BEECHEN CLIFF

KS3 Achieve

KS4 English/Maths Support

Curriculum Booklet

2026-27

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Subject Curriculum Intent:

Achieve - English Support Key Stage 3 Curriculum Intent

This is an ambitious curriculum, constructed to develop learners needing extra support having transitioned from primary school with results, or expected results, well-below Age Related Expectations in reading. Children who struggle with reading typically have difficulty in one or more of the four following areas and these are the ones which are prioritised for teaching in Achieve:

- Phonics and phonological awareness. The capacity to understand letter-sound correspondence and the ability to hear, recognize, and produce the sounds of spoken words.
- Reading fluency. The capacity to recognize sight words and to read words fluidly, efficiently, and with appropriate expression.
- Vocabulary. The capacity to understand the meaning of words while reading and to recognise and use them in communication.
- Reading comprehension. The capacity to understand and to make sense of what one has read.It focuses on core literacy skills .

Other areas of literacy are also included in Achieve and these are further developed once reading is secure. These include writing, listening and speaking. The aim is for all students to have a reading age standardised score which is at or above 100 by the end of KS3 so that they can access the GCSE curriculum. The curriculum is structured in such a way that students are able to graduate from Achieve English Classes at any time. Those students that remain in Achieve in Year 8 and 9, will continue to receive additional literacy instruction in a small class for two hours per week. These lessons help to reinforce the English curriculum and further support any remaining literacy gaps.

Support English and Maths (Years 10 - 11) Curriculum Intent

This is a bespoke curriculum, constructed to support students to acquire the skills needed for a secure grasp of the fundamentals of English and mathematics so that they can access the GCSE curriculum and achieve GCSE Maths Grade 4 or above.

In Support English, the focus of the lessons continues to be on core literacy skills but these are taught through resources linked to the GCSE English Language and Literature exam**.**

In Support Maths, the focus is on the core skills from which the rest of mathematics is built upon. The Achieve curriculum is structured and sequenced in such a way that students' time in Achieve improves their numeracy level as they move up the years. As well as continuously revisiting core mathematical principles, following any assessment each pupil has a "heat map" generated which details the pupil's strengths and weaknesses from the assessment. This allows for reinforcement of topics taught in the pupils' mainstream Maths classes and provides an opportunity to demonstrate what they have learnt through low stake assessments.

Subject Curriculum Implementation:

Achieve - English Support Year 7 - Implementation

In Year 7 the key focus of this intervention is on the core skills associated with reading as explained above. Pupils have four taught hours each fortnight with the school's SENDCo where the programme Read Write Inc. Fresh Start, a phonics catch-up and intervention programme aimed at 9-13 year olds is used. Fresh Start teaches students to read unfamiliar words accurately and therefore read texts fluently and with understanding. There is an added focus on spelling and handwriting in Year 7, where needed. This is part of a bespoke, not reduced curriculum; pupils in Year 7 studying the Achieve Curriculum continue to study a language. This is taught over two hours each fortnight.

The Achieve curriculum is structured and sequenced in such a way that students' time in Achieve decreases as their literacy gap closes and they move up the years. Pupils may also graduate out of Achieve English at the end of Year 7 or at any time in Year 8 or 9. Students are regularly assessed (formally and informally) to identify progress and ascertain when they are ready to move back into the mainstream English class.

Achieve - English Support Year 8 and 9 Implementation

Where pupils have not yet managed to secure a reading age standardised score of 85 or above, and continue to struggle with reading fluency, further small group literacy support is provided by the English Department to further develop their analytical reading skills and begin to explore writer's craft. If needed, additional phonics support continues to be given by the SENDCo to secure their skills and reduce the potential for any 'wash out' from the intense support received in Year 7.

Achieve - Maths Support Year 8 and 9 Implementation

At the start of each lesson, students' knowledge of key mathematical skills is assessed through questioning. These will focus on specific skills throughout a term, with misconceptions addressed and the difficulty increasing over time. The progress on each topic is recorded in a tracking sheet in the back of books. The main scheme of work for each class is bespoke and tailored to the requirements of the group. This is done using the MET (Mathematics Expertise Tower) system where results from all maths assessments are collated. A "heatmap" is then produced identifying the key learning gaps for the group. An example is given below.

