



Chadsgrove Curriculum Long Term Planning: English

Curriculum Intent

At Chadsgrove School we deliver an inclusive, high-quality, broad and balanced English curriculum. We recognise that for our pupils, many of whom have complex learning difficulties and disabilities, we need to provide our pupils with personalised approaches to English and that individuals require strategies that best suit their individual learning needs.

In Key Stages 1-3, the National Curriculum and, where appropriate, the EYFS Framework, is followed incorporating a thematic approach. As the majority of our pupils are working below chronological age developmental expectations, learning outcomes and targets are highly personalised. Therefore reading, writing, spelling and handwriting are taught as a progression of skills and knowledge throughout the year, as part of an individualised programme for each child. Speaking and Listening are taught across all curriculum areas and most pupils will also have specific communication targets that will be worked towards throughout the school day.

During Key Stage 4, we aim to prepare pupils for continuing their education within Post-16 at Chadsgrove or at Further Education Colleges elsewhere, whilst also encouraging pupils to be 'life-long learners'. We continue to create an environment which promotes a 'love of reading'. Pupils are encouraged to 'read for pleasure' using age-appropriate reading materials which gain their interests. Selected texts to support accredited units will be carefully chosen to be centred on pupils' interests, individual needs and ages. 'Books Beyond Words' texts may also be utilised to support the KS4 English curriculum.

Our aim is that every pupil will be able to communicate in the way best suited to his or her needs, both in school and out in the wider community. We provide a 'Total Communication' environment so that pupils are enabled to communicate whenever and wherever they are.

This plan is written for pupils following both the Formal and Semi-Formal Pathways. Teachers will use National Curriculum Learning Outcomes and further differentiate these to create learning opportunities, based upon individual pupils' needs, as detailed in medium term plans.

Pupils following the Pre-Formal Curriculum Pathway will access Early Communication Skills from the Barrs Court Curriculum as well as elements of the EQUALS Pre-Formal Curriculum; further information can be found in the Pre-Formal Curriculum Long Term Plan.

Key Stages 1,2 and 3:

Reading

Pupils at Chadsgrove will develop key reading skills through:

- Following the systematic phonics programme 'Little Wandle'. The scheme is designed to support pupils' needs and expand their skills to enable them to read fluently and comprehend what they are reading. It teaches pupils the mechanics of reading to support them to become fluent readers. Pupils in Key Stage 1 and 2 access five phonics and three reading lessons per week.
- Pupils following the Semi-Formal Pathway who are not yet ready to learn phonics follow 'Foundations for Reading'. This is established through a clear focus on developing language, comprehension and word recognition skills. This includes a focus on developing vocabulary, language conventions and background knowledge alongside phonological development. This is achieved through sharing high quality stories and poems, learning a range of rhymes and simple poems and activities that develop speaking and listening.
- Being exposed to a multi-sensory approach to learning how to read, incorporating visual, auditory, and kinaesthetic activities and approaches to help students remember and apply the sounds they learn.
- Carefully matched 'Big Cat' decodable reading books in order for pupils to apply their phonics knowledge, enabling them to access an increasing range of high quality texts and to read for pleasure.
- Developing language comprehension and word recognition skills, including a focus on developing vocabulary, language conventions and background knowledge alongside phonological development. This is achieved through sharing high-quality stories and poems; learning a range of rhymes and simple poems; and activities that develop speaking and listening skills.
- Being immersed in an environment which promotes a 'love of reading'. Pupils are encouraged to 'read for pleasure' using age-appropriate reading materials which capture their interests. Selected texts are carefully chosen to be

centred on pupils' interests, individual needs and ages. 'Books Beyond Words' texts may also be utilised to support the KS1 English curriculum.

Writing

Pupils at Chads Grove will develop key writing skills through:

- Inclusive and augmentative writing curriculum providing typical and alternative pathways to support and enable every pupil to become a writer at each stage of their development.
- Emergent writing opportunities including developing gross and fine motor mark making, assigning meaning to mark making and beginning to form letters.
- Conventional writing opportunities including phonics, sentence building, letter formation, handwriting and writing for a purpose.
- Fluent writing opportunities including writing for different audiences, purposes and planning, drafting and editing.
- Including providing pupils with the tools to plan and prepare what they want to say or write, (e.g. through teacher modelling, writing templates/scaffolds, AAC and alternative methods of recording work).

