

English Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the English curriculum enables learners to develop the literacy, communication and critical thinking skills required to access learning, engage confidently with the wider world and achieve future success. Through reading, writing and spoken language, learners explore diverse texts, experiences and perspectives while developing the confidence to communicate effectively and express themselves with clarity.

The curriculum empowers learners to become thoughtful readers, skilled writers, and confident communicators who are prepared for life beyond school.

The Role of English within the Trinity Curriculum

English forms a central part of the **Core Academic** strand of the Trinity Curriculum Model and provides the foundation for learning across all curriculum areas. Through the development of literacy, communication, and analytical skills, learners are supported to access knowledge, articulate ideas and participate successfully in education, employment, and everyday life.

English contributes significantly to the academy's curriculum drivers by promoting literacy, communication, independence, SEMH development and preparation for adulthood. Through literature, discussion and writing, learners develop empathy, resilience, self-awareness, and an understanding of different cultures, perspectives, and experiences.

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in reading, writing, communication, and independence from their individual starting points.

Progress is measured through curriculum mastery, ensuring that learners develop both disciplinary knowledge and transferable literacy skills over time. Through Trinity Academy's assessment framework, learners are supported to develop reading, writing and communication skills in a structured and progressive way, building confidence and competence across Key Stages 3 and 4.

Key Stage 3 Intent

At Key Stage 3, learners develop the core reading, writing and communication skills required to access the wider curriculum and participate confidently in the world around them.

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Developing Reading and Literacy Knowledge

Learners develop reading fluency, comprehension and critical understanding through exposure to a broad range of literary and non-fiction texts. The curriculum includes myths and legends, nineteenth-century fiction, Shakespeare, contemporary fiction, poetry, speeches, biographies and journalism.

Through these texts, learners develop cultural capital whilst building knowledge of language, structure, genre and authorial intent.

Developing Analysis and Critical Thinking

increasing sophistication. Through the study of themes such as identity, power, conflict, morality, adventure, ambition and belonging, learners learn to justify opinions, explore multiple perspectives and understand how writers shape meaning and influence audiences.

Developing Writing Skills

Learners develop the ability to write effectively for a range of audiences, purposes and forms. The curriculum provides opportunities for narrative, descriptive, transactional, persuasive and analytical writing.

Through carefully sequenced learning, learners build technical accuracy, creativity and control whilst developing the confidence to communicate ideas independently and effectively.

Developing Oracy and Communication

Spoken language is embedded throughout the curriculum. Learners participate in discussion, debate, presentation and collaborative learning activities which develop confidence, active listening and effective communication.

These opportunities help learners articulate ideas, justify viewpoints and engage positively with others.

Developing Literacy and Vocabulary

The English curriculum plays a central role in developing literacy across the academy. Learners develop vocabulary, comprehension, spelling, grammar and sentence construction through explicit teaching and regular application.

A strong focus on academic vocabulary ensures learners can access increasingly complex texts and communicate confidently across all curriculum areas.

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The curriculum is carefully sequenced to develop increasingly sophisticated analytical, interpretative and communication skills. Learners are encouraged to engage critically with texts, articulate their ideas clearly and use evidence effectively to support their views.

This foundation prepares learners for accredited pathways at Key Stage 4 whilst fostering a love of reading, discussion and self-expression.

Key Stage 4 Progression

At Key Stage 4, learners build upon the foundations established during Key Stage 3 through personalised qualification pathways.

Learners access:

GCSE English Language

Functional Skills English

according to individual needs, attainment, and aspirations.

The curriculum focuses on critical reading, evaluation, transactional writing, communication, and literacy for adulthood. Learners develop the skills required to analyse, evaluate, and respond to increasingly complex texts whilst refining their own written and spoken communication.

This prepares learners for success in external qualifications, further education, employment, and everyday life.

Developing Digital Literacy

Educational technology is used to enhance reading, writing, research, and communication. Learners use digital tools to access texts, develop written work, conduct research, and present ideas. This supports the academy's commitment to digital literacy and aligns with the NAACE EdTech Review Framework by helping learners become confident, responsible, and effective users of technology.

Supporting SEMH Development

The English curriculum has been designed to support learners with SEMH needs through structured learning, carefully selected texts and opportunities for self-expression.

Literature provides opportunities for learners to explore relationships, identity, resilience, conflict and belonging whilst developing empathy, emotional literacy and self-awareness.

Discussion and reflection support learners in understanding both themselves and others.

Many learners arrive with disrupted educational experiences, gaps in literacy and low confidence as readers and writers. The curriculum is therefore designed to remove barriers to learning whilst maintaining high expectations and academic ambition.

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Through reading, discussion and writing, learners develop their ability to communicate effectively, express opinions respectfully, understand different perspectives and engage confidently with the world around them.

Preparation For Adulthood

Preparation for Adulthood is embedded throughout the English curriculum. Learners develop the literacy, communication, and critical thinking skills required for further education, employment, and adult life. Through reading, writing and discussion, learners gain the confidence to express their views, evaluate information critically, and engage effectively with the world around them.

Intended Outcomes

By the end of Key Stage 4, learners will:

- Read confidently across a wide range of literary and non-fiction texts.
- Demonstrate secure literacy skills that support learning and future success.
- Analyse how writers use language, structure, and form to create meaning and influence audiences.
- Write effectively for a range of audiences, purposes, and contexts.
- Communicate ideas confidently through speaking, listening and discussion.
- Use subject-specific and academic vocabulary accurately and confidently.
- Use technology effectively to support reading, writing, research, and communication.
- Demonstrate confidence, resilience, and independence in their learning.
- Be prepared for further education, employment and adult life through strong literacy and communication skills

Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious English curriculum that develops literacy, communication, critical thinking and cultural understanding.

Through carefully sequenced learning and high expectations, learners are supported to become:

- Confident readers

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- Articulate communicators
- Purposeful writers
- Critical thinkers
- Successful learners prepared for further education, employment and adult life