’ perspectives. • Intro contextual knowledge needed to understand gender roles and women’s rights when they tackle An Inspector Calls. <p>Reading KAP: write a letter to an MP</p>	<p>English Language paper 2 section A and B core skills</p> <p>AOs 1-6</p> <p>Intro key terminology and skills of comparison revisited in Year 9 WW1 and Years 10 and 11</p>
<p>Noughts and Crosses <i>How do our experiences change us?</i> <i>Can love overcome all obstacles?</i></p> <p>Study of a play</p> <ul style="list-style-type: none"> • Read and enjoy the play Noughts and Crosses • Understand the links between the play and the social/historical context of civil rights and racism • developing the skills students need for answering literature style character development questions. • focus on include inference and deduction • identifying, explaining and analysing writers’ methods • making meaningful contextual connections. <p>Reading KAP: Essay on Sephy’s character change Writing KAP: write a description based on the picture of Ruby Bridges or write a story based on overcoming an obstacle.</p>	<p>English Lang Paper 1 Q.4 – evaluation</p>

Year 9 Curriculum	
Core Content	Revisit
<p>Lest we forget... <i>Is it right and honourable to die for your country?</i></p> <p>to read and enjoy a range of war poetry and 1 week non-fiction study</p> <ul style="list-style-type: none"> • Read and respond to a variety of 19th/20th Century war poems • Approach all the poems as unseen texts to start with and begin by celebrating independent responses from pupils • Intro and maintain a comparative approach between poems • Analyse language, form and structure using appropriate terminology – embed use of SLICE/SPLICE • (Read/study two war themed non-fiction texts and introduce exam skills for Eng. Lang AOs 1-4 (paper 2 style unit Qu. 1-4)) <p>WARM UP: 2 comparative paragraphs of KAP</p> <p>KAP: All do part a and some do part b</p> <p>a) Choose one poem you have studied during this unit. How does the poet convey their attitude to war in your chosen poem?</p> <p>b) Choose one other poem you have studied. Compare this poem to the one you chose in part a. What are the similarities and differences in the ways this poet presents their attitude to war?</p>	<p>English Literature Paper 2 Section B (anthology) and Section C (unseen) AO1s-4</p> <p>Pupils will draw upon their learning from poetry in Years 7 and 8</p> <p>This learning will be recalled and revised during poetry studies in Years 10 and 11</p>
<p>Dystopian Creative Responses <i>walking in their footsteps.</i></p> <p>to enable pupils to find a voice as a creative writer and build up a toolkit to introduce the reading skills needed for Lang Paper 1</p> <ul style="list-style-type: none"> • Enrich pupils' writing through reading extracts from dystopian novels • Develop ability to apply principles of planning, drafting, proof reading and editing • Genre/feature conventions of writing to describe/narrate • Use of language, structure and literary devices for effect • Text and sentence structures • Creating character/creating atmosphere • Describing people and places • Introduce Language Paper 1 style writing task. Pupils have one lesson to plan and one lesson to produce the piece of writing. Following this assessment and DIRT, pupils then create an accomplished final version for homework (for display and/or publishing). <p>KAP: Language paper 1 style descriptive or narrative writing using the conventions of dystopian fiction.</p>	<p>This learning will draw upon creative writing done in Years 7 and 8 and introduce the toolkit they will need for GCSE which will be embedded during 'write like a pro'.</p> <p>Pupils will develop their understanding of key concepts introduced in Animal Farm e.g. communism, dictatorships, tyranny etc.</p>