Speaking and Listening

Pupils at Chads Grove will develop key speaking and listening skills through:

- Communication being at the heart of every lesson, with each pupil being given a voice to share their ideas and contribute to discussions through a total communication approach; whether that is through speaking, use of symbolised ALD's or AAC devices such as Grid Player, or signing.
- Encouraging pupils to make and express choices, preferences, needs and wants, likes and dislikes and develop an awareness of other people's choices/preferences and how these might be different from their own.
- Developing pupils' understanding of good listening skills, e.g. looking at the person who is speaking to you, not talking when listening, sitting still and quiet, concentration skills and turn taking.
- Developing pupils' receptive language skills so they can understand simple questions and instructions and expressive language by increasing their confidence in participating in discussions and role play, presentations and drama activities..
- Developing the right knowledge and vocabulary to communicate effectively.

Key Stage 4:

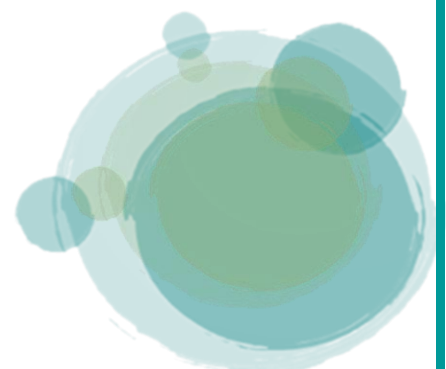
Reading, Writing, Communication

The Formal Curriculum Pathway learners complete WJEC pathways 'Additional English' units at Entry Level 2 or 3, resulting in working towards and/or achieving an award (8 credits) over the years they are in Key Stage 4. This course is intended to develop pupils' knowledge, understanding and appreciation of high quality literary texts and their ability to read and understand non-fiction and audio/visual texts. Credits gained during KS4 can be carried forward into KS5 to work towards and/or gain a certificate (13 credits).

The Semi-Formal Curriculum Pathway offers a greater focus on 'life skills' and learning opportunities to develop functional literacy skills including reading, writing, typing and communication in a range of contexts. The Semi-Formal group will work towards OCR Life and Living Skills units at Entry Level 2, working towards an introductory award, award or certificate over KS4. Credits gained during KS4 can be carried forward into KS5 to work towards and/or gain an extended certificate or diploma.

During the Summer terms, accredited work for Formal and Semi-Formal Pathways will have been submitted to the relevant exam boards. Therefore, both pathways will spend time revising key literacy skills (including SPaG units) and work towards small group and individual projects focussed on a key theme or text.

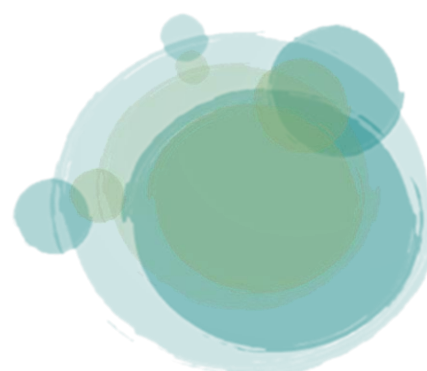
Due to cognitive needs, the KS4 English groups may occasionally include some pupils in Year 9. Year 9 pupils will learn key skills to work towards the identified, accredited units but their work will not be submitted until they are in Year 10.



Curriculum Implementation

Key Stage 1:

KEY STAGE 1 2022-2023			
TERM	AUTUMN 2022	SPRING 2023	SUMMER 2023
TOPIC	People and Places	Amazing Animals	Out at Sea
READING	Non-Fiction/Fiction Books from other cultures and traditions Suggested texts <ul style="list-style-type: none"> Lost—Julie Donaldson Lost and Found - Oliver Jeffers Emergency Rescue: Meet Real-Life Heroes—DK 	Non-Fiction/Fiction Poetry Suggested texts <ul style="list-style-type: none"> Where the Wild Things are Rumble in the Jungle Animal Boogie 	Non-Fiction/Fiction Rhyme Suggested texts <ul style="list-style-type: none"> Commotion in the Ocean Tiddler- Julie Donaldson
WRITING FOR PURPOSE	Name and signature Postcards	Labels Lists	Acrostic poem Captions
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Role play opportunities		
EXTENDED LEARNING OPPORTUNITIES	<u>Visits and Visitors</u> Visits to: local shops, parks, library, Cadbury World (see Humanities LTP) Visitors: Emergency services, Dentist (see Science LTP), people from different faiths and/or cultures	<u>Visits and Visitors</u> Visits to: Safari Park, Wildlife Park Visitors: Animal Man/Lady, Dodford Farm	<u>Visits and Visitors</u> Visits to: Webbs, Sea Life Centre Visitors: Author



