



Post-16 Curriculum Long Term Planning: English

Curriculum Intent

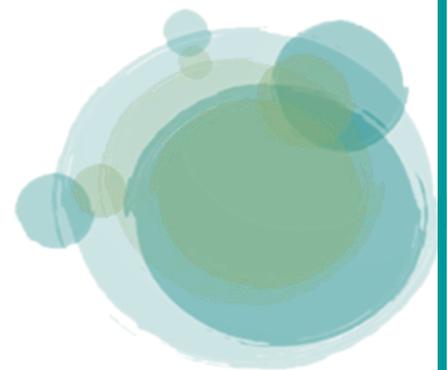
The Post-16 English curriculum at Chadsgrove School enables pupils to develop their literacy skills to their fullest potential in preparation for adulthood. All pupils in Post-16 at Chadsgrove School are working at below GCSE level. Therefore, pupils must continue to develop their English skills, including reading, writing, recording and communication, whilst in Post-16.

The Post-16 English curriculum at Chadsgrove aims to prepare pupils for adulthood by:

- Enabling pupils to work towards a bespoke, accredited English curriculum qualification dependent on their aspirations and individual needs
- Allowing pupils to follow personalised learning outcomes, in line with individual EHCP targets, to enable appropriate delivery of all sessions based on pupils' individual needs
- Facilitating a cross curricular model where pupils are supported to practice English across the whole Post-16 curriculum
- Facilitating meaningful learning opportunities to develop communication skills
- Providing pupils with opportunities to practice reading, writing, recording and communication in school and the community
- Enabling pupils to practice functional English skills to access community information e.g. health, leisure and transport safely
- Providing pupils with functional English skills to increase independence and prepare them for their next destinations

All Post-16 pupils access twice weekly English sessions. Pupils following the Formal Pathway work towards gaining a Functional Skills qualification in Entry Level 2 and 3. AQA Unit Award Scheme units may be delivered alongside Functional Skills to support course delivery. Pupils following the Semi-Formal Pathway work towards OCR Life and Living Skills units at Entry Level 1 and 2.

In Post-16, we aim to create an environment which promotes a love of reading. Pupils are encouraged to 'read for pleasure' using age appropriate reading materials which capture their interests. Suggested texts that support units will be carefully chosen to be centered on pupils' interests, individual needs and ages. Books Beyond Words texts have been identified to support identified needs of pupils following, but not subject to, the Semi-Formal Pathway.



Curriculum Implementation

Formal Pathway:

	Autumn 2024 & Spring 2025:	Summer 2025:
Lesson 1 Focus: Writing	Pearson Edexcel Functional Skills in English Entry Level 2/3 Unit: Writing <i>Externally set exam Summer Term 2025</i> Suggested Resources: Curriculum Mapping Document AQA Realising Potential Units: 120617 WRITING: COMPOSITION 119752 ENGLISH: WRITING COMPONENT	Speaking & Listening Pearson Edexcel Functional Skills in English Entry Level 2/3 Unit: Speaking & Listening <i>Internally set exam Summer Term 2025</i> Suggested Resources: Curriculum Mapping Document AQA Realising Potential Units: 119751 ENGLISH: SPEAKING AND LISTENING COMPONENT 121515 SPEAKING, LISTENING AND COMMUNICATION
Lesson 2 Focus: Reading	Pearson Edexcel Functional Skills in English Entry Level 2/3 Unit: Reading <i>Externally set exam Summer 2025</i> Suggested Resources: Curriculum Mapping Document AQA Realising Potential Units: 120342 ENGLISH: READING AND COMPREHENSION (UNIT 1) 119753 ENGLISH: READING COMPONENT	

Semi-Formal Pathway:

Autumn 2024: Reading	Spring 2025: Writing	Summer 2025: Speaking & Listening
OCR Unit B9 Developing writing skills (E1) OCR unit B10 Presenting information in different styles and formats (E2) Suggested Texts Leaflets Posters Signage	OCR Unit B3 Engaging in early reading activities (E1) OCR B11 Understanding short texts and simple instructions (E2) AQA User Awards 120342 ENGLISH: READING AND COMPREHENSION (UNIT 1) Suggested Texts: Books Beyond Words	Developing Communication Skills Suggested Resources: AQA Realising Potential Units 119796 ACTIVE LISTENING 120645 BASIC COMMUNICATION SKILLS 105373 COMMUNICATING IN A GROUP 77330 COMMUNICATION AND SOCIAL SKILLS THROUGH ROLE-PLAY

Curriculum Impact

Post-16 Pupils engage in appropriate, meaningful and personalised English sessions to develop their pre-existing skills into adulthood. They develop the confidence and ability to apply their reading, writing and communication skills in real life contexts, with increasing independence, to become as self-sufficient as possible. Pupils following the Formal Pathway, deemed ready for assessment, sit exams. Pupils sit externally set, on-demand Reading and Writing assessments, internally marked and externally verified. Pupils also sit internally set and assessed Speaking, Listening and Communicating assessments. Pupils following the Semi-Formal Pathway gain evidence to support successful completion of OCR units in individual work folders.