<p>Fair is Foul and Foul is Fair <i>How would you modernise witchcraft?</i></p> <p>to read/watch and enjoy a Shakespeare text and moving image</p> <ul style="list-style-type: none"> • Understand and enjoy the plot of the whole play • Read/analyse some key extracts from the play • Analyse the presentation of the witches in key scenes • Read some non-fiction texts about witches to complement • Analyse the presentation of the witches in film versions <p>WARM UP: 2/3 paragraphs of KAP, focusing only on act 1:1 and opening of the film. KAP: compare the presentation of the witches in Shakespeare’s Macbeth with their presentation in Moffat’s BBC adaptation.</p>	<p>Understanding of witchcraft and Jacobean England will be revised and recalled during study of Macbeth in Year 11</p>
<p>Children At Work <i>What if it was me?</i></p> <p>Non-Fiction Study</p> <p>3 weeks</p> <ul style="list-style-type: none"> • Read and study a range of 19th, 20th and 21st century non-fiction texts based on the theme of child labour • Analyse the language, form and structure of the texts using appropriate terminology. • Focus on two texts and practice comparative skills for Lang Paper 2 Q2 and 4 <p>3 weeks</p> <ul style="list-style-type: none"> • Pupils study the conventions/features of writing to argue. • Develop ability to apply principles of planning, drafting, proof reading and editing • Pupils produce a non-fiction text linked to the theme of child labour. <p>Reading KAP: Q4 based on Shaftesbury speech and one other Assessment 2: Year 9 AQA Paper 2 Specimen Material Section B</p>	<p>English Language Paper 2 Sections A and B AO1-6</p> <p>Knowledge of Victorian England will be recalled/revised during study of AIC and ACC</p>
<p>The Power of Nature <i>How do writers present the theme of the power of nature on poetry and prose?</i></p> <p>Fiction and Poetry Study</p> <ul style="list-style-type: none"> • Read and study a range of unseen fiction extracts on the power of nature. • Read and study the cluster of anthology poems on the power of nature: • To explore how writers use language and structure to achieve effects. • To evaluate a text. • To recap and develop creative writing skills introduced in term 1. <p>Reading KAP: short response to Storm on The Island Writing KAP: Creative Writing task based on an image</p>	<p>English Language Paper 1 Section A skills AO1-4</p> <p>English Literature Paper 2 Section B Poetry AO 1-4</p>

Year 10 Curriculum	
Core Content	Revisit
<p>An Inspector Calls</p> <p>Entire study of the play focusing on:</p> <ul style="list-style-type: none"> • Understanding of and engagement with the plot • Characters • Themes • Social and historical context • Analysis of language and dramatic device • Essay skills • Planning skills <p>KAP: Unseen essay</p>	<p>English Literature Paper 2 Q.1</p> <p>AOs 1-4</p> <p>Victorian/Edwardian social context/suffragette movement</p>
<p>Bah! Humbug! Can people change for the better?</p> <p>Read and study the novella A Christmas Carol with a focus on:</p> <ul style="list-style-type: none"> • Understanding plot and structure • The presentation of characters • The themes of the play • The social/historical context of the text <p>KAT: Unseen essay</p>	<p>English Literature Paper 1 Section B AO 1-4</p> <p>Revise Victorian social/historical context</p>
<p>Non-fiction study: WW1/tourism texts</p> <p>to develop pupils' understanding and comparisons of non-fiction texts from different eras</p> <p>3 weeks</p> <ul style="list-style-type: none"> • Read and study a range of 19th, 20th and 21st century non-fiction texts on the theme of war - apply learning using the AQA Specimen paper on homework • Analyse the language, form and structure of the texts using appropriate terminology. • Focus on two texts and practice comparative skills for Lang Paper 2 Q2 and 4 <p>2 weeks</p> <ul style="list-style-type: none"> • Pupils study the conventions/features of writing to argue. • Develop ability to apply principles of planning, drafting, proof reading and editing • Pupils produce a non-fiction text linked to the theme of child labour. <p>Warm up practise papers: Elephants, November 2019 & Parenting, June 2017</p> <p>KAP: Unseen Paper 2</p> <p>Starters: Power and Conflict poems 1 (revise 3 from Year 9 and study 5 more: Remains, War Photographer, Poppies, The Charge of The Light Brigade, Kamikaze)</p>	<p>English Language Paper 2 Sections A and B AO1-6</p> <p>Revise knowledge and context of WW1 and Wilfred Owen</p>