KEY STAGE 1: 2023-2024			
TERM	AUTUMN 2023	SPRING 2024	SUMMER 2024
TOPIC	All About Me	Let's Build	Out and About
READING	Fiction/Non-Fiction Poetry Suggested texts <ul style="list-style-type: none"> From Head to Toe Happy to Be Me—Emma Dodd Acrostic Poems 	Fiction/Non-Fiction Traditional tales Suggested texts <ul style="list-style-type: none"> The Three Little Pigs Goldilocks and the Three Bears 	Fiction/Non-Fiction Fairy Stories Suggested texts <ul style="list-style-type: none"> Freddie and the Fairy Little Red Riding Hood Shrek
WRITING	Names/signature	Labels Lists	Letters Post Cards
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Role play opportunities		
EXTENDED LEARNING OPPORTUNITIES	<u>Visits and Visitors</u> Visits to: local shops, parks, library, Cadbury World (see Humanities LTP)	<u>Visits and Visitors</u> Visits to: transport, Wythall Transport Museum, Mini Brum Visitors: Builders. Little Dots Play Village	<u>Visits and Visitors</u> Visits to: Botanical Garden, local woods/forest Visitors: M&M productions

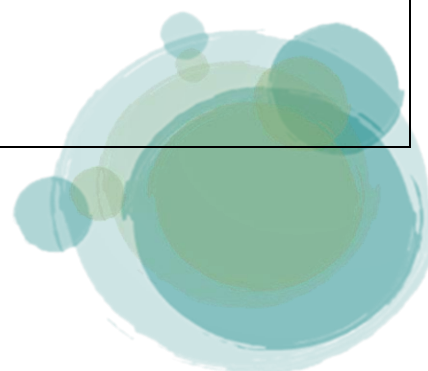
KEY STAGE 1: 2024-2025			
TERM	AUTUMN 2024	SPRING 2025	SUMMER 2025
TOPIC	Wonderful World	Perfect Plants	Journeys
READING	Fiction/Non-Fiction Books from other cultures and traditions Suggested texts <ul style="list-style-type: none"> Rama and Sita the story of Diwali by Malachy Doyle Only One You Let's Celebrate 	Fiction/Non-Fiction Traditional Tales Suggested texts <ul style="list-style-type: none"> The Very Hungry Caterpillar Jack and the Bean Stalk The Enormous Turnip 	Fiction/Non-Fiction Traditional Tales Suggested texts <ul style="list-style-type: none"> We're Going on a Bear Hunt The Three Billy Goats Gruff The Pied Piper
WRITING	Post card Captions	Labels Lists	Letters Create a Book
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Role play opportunities		
EXTENDED LEARNING OPPORTUNITIES	<u>Visits and Visitors</u> Visits to: Sikh Temple, Places of worships Visitors: Families and Visitors to share other cultures and traditions	<u>Visits and Visitors</u> Visits to: Botanical Garden, local Theatre productions Visitors: Theatre productions	<u>Visits and Visitors</u> Visits to: Willow Trust, Wyre Forest

KEY STAGE 1: Notable, yearly days and dates to incorporate into class activities where possible:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Roald Dahl Day • National Poetry Day (October) • Black History Month (October) • Remembrance Day (November) • Anti- Bullying week (November) 	<ul style="list-style-type: none"> • Winnie The Pooh Day (January) • LGBTQ+ History Month (February) • National story telling week (January/February) • World Book Day (March) • British Science Week (March) 	<ul style="list-style-type: none"> • World Environment day (June) • World Oceans Day (June) • World Music Day (June)

