



Chadsgrove Curriculum Long Term Planning: Pioneers Pathway - English

Curriculum Intent

At Chadsgrove School pupils experience an inclusive, high-quality, broad and balanced English curriculum. For our pupils, many of whom have complex learning difficulties and disabilities, personalised approaches to English are provided, with strategies that best suit their individual learning needs.

For pupils in the Pioneers Pathway, the National Curriculum is followed incorporating a thematic approach. 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. In the table below, 'Objectives' indicates learning objectives adapted from the National Curriculum Programmes of Study for English in Key Stages 1 and 2. These will be adapted in teachers' Medium Term Plans to reflect the learning needs of the pupils in their class. Older pupils will have the opportunity to work towards externally accredited qualifications, from Entry Level 1 to Level 2 as appropriate.

At Chadsgrove, we actively promote a 'love of reading' throughout the school. 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 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.

Curriculum Implementation

Reading

Pupils 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. 'Foundations for Phonics' is used to prepare some pupils for more structured phonics learning. This is established through a clear focus on developing language, comprehension and word recognition skills 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, which are used 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.

Writing

Pupils will develop key writing skills through:

- An inclusive and augmentative writing curriculum, providing a variety of appropriate means to support and enable every pupil to become a writer at each stage of their development.
- Classes will follow the 'Talk for Writing' approach. Through oral rehearsal and carefully scaffolded activities, this approach supports pupils to build vocabulary, sentence structure and independence in writing at a pace that matches their individual needs. Using Talk for Writing also provides consistency across classes, helping pupils to make clear progress over time and engage more positively with literacy.
- Conventional writing opportunities including sentence building, letter formation, handwriting and writing for a purpose.

- Emergent writing opportunities including developing gross and fine motor mark making, assigning meaning to mark making and beginning to form letters.
- Fluent writing opportunities including writing for different audiences, purposes and planning, drafting and editing.
- 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).

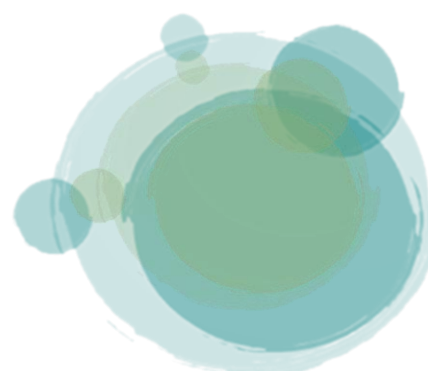
Speaking and Listening

Pupils 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, signing, use of symbolised Assisted Language Displays or Alternative and Augmentative Communication devices such as 'Grid Player'.
- 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.

The table below contains content from the programmes of study from the National Curriculum for English in Key Stages 1 and 2 for pupils in Pioneers 1 and 2. These will be adapted in teachers' Medium Term Plans to reflect the learning needs of the pupils in their class.

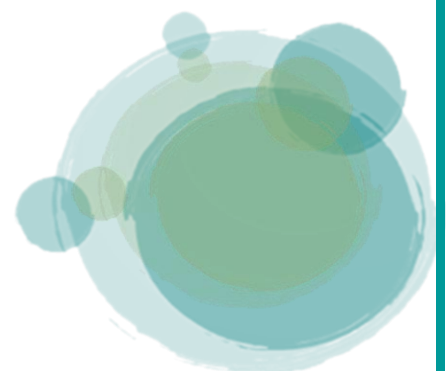
Pupils in Pioneers 3 begin working towards Entry Level Functional Skills qualifications, which they will continue as part of their post-14 studies in the Horizons Pathway.



