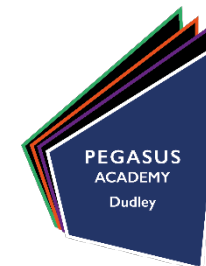


Pegasus Academy

Statement of Curriculum Intent – English

2025/26



Our broad and balanced curriculum is underpinned by our belief that every child should reach their full potential; regardless of their starting point. Through an engaging, accessible, diverse, aspirant and challenging knowledge rich curriculum, we ensure that learners are maximising their potential, building skills throughout the years. Through our carefully selected choice of texts, we will instil a love of reading for both purpose and pleasure, creating lifelong readers. The quality of texts chosen throughout the schemes of learning ensure that learners build their awareness of the world around them, experiencing worlds outside their own for both a richer and greater understanding of the world, developing their cultural capital which will prepare them for their challenging futures.

Our ambitious, curriculum is carefully sequenced to allow learners to identify their prior learning and our progressive approach enables learners to maximise and build knowledge and skills each the year. This allows our learners to approach each new scheme with confidence. This confidence is also increased by our use of interleaving DNAs which promote retention of prior learning and help to “make learning stick”. This is further supported by the inclusion of oracy opportunities in every scheme of learning, it is our belief that providing student with the skills and time to express their thoughts and opinions, allows them to feel valued and interact more effectively with the curriculum.

Empowering our learners to overcoming barriers by exposing them to a breadth and depth of literature enables them to become confident speakers, analytical readers and proficient writers regardless of background or starting point. Therefore, we do not shy away from both varied and challenging texts. This is underpinned using Doug Lemov reading strategies to ensure learners are challenged yet, supported.

How will this be achieved in our curriculum?

To achieve this, teachers will be responsive to the needs of the learners in front of them as it is our belief that all children should reach their full potential. We are conscious of the role that literacy and vocabulary plays not only in English, but across all subjects and we explicitly teach vocabulary using The Frayer Model and our KS3 home-learning programme, Bedrock. We address Lemov’s plagues of reading in our KS3 schemes and enhance and secure understanding using text dependent questions in each scheme of learning.

As subject specialists, staff are responsive to learner needs and the use of interleaving Do Now Activities and hinge questions allowing them to respond to misconceptions and address these accordingly. As a department we provide consistent learning experiences for learners to respond verbally through carefully selected Oracy opportunities. This incorporates the inclusion of structured talk, formal talk, debates, questioning and opinion-based activities.

We instil a love of literature and provide a range of fiction and non-fiction texts which explore diverse topics. This is complemented by our extra-curricular provision whereby we offer a reading group. We ensure that via highest quality of teaching and learning, learners are equipped with skills not only for success in their GCSEs, but also for the wider world when they leave Pegasus Academy.

How does assessment fit in?

Being part of a Trust has allowed us to develop common summative assessments. These allow learners to demonstrate their growing understanding of the subject and teachers to assess the impact of their teaching. Summative assessments in years 7-11 are taken 6 times a year, enabling teachers to focus on formative assessment from lesson to lesson.

Our prime method of formative assessment is via demonstrate and connect. The demonstrate task is an independent activity that involves an exam or specification-based question that allows the class teacher to evaluate the progress achieved in a lesson. This allows teachers to assess the extent to which learners have met the progress indicators and secured core knowledge. This is then followed by the connect task which is an activity designed to address misconceptions or mistakes from the previous lesson's Demonstrate task. Time is also given for Green for Growth lessons whereby we promote a culture of error and allow learners to correct errors and reflect on misconceptions in order to drive progress. We also use hinge questions as a formative assessment method to assess misconceptions and ensure that knowledge is secure.