Key Stage 2

KEY STAGE 2: 2021-2022			
TERM	AUTUMN 2021	SPRING 2022	SUMMER 2022
TOPIC	Marvellous Me	Rise of the Robots	Water
READING	Fiction/non-fiction Poetry Suggested texts <ul style="list-style-type: none"> • Anthony Browne's 'My' series of books • Marvellous me • Inside and Out • From Head to Toe • Acrostic poems 	Fiction/non-fiction Modern Fiction Suggested texts <ul style="list-style-type: none"> • No Bot the Robot • That's not my Robot • Robot Stop! 	Fiction/non-fiction (including maps and atlases) Reference books Text books Poetry Suggested texts <ul style="list-style-type: none"> • Sharing a Shell • Owl & the Pussycat (Edward Lear) • A Hole in the Bottom of the Sea (Barefoot Books)
WRITING FOR PURPOSE	Fact files Messages/Emails/Diary entries	Captions and descriptions	Composing poems
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Opportunities for hypothesising and imagining Role play opportunities and performance		
EXTENDED LEARNING OPPORTUNITIES	Visits and Visitors ThinkTank Museum Birmingham Links to OAA including bellboating and ice-skating Visits to local factories (eg. Bumblehole).		



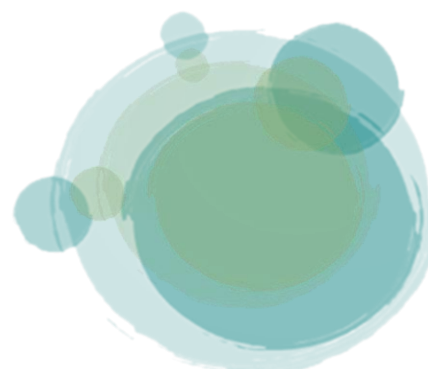
KEY STAGE 2: 2022-2023			
TERM	AUTUMN 2022	SPRING 2023	SUMMER 2023
TOPIC	Our Environment Traditional Tales	Jungle Beat	Around the World
READING	Fiction/non-fiction Suggested texts <ul style="list-style-type: none"> Hansel and Gretel Alice in Wonderland Irish, English and Celtic Tales) 	Fiction/non-fiction Poetry Suggested texts <ul style="list-style-type: none"> Rumble in the Jungle Walking through the Jungle The Jungle Book 	Fiction/non-fiction Stories from other cultures and traditions (Egypt link to Humanities) Suggested texts <ul style="list-style-type: none"> Leila and the City of the Cat Goddess (Twinkl) Rama and Sita We're Sailing Down the Nile
WRITING FOR PURPOSE	Writing about real events eg. where they live, about a trip, a local history study etc.	Letters and Lists	Diary entries and Postcards
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Opportunities for hypothesising and imagining Role play opportunities and performance		
EXTENDED LEARNING OPPORTUNITIES	Visits and Visitors Safari Park Cannon Hill Wildlife Park Animal Man Birmingham Museum (Egypt)		

KEY STAGE 2: 2023-2024			
TERM	AUTUMN 2023	SPRING 2024	SUMMER 2024
TOPIC	Our Bodies and Minds	Clever Construction	Pirates
READING	Fiction/non-fiction Suggested texts <ul style="list-style-type: none"> Funny Bones My Body is Me 	Fiction/non-fiction Following instructions Suggested texts <ul style="list-style-type: none"> Sam's Sandwich How things work Miss Brick the Builder's baby 	Fiction/non-fiction Poetry Rhythm and Rhyme Suggested texts <ul style="list-style-type: none"> Portside Pirates (Barefoot Books) Pirates next door Pirates Love Underpants
WRITING FOR PURPOSE	Captions and labels	Writing instructions	Writing Narratives Plays
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Opportunities for hypothesising and imagining Role play opportunities and performance		
EXTENDED LEARNING OPPORTUNITIES	Visits and Visitors Visits from medical professionals Healthy bodies, healthy minds opportunities for wellbeing activities including yoga, wellbeing and mindfulness. Visits from a builder/trade company		