Pioneers 1

Term	Autumn 2025	Spring 2026	Summer 2026
Topic	People and Places	Amazing Animals	Out at Sea
Reading	Books from other cultures and traditions Objectives: • Read aloud books closely matched to phonic knowledge to build fluency. • Develop pleasure in reading by listening to and discussing a wide range of stories and non-fiction beyond independent reading level. • Discuss the sequence of events and key facts; make simple inferences about feelings and reasons using pictures and key words. • Check that a text makes sense while reading and re-read to clarify. • Link new vocabulary to real places and people (proper nouns: names of people and places). Suggested texts • Lost—Julie Donaldson • Lost and Found - Oliver Jeffers • Emergency Rescue: Meet Real-Life Heroes—DK	Poetry Objectives: • Discuss and retell key events from a familiar story; predict what might happen based on what has been read so far. • Recognise and join in with predictable phrases and rhyme; perform poems and rhymes with actions and intonation. • Clarify the meaning of new animal vocabulary through discussion and images. Suggested texts • Where the Wild Things Are • Rumble in the Jungle • Animal Boogie	Rhyme Objectives: • Recognise rhymes and recurring language in poems; join in and recite selected verses. • Identify key information from non-fiction about sea creatures. Suggested texts • Commotion in the Ocean • Tiddler- Julie Donaldson
Writing	Name and signature Postcards Objectives: • Write own first and last name and signature. • Spell days of the week and use capital letters for names (people and places). • Add simple suffixes (-s, -es, -ing, -ed) to spell plurals and regular past tense where appropriate. • Say out loud what is going to be written; compose and sequence short sentences to create a postcard.	Labels Lists Objectives: • Add suffixes -s/-es to make plurals for animal names. • Compose labels and lists for habitats, body parts and equipment; use commas in a list (as taught) or on a new line using bullet points. • Use adjectives and expanded noun phrases to describe animals (for example, “the huge, stripy tiger”). • Demarcate sentences with capital letters and full stops.	Acrostic poem Captions Objectives: • Plan and write simple acrostic poems using sea vocabulary. • Write captions with capital letters and full stops; use exclamation marks for emphasis in poetry where taught. • Use expanded noun phrases for detail (for example, “the shimmering blue fish”).

	• Use capital letters and full stops to demarcate sentences; use question marks for questions in postcards. • Use conjunction “and” to join ideas; begin to use adjectives to describe places and people.		
Speaking and Listening	Objectives: • Listen and respond to adults and peers; ask and answer who/what/where questions about settings and events. • Articulate and justify opinions about characters and real-life heroes. • Participate in role-play (lost/found office, rescue control room) speaking audibly and clearly.	Objectives: • Give simple explanations using new vocabulary (habitat, nocturnal, camouflage). • Participate in discussions, presentations and role-play (animal rangers, explorers).	Objectives: • Perform poems clearly with appropriate volume and actions. • Explain choices of words in poems (for example, why a word paints a picture).



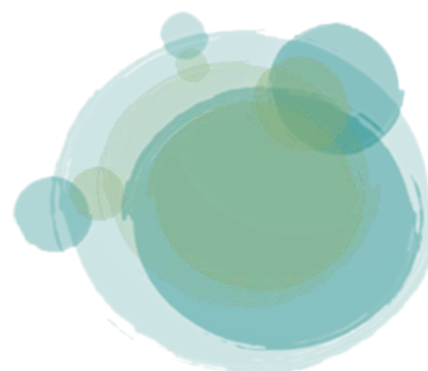
Term	Autumn 2026	Spring 2027	Summer 2027
Topic	All About Me	Let's Build	Out and About
Reading	Poetry Objectives: • Make links between texts and personal experiences; discuss favourite parts and why. • Retrieve key facts and sequence parts of a repetitive text. Suggested texts • From Head to Toe • Happy to Be Me—Emma Dodd • Acrostic Poems	Traditional tales Objectives: • Retell and sequence traditional tales; discuss characters, settings and events. • Make simple inferences (for example, how a character feels); discuss word meanings, including vocabulary related to materials. Suggested texts • The Three Little Pigs • Goldilocks and the Three Bears	Fairy Stories Objectives: • Discuss similarities and differences between fairy stories; identify moral or message. • Answer and ask questions about who, where, when and why; check that the text makes sense and correct inaccuracies. Suggested texts • Freddie and the Fairy • Little Red Riding Hood • Shrek
Writing	Names/signature Objectives: • Write first name and surname • Use capital letter “I” for the pronoun • Compose simple sentences about self and family; use adjectives for appearance and feelings. • Demarcate sentences with capital letters and full stops; begin to use question marks for questions.	Labels Lists Objectives: • Use –s/–es to make plurals (for example, bricks, houses). • Create labels and lists for a building site or design; use adjectives to describe materials (for example, strong, smooth). • Use capital letters and full stops consistently; use “and” to join words and clauses.	Letters Post Cards Objectives: • Use capital letters for names and places. • Plan and write letters and postcards for different purposes (for example, thank you, invitation, news). • Use capital letters, full stops, question marks and exclamation marks accurately; use the past and present tense correctly and consistently. • Use coordination (and, but) and begin subordination (because, when, if) to extend sentences.
Speaking and Listening	• Speak audibly to share information about self; take turns and listen to others. • Use new vocabulary related to body, feelings and interests.	• Give well-structured descriptions of designs; ask and answer questions during collaborative tasks. • Participate in role-play (architects, builders) and present outcomes to the group.	• Participate in role-play and drama (for example, writing to a character); speak audibly with appropriate intonation. • Consider and evaluate different viewpoints in familiar stories.



