



## 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.

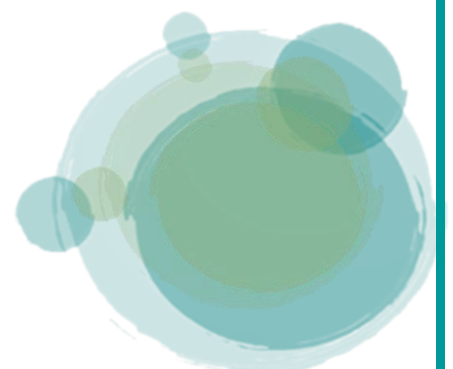
The Post-16 English curriculum at Chadsgrove aims to prepare pupils for adulthood by:

- Enabling pupils to work towards a bespoke, accredited English curriculum Pathway 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

Post-16 pupils are split into three groups for English sessions; one Formal Pathway group and two Semi-Formal Pathway groups. All post-16 pupils access twice weekly English sessions.

Pupils following the Formal Pathway work towards the WJEC Entry Pathways 'Additional English' course. Pupils complete units and earn credits towards completing an Award (8 credits) or a Certificate (13 credits), at either Entry Level 2 or 3. 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. Texts chosen to 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:

<b>Autumn 2023: Creating Narratives</b>	<b>Spring 2024: Exploring Advertising</b>	<b>Summer 2024: Exploring Shakespeare</b>
WJEC Pathways Additional English Unit: Creating Narratives (E2/E3)  Suggested Texts: The Book Thief The Fault in our Stars Forest Gump A Series of Unfortunate Events Twilight Wonder Lemonade Mouth The Boy in the Striped Pyjamas  OCR Unit B15 Contributing to discussions (E3)	WJEC Pathways Additional English Unit: Exploring advertising (E2/E3)  Suggested Texts: Newspapers, magazines, websites, advertising boards  OCR Unit B17 Using different reading methods (E3)	WJEC Pathways Additional English Unit: Exploring Shakespeare (E2/E3)  Suggested Texts: Romeo and Juliet Midsummer Night's Dream  OCR Unit L01 Taking part in a performance (E3)

### Semi-Formal Pathway:

<b>Autumn 2023: Exploring Narratives</b>	<b>Spring 2024: Exploring Advertising</b>	<b>Summer 2024: Exploring Shakespeare</b>
OCR Unit B11 Understanding short texts and simple instructions (E2)  OCR Unit B15 Contributing to discussions (E3)  OCR Unit B8 developing reading skills (E1)  Suggested Texts: BBW The Book Club BBW A Refugee's Story	OCR Unit F09 Using ICT to enter and edit text (E2)  OCR Unit F04 Using creative software (E1)  Suggested Texts: Newspapers, magazines, websites, advertising boards	OCR Unit L01 Taking part in a performance (E3)  OCR Unit M20 Working as part of a group (E2)  OCR Unit B4 Interacting in a group situation (E1)  Suggested Texts: Romeo and Juliet Midsummer Night's Dream BBW The Drama Group

## 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 gain evidence to support successful completion of WJEC or OCR units in individual work folders.