KEY STAGE 2: 2024-2025			
TERM	AUTUMN 2024	SPRING 2025	SUMMER 2025
TOPIC	New Adventures	Space and the Solar System	Fantasy and Magical Worlds
READING	Fiction/non-fiction Myths and Legends Suggested texts <ul style="list-style-type: none"> Pandora's Box Icarus King Midas 	Fiction/non-fiction Suggested texts <ul style="list-style-type: none"> Brrr: Where Did the Dinosaurs Really Go? Man on the Moon The Dinosaur that pooped a planet 	Fiction/non-fiction Traditional Tales and Fairy Stories Suggested texts <ul style="list-style-type: none"> Peter Pan The Wizard of Oz
WRITING FOR PURPOSE	Timelines and Newspaper Reports	Headings and subheadings eg. Create a class book.	Creating narratives including characters, setting and plot.
SPEAKING AND LISTENING	Opportunities to express opinions, offer descriptions and express feelings Opportunities for hypothesising and imagining Role play opportunities and performance		
EXTENDED LEARNING OPPORTUNITIES	Visits and Visitors ThinkTank Museum Birmingham Planetarium		

KEY STAGE 2: Notable, yearly days and dates to incorporate into class activities where possible:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> Roald Dahl Day National Poetry Day (October) Black History Month (October) Remembrance Day (November) Anti- Bullying week (November) 	<ul style="list-style-type: none"> Winnie The Pooh Day (January) LGBTQ+ History Month (February) National story telling week (January/February) World Book Day (March) British Science Week (March) 	<ul style="list-style-type: none"> World Environment day (June) World Oceans Day (June) World Music Day (June)

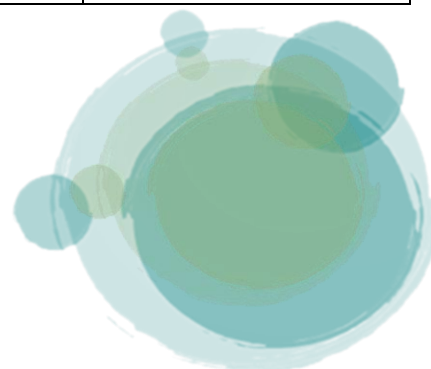


Key Stage 3

KEY STAGE 3: 2022-2023			
TERM	AUTUMN 2022	SPRING 2023	SUMMER 2023
OVERALL CURRICULUM TOPIC	Africa (People)	Our Community / Britain (People & Recycling)	Celebrations / Food & Drink
READING	<p>Fiction - World Literature & Poetry</p> <p>Suggested texts</p> <ul style="list-style-type: none"> Traditional African Stories/ Folk Tales – e.g. Anansi. African Tales: A Barefoot Collection Mufaro's Beautiful Daughters – John Steptoe The Ugly Five – Julia Donaldson Books Beyond Words (selected to meet needs of class) 	<p>Novel Pre-1914</p> <p>Suggested texts</p> <ul style="list-style-type: none"> Wind in the Willows – Kenneth Grahame Tales of Peter Rabbit - Beatrix Potter 	<p>Poetry / Non-fiction (Recipes)</p> <p>Suggested texts</p> <ul style="list-style-type: none"> Festival Poems from Around the World: Celebrate by Valerie Bloom Ice Festival by Brian D'Arcy Diwali by Debjani Chatterjee Revolting Recipes – Roald Dahl Books Beyond Words (selected to meet needs of class)
WRITING	<p>Writing a postcard</p> <p>Creating a 'signature' to sign their own names</p>	<p>Writing about / recording real events (e.g. create a book about a class trip)</p> <p>Book Review</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Write / Record a class poem</p> <p>Explore making or writing lists in a variety of contexts eg. Writing a list of favourite activities, foods or a shopping list etc.</p>
SPEAKING AND LISTENING	<p>Opportunities to express opinions, offer descriptions and express feelings</p> <p>Opportunities for hypothesising and imagining</p> <p>Role play opportunities and performance</p> <p>Opportunities to participate in debates and improvisation</p>		
EXTENDED LEARNING OPPORTUNITIES	<p>Visits and Visitors</p> <p>West Midlands Safari Park (Humanities)</p>	<p>Visits and Visitors</p> <p>Walking visits to Catshill (Humanities)</p>	<p>Visits and Visitors</p> <p>Avoncroft museum of buildings (Humanities)</p>