Term	Autumn 2027	Spring 2028	Summer 2028
Topic	Wonderful World	Perfect Plants	Journeys
Reading	Books from other cultures and traditions Objectives: • Listen to and discuss a wide range of stories, including those from other cultures and traditions; explain understanding of what is read. • Identify and explain the meaning of new vocabulary linked to festivals and celebrations; make simple inferences about characters' feelings and motives. Suggested texts • Rama and Sita: the story of Diwali- Malachy Doyle • Only One You • Let's Celebrate	Traditional Tales Objectives: • Retrieve and record key information from non-fiction (for example, plant parts, life cycles). • Discuss sequence and cause-and-effect in traditional tales (for example, because the beanstalk grew, Jack could climb). Suggested texts • The Very Hungry Caterpillar • Jack and the Bean Stalk • The Enormous Turnip	Traditional Tales Objectives: • Recognise recurring language and patterns in stories and poems. • Discuss the sequence of events in narratives; predict and infer using evidence from the text and illustrations. • Explain favourite parts and how settings and vocabulary create mood (for example, "swishy-swashy grass"). Suggested texts • We're Going on a Bear Hunt • The Three Billy Goats Gruff • The Pied Piper
Writing	Post card Captions Objectives: • Use capital letters for proper nouns (names, places, festivals). • Write captions and postcards to describe celebrations; sequence sentences to form short narratives about events. • Use expanded noun phrases to add detail (for example, "bright, colourful lights"); demarcate sentences with accurate punctuation.	Labels Lists Objectives: • Use commas in lists. • Write labels and lists for plant parts, tools and instructions; use noun phrases for precision (for example, "two small seeds"). • Use coordination (and, but) and subordination (because, when, if) to explain steps or reasons.	Letters Create a Book Objectives: • Use apostrophes for possession (singular). • Plan and write short narratives and letters linked to journeys • Use a mix of statements, questions, exclamations and commands; extend sentences using coordination (and, but) and subordination (because, when, if, that). • Edit by re-reading to check sense and make simple revisions.
Speaking and Listening	• Present information about a celebration using key vocabulary; ask and answer questions clearly. • Speak audibly and fluently; listen and respond appropriately to peers.	• Give explanations using topic vocabulary. • Participate in collaborative tasks (planting diary), staying on topic and responding to others.	• Give well-structured descriptions and explanations (for example, route talk). • Perform parts of stories with appropriate intonation and gesture; evaluate and build on others' ideas in discussion.

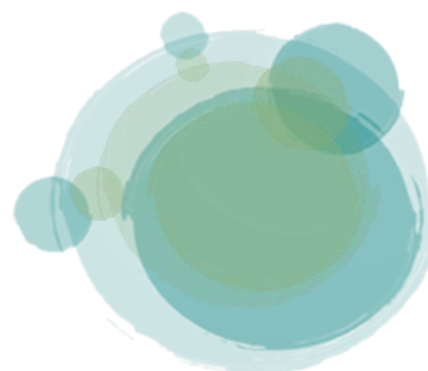
Term	Autumn 2025	Spring 2026	Summer 2026
Topic	Africa	Our Community / Britain	Celebrations / Food & Drink
Reading	Fiction - World Literature & Poetry Objectives: • Increase familiarity with a wide range of traditional stories, myths and legends from Africa; retell and discuss themes, morals and messages. • Ask and answer questions to improve understanding; draw simple inferences about characters' feelings, thoughts and motives, using evidence from illustrations and key words. • Identify how language, structure and presentation contribute to meaning (for example, repeating patterns, call-and-response, proverb use). • Retrieve and record information from non-fiction about African animals, places and cultures. Suggested texts • 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)	Fiction – Classic British authors Objectives: • Develop familiarity with classic children's literature, discuss characters and settings • Summarise main ideas from a paragraph; identify themes (friendship, home, community). • Make inferences with evidence (for example, how a character's words show politeness) Suggested texts • Wind in the Willows – Kenneth Grahame • Tales of Peter Rabbit - Beatrix Potter	Poetry / Non-fiction (Recipes) Objectives: • Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume. • Retrieve, record and present information from non-fiction (recipes, fact files). • Identify poetic devices (rhyme, repetition, alliteration) and explain effects simply. Suggested texts • Festival Poems from Around the World • Celebrate- Valerie Bloom • Ice Festival-Brian D'Arcy • Diwali- Debjani Chatterjee • Revolting Recipes – Roald Dahl • Books Beyond Words (selected to meet needs of class)
Writing	Postcards	Writing about / recording real events (e.g. create a book about a class trip) Book Review	Retrieve, record and present information from non-fiction Write / Record a class poem Explore making or writing lists