<p>Speaking and Listening Endorsement Speech writing and presenting</p> <p>Prepare pupils for their spoken presentations focusing on: speech writing, rhetorical devices, Standard English, presenting a speech, responding to questions and feedback.</p> <p>KAP: Spoken Language Assessment</p>	<p>Unseen Poetry Skills as starters</p> <p>Persuasive writing devices</p> <p>Apply learning on Standard English and formal register in spoken voice studied during Write Like A Pro</p>
<p>Power and Conflict Poetry 2nd set: power of nature</p> <ul style="list-style-type: none"> Read and study Storm on The Island, Ozymandias, The Prelude, 	<p>Revisiting knowledge from Spring 1 poetry</p> <p>All poems will be revised in Year 11</p>

Year 11 Curriculum	
Core Content	Revisit
<p>Lit: Macbeth</p> <p>to read and enjoy a Shakespeare text</p> <ul style="list-style-type: none"> Spend one/two lessons revising what they know of the plot and characters in Macbeth – then straight into close textual study. Pupils study the presentation of characters and themes in the play. Pupils revise/understand the social/historical context of the play and how that impacts our understanding. <p>KAP: a response to a character/theme in a key extract then whole text</p>	<p>English Literature Paper 1 Section A AOs 1-4</p>
<p>Language: Creative Reading (100 mins) and Writing</p> <ul style="list-style-type: none"> Read and enjoy a range of unseen fiction extracts from teachit anthology Walk through supported paper using A Sound of Thunder Analyse how writers use language and structure to create effects in the extracts Explore evaluation questions: ‘how far do you agree that...?’ Revise creative writing skills and circular structure <p>Warm up practise papers: Sound of Thunder, November 2018 & The Silk Factory, June 2020</p> <p>KAP – Unseen Language Paper 1</p>	<p>English Language Paper 1 Sections A and B AO1-6</p> <p>Revise knowledge and context of WW1 and Wilfred Owen</p>
<p>Mock exams are after Christmas – we will do an English Language Paper 1 and an English Literature Paper 1 on Macbeth and A Christmas Carol</p>	
<p>Final poetry study (3rd set – identity/society: Tissue, My Last Duchess, London, Emigre, Checking Out Me History, London)</p> <p>Revision of all Lit texts and Lang exam prep WTM – Paper 2 Language</p>	<p>Revision of all set texts and Language Paper skills</p>



GTS KS3 SPaG Curriculum

Our intent

To ensure all pupils leave us as literate individuals, with a confidence in oracy, reading and writing, by encouraging pupils to strive for:

- an apt and ambitious vocabulary.
- a high level of accuracy in their spelling.
- a wide range of accurate sentence forms and punctuation for effect.
- cohesive and inventive text structures.

Curriculum Map

	Year 7	Year 8
Autumn 1 Spelling and vocab	Homophones	Basic spelling rules
Autumn 2 Sentences and punctuation	Sentence demarcation	Apostrophes for contraction/omission
Spring 1 Text Structure	Paragraphing	Paragraphing
Spring 2 Spelling and vocab	Expanding vocab	Expanding vocab
Summer 1 Sentences and punctuation	Sentence forms - compound and complex sentences	Using a range of punctuation for effect
Summer 2 Text Structure	Keeping in the right tense	Paragraphs for cohesion

Page Turners (library and literacy lesson)

Each Year 7 and 8 class have one 50 minute library and literacy lesson per fortnight which we call **PAGE TURNERS**.

The lessons involve visiting the library with the class and a 25 minute read aloud session from a wide range of fiction and non-fiction, especially from contemporary teen fiction and winners/nominees of prestigious awards such as The Carnegie Medal. The read aloud session is followed up with some reading questions focusing on vocab, retrieval, inference and analysis. The lessons also deliver short 'super SPaG activities', specifically tailored to our Years 7s and 8s to develop their literacy SPaG skills. The sequence and selection of the activities is based on our knowledge of where the gaps lie, diagnostic assessment and DDI of pupil writing.

Year 9 will follow the 'Page Turners Pro' programme: 2 lessons per half term looking closely at GCSE English Language style fiction and non-fiction texts with discussion and responses modelled on the Paper 1 question types.