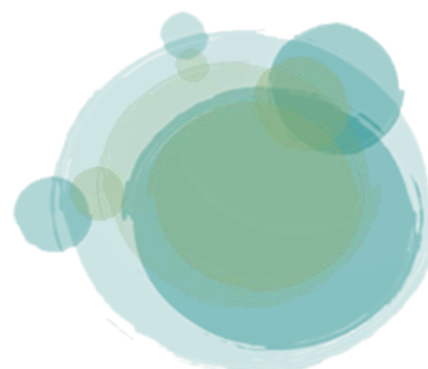
KEY STAGE 3: 2023-2024

TERM	AUTUMN 2023	SPRING 2024	SUMMER 2024
OVERALL CURRICULUM TOPIC	VICTORIAN BRITAIN	THE HUMAN BODY (Life Cycles of Animals & Plants)	ASIA (The seasons/Weather)
READING	<p>Literacy Focus: Pre-1914 Short stories (Hans Christian Anderson) Poetry</p> <p>Suggested texts</p> <ul style="list-style-type: none"> E.g. "The Snow Queen", "The Little Mermaid", "The Ugly Duckling", "The Emperor's New Clothes", "The Princess and the Pea", "Thumbelina" Books Beyond Words (selected to meet needs of class) 	<p>Autobiographies/Biographies Graphic Novels/Comics</p> <p>Suggested texts</p> <ul style="list-style-type: none"> 'I Am Not A Label' - Cerrie Burnell Graphic Novel: Leaf by Daishu Ma 	<p>Books from other cultures / traditions Non-fiction</p> <p>Suggested texts</p> <ul style="list-style-type: none"> The Jungle Book – Rudyard Kipling Non-fiction texts about Asia / Weather etc. Books Beyond Words (selected to meet needs of class)
WRITING	<p>Writing poetry including recording ideas and/or key words, including new vocabulary</p> <p>Creating a 'signature' to sign their own names</p>	<p>Discuss and write narratives about personal experiences and those of others (real and fictional)</p> <p>Label a diagram or picture</p>	<p>Write a page for a non-fiction class book</p> <p>Fill in a form</p>
SPEAKING AND LISTENING	<p>Opportunities to express opinions, offer descriptions and express feelings</p> <p>Opportunities for hypothesising and imagining</p> <p>Role play opportunities and performance</p> <p>Opportunities to participate in debates and improvisation</p>		
EXTENDED LEARNING OPPORTUNITIES	<p>Visits and Visitors</p> <p>The Lock Makers House, Willenhall (Humanities)</p>		



KEY STAGE 3: 2024-2025

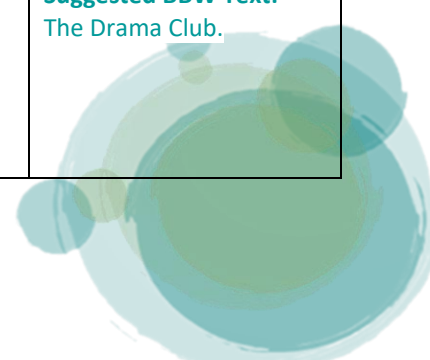
TERM	AUTUMN 2024	SPRING 2025	SUMMER 2025
TOPIC	HOW THINGS MOVE AND WORK (Digital photography)	MYSTERIES/TIME TRAVEL (Change)	RIVERS & COASTS (Water)
READING	<p>Novel Post-1914 Non-fiction - Role play & Instructions Poetry</p> <p>Suggested texts</p> <ul style="list-style-type: none"> The Iron Man – Ted Hughes Collected Plays for Children – Ted Hughes Chitty Chitty Bang Bang – Ian Fleming Graphic Novel: Journey by Aaron Becker 	<p>Short Stories (studying Character, setting & plot)</p> <p>Suggested texts</p> <ul style="list-style-type: none"> Coraline – Neil Gaiman Mystery of the Missing Cake – Claudia Boldt Pied Piper of Hamlyn – Robert Browning Graphic Novel – The longest day of the future by Lucas Varela 	<p>Contemporary Fiction</p> <p>Suggested texts</p> <ul style="list-style-type: none"> Kensuke's Kingdom Dolphin Boy – Michael Morpurgo Journey to the River Sea – Eva Ibbotson Water Horse – Dick King Smith Graphic Novel: A Sea of Love by Wilfrid Lupano
WRITING	<p>Write / sequence a list of instructions</p> <p>Creating a 'signature' to sign their own names</p>	<p>Writing a class story / short narrative (in narratives, creating setting, characters and plot)</p>	<p>Write to communicate with others e.g. letter, email, text message, recorded VOCA message (as appropriate)</p>
SPEAKING AND LISTENING	<p>Opportunities to express opinions, offer descriptions and express feelings</p> <p>Opportunities for hypothesising and imagining</p> <p>Role play opportunities and performance</p> <p>Opportunities to participate in debates and improvisation</p>		
EXTENDED LEARNING OPPORTUNITIES	Visits and Visitors	<p>Visits and Visitors</p> <p>Worcester Cathedral (medieval workshop) (Humanities)</p>	<p>Visits and Visitors</p> <p>Catshill Meadow brook River Severn at Stourport or Bewdley (Humanities)</p>



