

RMA Curriculum statements 2025 – 2026

Subject	English
Key Stages /Years	KS3 and KS4

Intent	Implementation	Impact
At Riverside Meadows Academy, Our English Curriculum's core purpose is to address gaps in learning to allow pupils to access and advance through the secondary curriculum, as they underpin, secure and build on knowledge and skills from the primary curriculum. The curriculum is designed to encourage and develop a love of reading, writing and oracy to enable to prepare our pupils for life as successful, valued and socially responsible members of the wider community. Our aim is to inspire a large appreciation of varied literary heritage and	Following baseline assessment on entry, the curriculum will be adapted as necessary for cohorts and individuals to facilitate their development into literate and articulate citizens. English knowledge and skills are embedded across all curriculum areas and documented in curriculum plans. The aims are embedded across English lessons and the wider curriculum. We have a well organised English curriculum and framework that provides purposeful opportunities for reading, writing and oracy. We aim to use a wide variety of texts and resources to both, motivate and inspire our pupils. We believe our pupils deserve a broad, balanced and ambitious English curriculum, rich in skills and knowledge. Teachers also ensure that cross curricular links with topic work are woven throughout the programme of study. The national curriculum for English aims to ensure that all pupils: • read easily, fluently and with good understanding. • develop the habit of reading widely and often, for both pleasure and information.	We measure the impact of our English curriculum across both key stages through a structured assessment programme, including WRAT 5, GL Assessments, and regular internal assessments. These enable us to track progress and respond to individual needs. Our curriculum is designed to secure sustained learning and mastery of transferable literacy skills that pupils apply across all

to embed a habit as well as a love of reading widely and often. English forms the basis for our development, relationships and understanding of the world around us. Through the development of effective written and spoken communication, it is the foundation of our learning. We believe that children need to develop a secure knowledge base within English, which follows a clear path of progression as they advance through the secondary curriculum whilst underpinning, securing and building upon the primary curriculum.	• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. • appreciate our rich and varied literary heritage. • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. At Riverside Meadows, we identify pupils who need support and intervention, and we provide this in the most efficient and effective method possible. We run intervention groups in response to assessment data, targeting phonics, handwriting and early reading skills including comprehension. GL Assessments and WRAT 5 assessments inform appropriate targeted intervention, underpinned by robust data analysis. The majority of pupils in school have an EHCP and have reading and comprehension as a set target. Teachers plan and implement English lessons which are adapted to the particular needs of each child.	subjects. By the end of KS4, pupils show improved confidence and competence in reading, writing, and spoken communication, with greater ability to understand texts, express ideas clearly, and engage in discussion. Assessment information is used termly to plan targeted interventions that address gaps in learning, particularly for pupils who join the academy below age-related expectations, including programmes such as Read Write Inc. Our literacy initiatives strengthen progress through consistent, evidence-informed practice.
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Enrichment	Word book day. Reading for pleasure- library visits encouraged and facilitated.	