SEN Pathways

General

Year	Pathway	Rationale
Year 7	<p>Pupils are taught in mixed ability classes for English. A whole school decision is made prior to the cohort starting as to whether there is a need for a separate class for the lowest ability learners.</p> <p>In English, this class would then be taught a heavily trimmed down and scaffolded version of the</p>	<p>Mixed ability in Years 7 and 8 allows us to get a true sense of the pupils' ability in secondary English skills. It enables all pupils to have no 'ceiling' put on their progress or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room. The smaller class enables the teacher to go at a slower pace and to scaffold the learning more heavily for these pupils. PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.</p>
Year 8	<p>Pupils stay in mixed ability classes. The low ability Year 7 class is disbanded amongst set classes which have extra TA provision.</p>	<p>Mixed ability in Years 7 and 8 allows us to get a true sense of the pupils' ability in secondary English skills. It enables all pupils to have no 'ceiling' or 'cap' put on their progress and aspirations, or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room. PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.</p>
Year 9	<p>Pupils are broadly setted in Year 9, with two 'top sets' created, one in each band. The other two classes in each band remain 'mixed'.</p>	<p>The creation of top sets gives us the opportunity to focus on really stretching those at the top end in readiness for GCSE.</p>

		<p>By mixing the middle and low ability in the other groups, the quality of discussion and engagement and pupil aspirations remain high and leads to less behaviour issues. PP pupils also benefit from mixed ability teaching where there is no 'cap' on progress and a broad mix of skills and backgrounds.</p>
<p>Year 10 and 11</p>	<p>Pupils are broadly setted in Year 10, with two top sets created, one in each band and the groups below</p> <p>One class in Year 10 is a smaller class of low ability learners, whose pathway is decided based upon the profile of the learners.</p> <p>This year 2022-23, the class are studying GCSE English using a new specification by Pearson which caters more specifically for lower end pupils.</p>	<p>We strongly believe that the vast majority of pupils are able to access both GCSE Lang and Lit.</p> <p>The two top sets allows us to teach specifically to the grades 7 - 9 to push the high attainers.</p> <p>By mixing the middle and low ability in the other groups, the quality of discussion and engagement and pupil aspirations remain high and leads to less behaviour issues. It enables all pupils to have no 'ceiling' or 'cap' put on their progress and aspirations, or any assumed barriers to their learning. All pupils are exposed to the rich discussion and insights which arise from having a mix of abilities in the room.</p> <p>The small group of the lowest attainers allows for a more supported approach and the choice of either FS or GCSE to best suit the profile of the individual cohorts.</p>

Interventions

Intervention	Problem it is trying to solve	Research supporting this intervention.	Format of intervention	Year group	Expected Outcome
Read Aloud	Whole school reading age is lower than expected at each age group/cohort. A significant number of pupils lack resilience in reading and do not engage in reading for pleasure at home. Pupils not being able to access age related text results in them not being able to attain their highest possible grades in GCSEs. Books also afford pupils greater cultural capital.	<p>Reading Reconsidered – Doug Lemov et Al</p> <p>EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references)</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf(oup.com.cn)</p>	3 x 15 minutes per week in registration time and 1 x 20 min per fortnight in house time. Whole class.	ALL	<p>Pupils will gain cultural capital from reading the GTS Literary Canon.</p> <p>Pupils will gain more resilience towards reading unfamiliar texts</p> <p>Average reading age of the cohort improves / over 50% of pupils show an improvement in their reading score</p>
E&I Paired Reading	Pupils in year 7 for whom RWFS has not worked or for whom Lexonik is not yet appropriate need help in improving their fluency.	See above and read aloud as based on read aloud	Y10 literacy leaders trained in guided reading pair up with Y7 on 1-2-1	7	<p>Reading fluency to improve on more common harder vocab and pupils to feel able to tackle more challenging texts at and above their frustration level.</p> <p>Reading standardised score to increase.</p>
RWFS (read write for success)	Pupils identified with a reading score below 85 often have gaps in their knowledge of phonics and lack the ability to grasp meaning in the texts they encounter in school. Phonics are widely accepted as	<p>The EEF Guide to Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Ruth Miskin, RWFS has been long established at GTS and we have evidence</p>	4 x 50 minutes per fortnight. Pupils are withdrawn from other lessons.	7&8	<p>Pupils have greater fluency and ability to decode words, based on an improved ability to apply phonics.</p> <p>Reading standardised score to increase.</p>

