



# Longridge High School

## Curriculum Intent English



THE BAY  
LEARNING TRUST

### 1. Vision & Purpose

- Through English, we aim to foster confident communicators who think critically, read widely, and write with clarity and purpose, ensuring and assuring that all pupils have ‘a seat at the table’ of society and are empowered with a confident and articulate voice for themselves and others.

### 2. Ambition for All Learners

- We believe every pupil, regardless of prior attainment or background, should have access to high-quality literature and writing opportunities. Support will be provided for SEND, EAL, and disadvantaged pupils to ensure equity in outcomes.
- Challenge is embedded through texts of increasing complexity, varied writing genres, and tasks that stretch pupil thinking—encouraging not just what pupils know, but how they use their knowledge.
- Giving them the important knowledge they need to understand, participate, question and interpret themselves and the world around them.

### 3. Knowledge & Skills Development

- Rich and diverse texts will allow pupils to embrace and celebrate their own and others’ diversity and cultures through ‘windows, mirrors and sliding doors,’ promoting self-reflection, self-awareness, social awareness and emotional integrity to interpret their own life and the lives of others.
- Pupils will build a strong foundation in reading: comprehension, inference, authors’ language and structure, comparison of texts. Independent reading is supported through pupils’ access to online reading resources.
- Writing skills will develop across genres—creative writing, descriptive, persuasive, discursive with attention to grammar, vocabulary, syntax, and style.
- Oracy and spoken English through structured discussion, debate, presentation skills will be part of learning to enhance pupils’ confidence and speaking skills.

### 4. Sequencing & Progression

- In KS3, pupils are introduced to core text types which gradually build complexity: initial focus on reading and writing foundations, then moving to analysis, critical thinking, and independent writing.
- In KS4, knowledge and skills are taught ensuring further depth with clear sequencing and progression of reading, writing and spoken word.

### 5. Literacy, Oracy & Vocabulary

- Explicit teaching of key vocabulary for different text types and literary devices. Pupils learn to use subject-specific terms correctly in reading, writing and speech.
- Regular class discussions, presentations, reading aloud, paired speaking-and-listening tasks to support oracy, confidence, and communication skills.

- Reading recovery programmes are also provided to support pupils who may fall below expected standards.

## **6. Enrichment & Cultural Capital**

- Enrichment through literary events, reading 'book club' clubs, theatre visits, author visits. e.g Year group visits to Howarth to look at Charlotte Bronte and visits to Strafford to develop Shakespeare knowledge.
- Use of homework, recommended reading lists, reading for pleasure to broaden pupils' experience beyond the classroom.

## **7. Cross-Curricular Links & Real-World Relevance**

- English supports work in all other subjects: writing, reasoning, and development of language and key vocabulary.

## **8. Safeguarding & Online Safety**

- English curriculum incorporates digital safety when pupils work with texts or access online platforms; responsibility and ethics around language and content are part of discussions.

## **9. Assessment & Impact**

- Pupils' progress in reading and writing is monitored through regular formative assessments (essays, reading tasks, quizzes) and summative exam-style assessments.
- Spoken language is assessed frequently at KS3 and KS4.
- Feedback loops ensure areas of weakness (e.g. grammar, comprehension) are identified and addressed.