	Objectives: • Plan and write a postcard from a setting in a story (for example, savannah, market), selecting vocabulary to describe atmosphere and key details. • Group related ideas into paragraphs or sections; sequence events logically. • Use dialogue or reported speech to show interaction. • Use expanded noun phrases (for example, “the dusty, sun-baked path”). • Use conjunctions, adverbs and prepositions to express time and cause (for example, because, when, after, therefore, meanwhile). • Use capital letters for proper nouns (people, countries, languages) and accurate sentence demarcation; begin to use commas after fronted adverbials.	Objectives: • Write about/record real events (for example, a local visit or class event), using organisational devices such as headings, subheadings and captions. • Compose a simple book review stating preferences and reasons, using evidence from the text. • Use cohesive devices within and across sentences (for example, pronouns, adverbials of time) to aid flow. • Use present and past tense correctly and consistently, including the progressive form where appropriate. • Use commas after fronted adverbials; use direct speech punctuation accurately in short passages (supported as needed). • Use paragraphs to organise ideas around a theme.	Objectives: • Write/record a class poem linked to a celebration, selecting vocabulary for effect (sound words, sensory adjectives). • Retrieve and present information from non-fiction (for example, a recipe card or festival information sheet) using concise sentences and bullet points. • Make/writing lists for shopping or equipment with consistent layout. • Choose nouns/pronouns/adjectives precisely; experiment with figurative language (for example, simile starters). • Use expanded noun phrases and fronted adverbials; punctuate lists with commas consistently.
Speaking and Listening	• Participate in role play and oral storytelling; speak audibly with appropriate intonation and pace. • Ask relevant questions, build on others’ ideas, and present a short retelling or description to the group.	• Make formal presentations to share a review or recount; use notes to support talk. • Consider and evaluate different viewpoints during a class discussion about a character or event.	• Perform poems clearly; listen and respond to feedback to improve performance. • Explain choices and steps in a simple set of instructions (for example, cooking or preparing for a celebration).



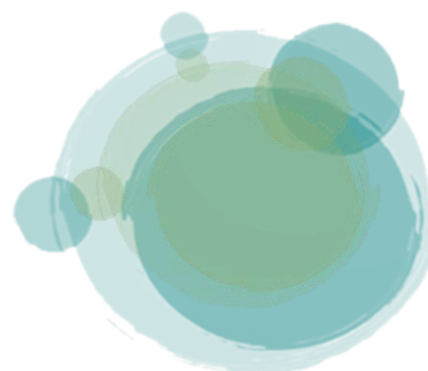
Term	Autumn 2026	Spring 2027	Summer 2027
Topic	Victorian Britain	The Human Body	Asia
Reading	Fiction: Short stories Poetry Objectives: • Increase familiarity with a wide range of fairy tales and literary fairy stories; discuss features of Hans Christian Andersen narratives. • Identify themes (kindness, vanity, bravery) and summarise across paragraphs; make inferences with evidence from text and images. • Discuss how language and structure create effects (for example, patterning, moral endings, narrator voice). Suggested texts • 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)	Autobiographies/ Biographies Graphic Novels/Comics Objectives: • Retrieve and summarise key information from autobiographical/biographical texts; identify how language choices present attitudes and achievements. • Compare presentation across text types (continuous prose, infographics, panels) and explain how layout aids meaning. Suggested texts • I Am Not A Label - Cerrie Burnell • Graphic Novel: Leaf - Daishu Ma	Books from other cultures / traditions Non-fiction Objectives: • Identify and discuss themes in stories set in Asia (journeys, belonging, respect for nature). • Retrieve, record and present information from non-fiction (for example, weather, culture, wildlife). • Explain how vocabulary choices and settings create mood and atmosphere. Suggested texts • The Jungle Book – Rudyard Kipling • Non-fiction texts about Asia / Weather etc. • Books Beyond Words (selected to meet needs of class)
Writing	Write poetry including recording ideas and/or key words, including new vocabulary Create a 'signature' to sign their own names Objectives: • Write poetry that captures images, feelings or viewpoints linked to	Discuss and write narratives about personal experiences and those of others (real and fictional) Label a diagram or picture Objectives: • Discuss and write narratives about personal	Write a page for a non-fiction class book Fill in a form Objectives: • Write a page for a non-fiction class book about an Asian country or feature, using headings, subheadings, captions and labelled images.

