






	English
Vision	English is fundamental in education and society, our aim is to ensure that all pupils are equipped for the demands of further education, adulthood and the world of work.
Philosophy	Our ethos is for all pupils to be able to speak, read and write with fluency and imagination so that they can communicate their ideas and emotions in a clear and coherent manner.
Intent – our curriculum design principles and what we intend for the young people to learn:	As with all our subjects at TDPC, we base our curriculum design around the following principles: <ol style="list-style-type: none"> 1. Feeling successful 2. Broadening horizons 3. Oracy opportunities 4. Applying core skills 5. Disciplinary thinking
Feeling successful 	<p>We acknowledge that our cohort of pupils at TDPC have had disrupted learning and may struggle to access learning.</p> <p>We are ambitious for all our pupils to access learning so lessons are planned to include those who will need more scaffolding and others who require a greater challenge.</p> <p>Students will develop their literacy skills through a number of themes throughout the year, with opportunities to develop their reading and writing skills</p>
Broadening horizons 	Students will be able to access a range of texts and resources from the 19 th century onwards chosen with the aim of broadening pupils' understanding and engagement with the world around them. For a number of learners, texts and resources are tailored to their specific interests to encourage engagement and work towards building an awareness of the world around them
Oracy opportunities 	Students are encouraged to become active listeners and confident speakers; they will be able to share their viewpoints with others and be respectful of other people's viewpoints, understanding that these will likely be different to their own different to their own.
Applying core skills 	<p>Students will be encouraged to share and record their ideas in different ways with the aim of developing their reading and writing skills; within the classroom adapted activities, scaffolding, modelling and collaborative work, adopting an 'I do', 'We do', 'You do' approach in order to support learners to build skills and solid foundations for learning</p> <p>During tutorials, students will be encouraged to read regularly to develop and practise their prosody skills</p> <p>Students will have the opportunity to experience success with their learning and feel a sense of achievement</p>
Disciplinary thinking	Students will be encouraged to think like a writer when engaging with texts, focussing on the how the writer has conveyed meaning and the

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	success of this. Students will understand the impact that language can have upon an audience and how the writer encourages engagement with their text and the ideas contained within it. Students are encouraged to think critically
Implementation – how we teach our intent:	We are ambitious for all our pupils to access learning, so lessons are planned to include those who will need more scaffolding and others who require a greater challenge. In order to achieve our ambitions, we use differentiated questioning and resources as well as creating individual learning programmes for those who will benefit from additional support.
Accreditation	<p>At TDPC we deliver a range of qualifications in English that reflect the level the young person is working at; there are opportunities for young people to do GCSE English Language, English at Entry Level or AQA Unit Awards which are tailored to individual interests.</p> <p>We deliver the Eduqas syllabus for both GCSE and Entry Level English. AQA Unit Awards are offered from Entry Level 3 to Level 1</p>