Key Stage 4

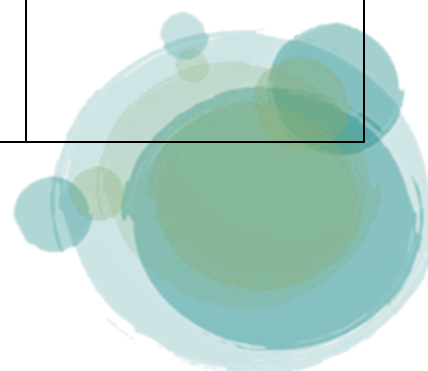
Key Stage 4 Formal Curriculum Pathway

KEY STAGE 4 FORMAL 2023-2024	AUTUMN 2023	SPRING 2024	SUMMER 2024
	<p>Literacy focus: WJEC Exploring Narratives E2/E3</p> <p>Suggested texts:</p> <ul style="list-style-type: none"> • A Christmas Carol • Lord of the Flies • Skellig • Holes • Stuart Little 	<p>Literacy focus: WJEC Exploring Poetry E2/E3</p> <p>Suggested poems:</p> <ul style="list-style-type: none"> • Michael Rosen poetry • The Sea Dog by James Reeves • The Jabberwocky by Lewis Carroll 	<p>Literacy focus: Report writing and/or writing to persuade project with a non-fiction focus eg. Climate change.</p> <p>Suggested Twinkl Resource:</p> <ul style="list-style-type: none"> • 'Pride Newspaper Report Writing' • Revision of key SPaG skills.
KEY STAGE 4 FORMAL 2024-2025	AUTUMN 2024	SPRING 2025	SUMMER 2025
	<p>Literacy focus: WJEC Communicating Experiences E2/E3</p> <p>Suggested texts:</p> <ul style="list-style-type: none"> • Autobiographies • Diary entries 	<p>Literacy focus: WJEC Exploring Film Genres E2/E3</p> <p>Suggested film clips:</p> <ul style="list-style-type: none"> • James Bond (action) • Star Wars (sci-fi) • Heartstopper (teen drama/romance) • The Magnificent Seven (Western) 	<p>Literacy focus: Creative Writing Project.</p> <p>Suggested Twinkl Resource:</p> <ul style="list-style-type: none"> • 'Creative Writing Month Resource Pack'. • Revision of key SPaG skills.
KEY STAGE 4 FORMAL 2025-2026	AUTUMN 2025	SPRING 2026	SUMMER 2026
	<p>Literacy focus: WJEC Exploring Events and Characters in Audio/Visual Texts (Film 1) E2/E3</p> <p>Suggested audio/visual texts:</p> <ul style="list-style-type: none"> • Holes • Great Expectations • The Truman Show 	<p>Literacy focus: WJEC Exploring Events and Characters in Audio/Visual Texts (Film 2) E2/E3</p> <p>Suggested audio/visual texts:</p> <ul style="list-style-type: none"> • Holes • Great Expectations • The Truman Show 	<p>Literacy focus: Speaking and Listening Project (group drama performance encouraged)</p> <p>Suggested BBW Text: The Drama Club.</p>