	Number & Ratio	***Algebra & Graphs***	***Geometry & Measure***	***Probability & Statistics***
26	Finding any ***percentage of*** an amount by combining simple percentages	Recognise and continue ***sequences of patterns*** or diagrams	Use the sum of ***angles*** at a ***point*** or on a ***line*** or ***vertically opposite*** to calculate angles	Draw a ***pictogram*** for categorical data, including deciding what key to use
25	Find a ***fraction of*** an amount	***Simplify expressions*** by applying standard algebraic notation	Plotting and reading ***coordinates*** in all 4 quadrants	Read from or complete a ***bar chart*** for categorical data with a simple scale
24	Put decimals in ***order*** and ***round to decimal places***	Writing ***expressions*** from simple descriptions like 4 more than n	Show how a shape ***tessellates***	Read a ***pictogram*** for categorical data given a simple key
23	Use a written method of ***multiplication*** with 2/3 digit whole numbers	Recognising arithmetic, geometric, quadratic or Fibonacci patterns and ***continuing sequences***	***Area and perimeter*** of shapes made from 1 cm^2	Complete a ***tally chart*** for discrete or categorical data

The lesson topics are chosen to address these key learning gaps. Each term a new heatmap is generated to identify the ever changing learning gaps.

Pupils complete termly assessments focussing on the skills that have been addressed during the term and the results of these are used to inform subsequent skills development.

English and Maths Support Year 10 and 11 Implementation

Students with learning difficulties and ongoing gaps in literacy or numeracy, may choose to take eight GCSEs (one fewer than others) and use the 5 hours per fortnight of curriculum time to improve their literacy/numeracy with the aim of achieving a minimum of Grade 4 at GCSE.

Students are taught in classes of up to twelve pupils by the school's SENDCo or another qualified English/Maths teacher under the guidance of the SENDCo. In Year 10 the lessons focus on achieving Level 1 and Level 2 in Functional Skills. This provides valuable exam experience and supports students with key skills in literacy and numeracy. In Year 11, the lessons follow the maths and English Language GCSE curriculum and are used to pre/post teach knowledge and skills and hone exam technique.

Allocated Curriculum Time:

Fortnightly lesson allocation	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
English	6 + 2 reading	7 + 1 reading	7 + 1 reading	8	7
Achieve/Support English	4	3	3	3	3
Language (French or Spanish)	1	2	2	-	-
Support Maths	-	2	2	2	2

Achieve - English support - Year 7

	Curriculum Foci Areas
Standardised Assessments	Each student's starting point is measured using the following standardised assessments: ● Access Reading Test (ART) ● Comprehensive Test of Phonological Processing (CTOPP) ● Read Write Fresh Start Synthetics Phonics Assessment ● Detailed Assessment of the Speed of Handwriting (DASH) ● Blackwell Spelling Test Students' reading progress is measured in February and July. Their spelling and speed of writing is reassessed in July.
Phase 1	**Reading Fluency - Read Write Inc Fresh Start** ● Following their CTOPP (Synthetics Phonics Assessment) and ART (reading assessment) students are placed at different starting points on the Read Write Fresh Start programme. This means students may start at Level 1-30. Each level takes at least three lessons to progress through. ● Once students have secured fluency in their synthetics phonics, and reached Level 33 of the programme they graduate out and move to phase 2.
Phase 2	**Writing Skills** ● Once students have secured fluency in their synthetics phonics, the focus moves onto writing and includes: Planning: Brainstorming and organizing ideas using mind maps, storyboards, or bulleted outlines before writing. Critical editing: Proofreading their own work to propose changes in vocabulary, grammar, and punctuation to enhance the overall impact. Accurate spelling: Mastering the statutory Year 5/6 spelling word list, which includes complex prefixes, suffixes, and homophones (e.g., there/their/they're, affect/effect). Handwriting: Maintaining a legible, fluent, and joined-up handwriting style at a reasonable speed.

Achieve - French - Year 7

	Curriculum Foci Areas
Term 1	Introducing yourself. Saying the alphabet in language being learnt. Getting used to pronunciation Using greetings Simple description
Term 2	Family members Pets + likes Describe one person
Term 3	classroom French School subjects – recognition + preference Simple school routine
Term 4	Hobbies – recognition and likes Simple free-time sentences Mini profile
Term 5	Food – core nouns Food preferences
Term 6	Places in town Simple description of a town Compare familiar places

