



## Post-14 Curriculum Long Term Planning: English

### Curriculum Intent

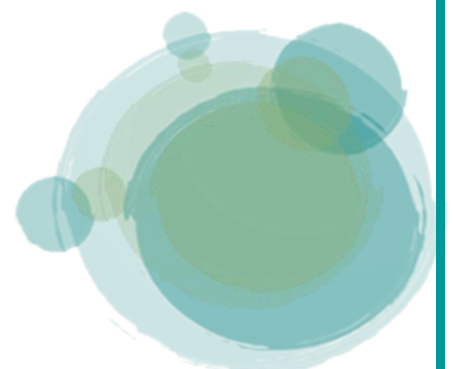
The Post-16 English curriculum at Chadsgrove School enables students to develop their literacy skills to their fullest potential in preparation for adult life. All students in Post-14 at Chadsgrove School are working at below GCSE level. Therefore, students must continue to develop their English skills, including reading, writing, recording and communication, whilst in Post-14.

The Post-14 English curriculum at Chadsgrove aims to prepare students for adulthood by:

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

All Post-14 students access three English sessions per week. Students in Horizons Aspire work towards gaining a Functional Skills qualification in Entry Level 2 and/or 3. AQA Unit Award Scheme units may be delivered alongside Functional Skills to support course delivery. Students in Horizons Living work towards OCR Life and Living Skills units at Entry Level 1 and 2.

In Post-14, we aim to create an environment which promotes a love of reading. Students 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 students' interests, individual needs and ages. Books Beyond Words texts have been identified to support identified needs of students following, but not subject to, Horizons Living.



## Curriculum Implementation

### Horizons Aspire

Autumn: Reading	Spring: Writing	Summer: Speaking & Listening
Pearson Edexcel Functional Skills in English Entry Level 2/3 Unit: Reading  <i>Externally set exam end of term.</i>  Suggested Resources: Curriculum Mapping Document AQA Realising Potential Units: 120342 ENGLISH: READING AND COMPREHENSION (UNIT 1) 119753 ENGLISH: READING COMPONENT	Pearson Edexcel Functional Skills in English Entry Level 2/3 Unit: Writing  <i>Externally set exam end of term.</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>Externally set exam end of term.</i>  Suggested Resources: Curriculum Mapping Document AQA Realising Potential Units: 119751 ENGLISH: SPEAKING AND LISTENING COMPONENT 121515 SPEAKING, LISTENING AND COMMUNICATION

### Horizons Living:

Autumn Speaking & Listening	Spring Writing	Summer Reading
Speaking and Listening – developing communication skills through listening, responding, and taking part in simple discussions.  OCR Unit B7 Developing Communication skills (E1)  OCR Unit B12 Asking questions and making requests in everyday situations (E2)	Writing – developing writing skills through forming letters, writing simple words and short sentences.  OCR Unit B9 Developing Writing skills (E1)  OCR Unit B10 Presenting written information in different styles and formats (E2)  Suggested Texts: Leaflets Posters Signage	Reading – taking part in early reading activities and developing basic reading skills using simple texts.  Suggested Texts: Books Beyond Words

## Curriculum Impact

Post-14 students 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. Students in Horizons Aspire, deemed ready for assessment, sit exams. Students sit externally set, on-demand Reading and Writing assessments, internally marked and externally verified. Students also sit internally set and assessed Speaking, Listening and Communicating assessments. Students in Horizons Living gain evidence to support successful completion of OCR units in individual work folders.