	<p>the building blocks to developing the ability to decode words and develop reading. RWFS aims to work with pupils to help improve their ability to use phonics to decode words and improve reading fluency and resilience</p>	<p>of the improvements this phonic based course has on non-secondary ready pupils with a reading score below 85. https://www.ruthmiskin.com/en/</p>			
Repeated Reading	<p>Pupils for whom RWFS has not worked or for whom Lexonik is not yet appropriate need help in improving their fluency.</p>	<p>Therrien(2003) in a meta-analysis of repeated reading studies since 1979 found:</p> <ul style="list-style-type: none"> • The Repeated Reading model was an effective intervention for improving the reading fluency of both general and special education students • This meta-analysis also suggested that repeated reading with an adult present proved to be more effective than repeated reading interventions where students were engaged with a peer or audio recording. • In addition, using instructional level texts as opposed to the more difficult level texts also produced faster and larger fluency gains. <p>James Siddle (2021) Reading Fluency (Kyra Research School)</p>	<p>1-2-1 sessions led by literacy specialist delivered in 4x20min sessions a week for 8 weeks</p>	8	<p>Reading fluency to improve on more common harder vocab and pupils to feel able to tackle more challenging texts at and above their frustration level. Reading standardised score to increase.</p>
E&I Repeated Reading	<p>Pupils in year 7 for whom RWFS has not worked or for whom Lexonik is not yet appropriate need help in improving their fluency.</p>	<p>See above and read aloud as based on read aloud and repeated reading theories and strategies.</p>	<p>Y10 literacy leaders trained in repeated reading pair up with Y7 on 1-2-1</p>	7	<p>Reading fluency to improve on more common harder vocab and pupils to feel able to tackle more challenging texts at and above their frustration level. Reading standardised score to increase.</p>
Lexonik	<p>From the NGRT scores our pupils have, on average, lower reading ages than their peers nationally. This inhibits their ability to access GCSE exam questions.</p>	<p>The EEF Guide to the Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Staffordshire University Academy case study into the use of Lexonik.</p>	<p>1-2-6 small groups led by trained Lexonik teacher in 6 x 50 min sessions over 6 weeks</p>	7 & 8	<p>Pupils to feel able to tackle more challenging texts at and above their frustration level. Pupils able to decode and comprehend words by breaking them down into suffixes and prefixes Reading standardised score to increase.</p>

		https://lexonik.co.uk/project/staffordshire-university-academy/			
E&I English – Year 8	Pupils that have been identified as not making expected progress according to their flight path	<p>The EEF defines small group tuition as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p> <p>6. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	Delivered once per week in E&I for 50 minutes by a subject specialist teacher. Typically, we use larger groups than defined by the EEF of up to 10 pupils.	8	Pupils make progress in line with their FPG/PFG
E&I English – Year 9	Pupils that have been identified as not making expected progress according to their flight path		9		
E&I English – Year 10	Pupils that have been identified as not making expected progress according to their PFG		10		
E&I English – Year 11	Pupils that have been identified as not making expected progress according to their PFG		11		
1-2-1 Tuition	Disadvantaged and vulnerable Pupils, especially those that are currently in	<p>DFE: School-Led Tutoring guidance (Sept 2021)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-</p>	1-2-1 50min/60min sessions, per week delivered by qualified tutor	ALL – CIC & PLAC	Pupils make progress in line with their FPG/PFG

	local authority care or have been in LA care that have been identified as not making expected progress according to their PFGs	Led Tutoring Guidance .pdf Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF			
IDL	Pupils that identify as dyslexic and are not making expected progress in literacy and numeracy	https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research	Pupils log on to the IDL platform and complete exercises at their own pace	ALL?	Reading standardised score to increase?
Toe-by-Toe	Pupils with a reading score below 85 and who have gaps in their phonics knowledge.	https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf		8	
Small group tuition (lunch)	Disadvantaged and vulnerable Pupils that have been identified as not making expected progress according to their PFG	DFE: School-Led Tutoring guidance (Sept 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF		10 & 11	