Achieve - English Support - Year 8

	Curriculum Foci Areas
Standardised Assessments	A student's starting point is measured using the following standardised assessments from July of Year 7: ● Access Reading Test (ART) Students' reading progress is measured in February and July.
Additional English	Students in Achieve have an additional three hours per fortnight to support literacy alongside the English curriculum as outlined below.
1	**Poetry of the First World War** ● Students study a range of war poetry as an introduction to literature inspired by war ● Students revise common language and structural techniques ● Students develop their own interpretations of the poems
2	**War Novel** ● Students study *The Book Thief* – a challenging novel with a female protagonist set during WW2 and analyse the narrative form and learn about structural concepts- in particular narrative voice ● Students develop their ability to apply context to a text
3	**War Novel** ● As above
4	**Exploring the Gothic** ● Students study a range of texts tracing the development of the Gothic genre over time ● Students consider what specific features make up the genre and begin to apply these to their own writing ● Students develop their skills of editing and redrafting as they revisit their piece of writing each week applying their new learning
5	**Crime: Fiction and Non-fiction writing** ● Students develop their non-fiction reading skills by reading a range of non-fiction texts on contemporary issues and learning about the style and form of broadsheet and tabloid newspapers ● Students develop their writing voice by using this understanding of style and form to create their own non-fiction writing **Other Worlds** ● Students trace the Science Fiction and Dystopia genres as they developed over time ● Students use their understanding of the styles and tropes found in each to craft their own creative writing
6	**Heroes and Villains** ● Students consider how and why the character topes of hero and villain have changed over time

	• Students read a range of texts from Shakespeare's Othello to Paradise Lost and trace their influence on these tropes • Students then demonstrate their understanding by crafting characters of their own

Achieve - French - Year 8

	Curriculum Foci Areas
Term 1	Clothes, weather & free time Personal information; clothes; weather; free-time activities.
Term 2	Daily routine & holidays Telling the time; daily routine; holidays and holiday destinations
Term 3	Sports & past holidays Sports; opinions; introducing the past tense; past holiday activities
Term 4	Past holidays & injuries Past holidays with *être*; body parts; injuries; saying what you cannot do.
Term 5	Yesterday & my house Past tense recap; yesterday; rooms and furniture in the home.
Term 6	France & French-speaking countries France and Britain; basic facts about France; Francophone countries.

Achieve - English Support - Year 9

	Curriculum Foci Areas
Standardised Assessments	A student's starting point is measured using the following standardised assessments from July of Year 8: ➢ Access Reading Test (ART) Students' reading progress is measured in February and July.
Additional English	Students in Achieve have an additional three hours per fortnight to support literacy alongside the English curriculum as outlined below.
1	**A View from the Bridge** ● Students analyse writer's methods-language and structural- with a focus on writer's intention ● Students develop their reading comprehension and analytical skills by reading a text from a different culture ● Students discuss important ideas about masculinity and prejudice as they apply their understanding of the context of 1950's America to their reading of the text
2	● **Poetry of Identity** ● Students study a range of poems from different forms on the theme of identity ● Students practice annotating, analysing and developing their interpretations of poems ● Students practice comparison skills
3	**Romeo and Juliet** ● Students develop their familiarity with Shakespeare's language by reading the play out loud in lessons ● Students apply their understanding of context to the text as they critique representations of masculinity and femininity in the text ● Students develop their analytical reading skills as they consider the intended effects of Shakespeare's use of language and imagery on an audience
4	**Soapbox** ● Students study a range of famous speeches from Shakespeare to Martin Luther King ● Students are taught rhetorical methods and consider their effects so that they might also use them in their own writing
5	**Animal Farm** ● Students revise their knowledge of the novel form ● Students apply context to their study of a text ● Students analyse how writers use methods to create meaning

Achieve - Spanish - Year 9

	Curriculum Foci Areas
Term 1	Talking about school subjects and describing rooms in the school. Giving opinions about school subjects.
Term 2	Describing where you live in more detail. Giving opinions about places in town.
Term 3	Talking about where you usually go on holiday and where you went last, who with, and how you travelled. A revision of present tense and introduction to past tense.
Term 4	Describe how you use different electronic devices and how often. Say which device(s) you prefer and compare to others.
Term 5	Give yours and others' opinions on different foods and drinks. Learn about typical Spanish/French foods and dishes.
Term 6	Describing whether or not you lead a healthy lifestyle. Describing what you eat/drink, what sports/exercise you do, and how much you sleep.

English Support - Year 10

Achieve students in Year 10 have three taught hours per fortnight. This time is used to develop their reading and writing skills and support their progress towards a grade 4 or above at GCSE. Short exam tasks are used fortnightly to monitor progress throughout the year along with longer questions at the end of each term.