Key Stage 4 Semi-Formal Curriculum Pathway

KEY STAGE 4 SEMI-FORMAL 2023-2024	AUTUMN 2023	SPRING 2024	SUMMER 2024
	<p>Literacy focus: Exploring Narratives</p> <p>OCR F10 Using ICT to change a creative composition E2</p>	<p>Literacy focus: Exploring Poetry</p> <p>OCR B10 Presenting written information in different styles and formats E2</p> <p>Suggested poems:</p> <ul style="list-style-type: none"> • Michael Rosen poetry • Revolting Rhymes by Roald Dahl 	<p>Literacy focus: Report writing and/or writing to persuade project with a non-fiction focus</p> <p>Suggested Twinkl Resource:</p> <ul style="list-style-type: none"> • Writing to persuade resource pack • Revision of key SPaG skills.
KEY STAGE 4 SEMI-FORMAL 2024-2025	AUTUMN 2024	SPRING 2025	SUMMER 2025
	<p>Literacy focus: Communicating Experiences</p> <p>OCR B13 Providing personal information in writing E2</p> <p>Suggested texts:</p> <ul style="list-style-type: none"> • Autobiographies • Diary entries • BBW a day at the beach • BBW Lenny and Lily return to school 	<p>Literacy focus: Exploring film genres</p> <p>OCR F7 Using ICT to find information</p> <p>Suggested film clips:</p> <ul style="list-style-type: none"> • James Bond (action) • Star Wars (sci-fi) • Heartstopper (teen drama/romance) • The Magnificent Seven (Western) 	<p>Literacy focus: Creative Writing Project.</p> <p>Suggested Twinkl Resource:</p> <ul style="list-style-type: none"> • Tell me a story inspiration pack. • Revision of key SPaG skills.
KEY STAGE 4 SEMI-FORMAL 2025-2026	AUTUMN 2025	SPRING 2026	SUMMER 2026
	<p>Literacy focus: Exploring Audio/Visual texts</p> <p>OCR M20 Working as part of a group (film 1 focus) E2</p> <p>Suggested audio/visual texts:</p> <ul style="list-style-type: none"> • Chicken Run • Peter Pan and Wendy • Harry Potter 	<p>Literacy focus: Exploring Audio/Visual texts</p> <p>OCR M20 Working as part of a group (film 2 focus) E2</p> <p>Suggested audio/visual texts:</p> <ul style="list-style-type: none"> • Chicken Run • Peter Pan and Wendy • Harry Potter 	<p>Literacy focus: Speaking and Listening Project (group drama performance encouraged)</p> <p>Suggested BBW Text: The Drama Club</p>



Curriculum Impact

Key Stages 1,2 and 3:

- By the end of Key Stage 1 pupils will have further developed their communication skills, listening and attention skills, phonological awareness and reading skills, as well as developing their methods of recording their own work, whether that be through handwriting, typing or through the use of AAC.
- Pupils will all have had the opportunity to read for pleasure and develop and extend their love for stories, poems and simple non-fiction texts. All of these skills are the foundation for future learning experiences as they continue their educational journey into Key Stage 1.
- Pupils will have been working on individual personal targets (relating to their EHCP outcomes). Pupils' targets are regularly reviewed and monitored to ensure continued progression of both knowledge and skills.
- Evidence of impact can be found in learning journeys (Key Stage 1) or work folders (Key Stages 2 and 3) , which will demonstrate pupil progress through marking and annotation from teachers, annotated photographs of pupils whilst completing activities (if appropriate) and 'assessment trackers' which track pupils' progress with their targets. We also encourage our pupils to be reflective learners and so, where appropriate, we use RAG rated pupil self-evaluation forms on key pieces of work, to encourage pupils to evaluate their own progress and achievements.
- Evidence of impact can also be found on our assessment tool, SOLAR. All pupils are continuously assessed using the 'Chadsgrove English P Steps' which break pupil progress into small steps, so that we are able to track progression through each level.

Key Stage 4:

Key Stage 4 pupils will engage in appropriate, meaningful and personalised English sessions. They will develop the confidence and ability to apply their reading, writing and communication skills in classroom and real life contexts, with varying levels of independence, in order to become as self-sufficient as possible. Pupils will gain evidence to support successful completion of WJEC or OCR units which can be found in pupils individual work folders. Ultimately, the KS4 curriculum will prepare pupils for moving into Post-16 at Chadsgrove, or further education elsewhere, by providing functional English skills to increase independence in preparation for adulthood.