	Curriculum Foci Areas
Standardised Assessments	A student's starting point is measured using the following standardised assessments from July of Year 9: ● Access Reading Test (ART) Students' reading progress is measured in February and July. Additional assessments of speed or writing may be used to monitor progress.
Term 1	**Paper 2 Section B - Writing Non-Fiction** ● Producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A. ● Particular focus is given to sentence construction, spelling, punctuation and grammar
Term 2	**Paper 1 Section B - Writing to Describe and Narrate** ● Students begin to craft their own creative writing using the methods they've seen writers use in their work ● Particular focus is given to sentence construction, spelling, punctuation and grammar
Term 3	**Paper 1 Section A - Reading Fiction** ● Students develop their understanding of narrative craft and how writers use language and structure to craft openings of texts; characters; moments of tension; settings; endings and short stories ● Students read a wide range of texts from the 20th and 21st centuries ● Students consider the effects of specific choices writers make on their audience
Term 4	**Paper 2 Section A - Reading Non-Fiction** ● Develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. ● Reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
Term 5/6	**Revisiting learning** ● Further develop independence in applying the skills developed above in preparation for the Summer mock exams. This will be different for each cohort depending upon need. ● Practise of full exams will be included.

English Support - Year 11

Achieve students in Year 11 have three hours per fortnight. This time is used to develop their reading and writing skills and support their progress towards a grade 4 or above at GCSE. Short exam tasks are used fortnightly to monitor progress throughout the year along with longer questions at the end of each term.

	Curriculum Foci Areas
Term 1 & 2	**Revision of Language Paper 2** • Students read a wide range of non-fiction texts from the 19th, 20th and 21st centuries with a focus on themes and ideas as varied as climate change and social inequality • Students examine how writers craft their arguments and ideas and then use these methods to develop their own writing voice to argue and persuade
Term 3 & 4	**Revision of Language Paper 1** Students read a wide range of fiction texts and learn to: • identify and interpret explicit and implicit information and ideas • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views, and • evaluate texts critically and support this with appropriate textual reference • Students examine how writers craft their stories and ideas and then use these methods to develop their own writing voice to imagine and entertain
Term 5	**Revision of Language paper 1 and 2 and Exams** • Students receive personalised support following assessments with their main class teacher, going through examination papers and setting bespoke targets • Students revise their English Literature texts reimagined as English Language papers, embedding techniques to master each question type whilst simultaneously revising their set texts.
Term 6	**Exams**

Achieve - Maths - Year 8 (2 lessons per fortnight)

	Curriculum Foci Areas
Term 1	Algebra and numeracy support - Students will learn the fundamental skills of algebra and numeracy, working alongside their main maths lessons, students will gain an understanding of algebraic writing and solving equations with algebra involved.
Term 2	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 3	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 4	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 5	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 6	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.

Achieve - Maths - Year 9 (2 lessons per fortnight)

	Curriculum Foci Areas
Term 1	Numeracy support - Students will learn the fundamental skills of numeracy, supporting the skills taught in main maths lessons through consolidation learning and gaining the skills needed to access the learning in main maths lessons.
Term 2	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 3	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 4	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 5	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.
Term 6	Students will be re-taught the concepts which assessments have highlighted as areas which students need additional practice on. This is in order to close gaps in knowledge so as to enable them to better understand and engage with their learning in regular Maths lessons.

Support - Maths - Year 10 (2 lessons per fortnight)

	Curriculum Foci Areas
Term 1	Level 1 functional skills: Students have the opportunity to gain a level 1 qualification in maths functional skills, this is equivalent to a GCSE grade 1-3. Students will learn in three sections of maths: Using numbers such as fractions, decimals and percentages, understanding shape, measure and space and handling data.
Term 2	
Term 3	Once students have completed functional skills level 1, students will move on to functional skills level 2. This is equivalent to a GCSE grade 4. Students will develop their skills further in the three areas of functional skills. It will also provide support for GCSEs by helping to support worded problem solving questions, which is a key area of GCSE maths.
Term 4	
Term 5	
Term 6	

Support - Maths - Year 11 (2 lessons per fortnight)

	Curriculum Foci Areas
Term 1	Students are working on functional skills level 2. This is equivalent to a GCSE grade 4. Students will develop their skills further in the three areas of functional skills. It will also provide support for GCSEs by helping to support worded problem solving questions, which is a key area of GCSE maths. They are also working through exam questions in order to close gaps in knowledge.
Term 2	
Term 3	
Term 4	
Term 5	Exams
Term 6	Exams