	Victorian themes; collect and organise ideas/keywords and new vocabulary before composing. • Create a personal signature for authenticating work and performance pieces. • Choose precise nouns and powerful verbs; use fronted adverbials and commas; experiment with figurative language (simile/metaphor) at an accessible level. • Punctuate direct speech in short passages to capture a character's voice.	experiences and those of others (real and fictional), structuring into clear sections with time adverbials. • Label diagrams/pictures (for example, parts of the body or assistive equipment) using technical vocabulary and precise noun phrases. • Use a range of conjunctions to express time, cause and contrast (because, therefore, however) and punctuation for clarity. • Use paragraphs to organise ideas around a theme; use cohesive devices (pronouns/adverbials) to link sentences.	• Complete or practise filling in a form (for example, library card, travel info) with accurate personal details and key information. • Use formal language choices for non-fiction; select precise technical vocabulary and expanded noun phrases. • Use present tense for general statements; use colons to introduce lists where taught; use commas to separate items in lists.
Speaking and Listening	• Perform poetry and short extracts with intonation, tone and volume; discuss interpretations and choices. • Engage in debates or hot-seating about a character's decisions.	• Prepare short presentations (for example, "about me" or role models) and respond to audience questions. • Use standard English forms in formal speech as appropriate and listen actively to peers.	• Give short talks to share findings from research; use notes/visual prompts effectively. • Ask relevant questions and compare viewpoints respectfully during discussions about cultural practices.



Term	Autumn 2027	Spring 2028	Summer 2028
Topic	How Things Move and Work	Mysteries/Time Travel	Rivers and Coasts
Reading	Fiction Non-fiction - Instructions Poetry Objectives: • Increase familiarity with modern classics (for example, The Iron Man); discuss how authors create setting and atmosphere through vocabulary and sentence choices. • Retrieve and record key information from instructions and non-fiction; identify organisational features (numbered steps, diagrams, bullet points). Suggested texts • The Iron Man – Ted Hughes • Collected Plays for Children – Ted Hughes • Chitty Chitty Bang Bang – Ian Fleming • Graphic Novel: Journey - Aaron Becker	Short Stories Objectives: • Discuss how authors develop character, setting and plot; identify evidence to support inferences about motives and feelings. • Predict and justify what might happen next in unfamiliar stories; compare versions (poem vs picture-book vs graphic short). Suggested texts • Coraline – Neil Gaiman • Mystery of the Missing Cake – Claudia Boldt • Pied Piper of Hamlyn – Robert Browning • Graphic Novel – The longest Day of the Future- Lucas Varela	Contemporary Fiction Objectives: • Discuss themes (friendship, survival, environment) and how settings shape events; summarise across chapters. • Retrieve and present information from non-fiction/text features (maps, diagrams) linked to the texts. • Explain the impact of vocabulary and figurative language on the reader. Suggested texts • 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- Wilfrid Lupano
Writing	Write / sequence a list of instructions Create a 'signature' to sign their own names Objectives: • Write and sequence a set of instructions (for example,	Write a class story / short narrative (in narratives, creating setting, characters and plot) Objectives: • Plan and write a class short narrative, creating a	Write to communicate with others Objectives: • Write to communicate with others — choose an appropriate mode (letter/email/short

	build/test a model), using imperative verbs, time adverbials and precise noun phrases; include diagrams if appropriate. • Create and practise a personal signature for signing design work or safety checks. • Use devices to build cohesion across instructions (for example, first, next, then, after that, finally). • Use punctuation for clarity (commas after fronted adverbials; colon to introduce a list, where taught).	clear problem and resolution; use paragraphs for shifts in time or place. • Develop setting with sensory detail; vary sentence openers (for example, fronted adverbials) for effect. • Use a range of conjunctions (when, while, because, although) and cohesive devices (repetition of key words, pronouns) to maintain flow. • Select vocabulary for effect (for example, powerful verbs and precise adjectives) appropriate to the mystery genre.	message/recorded VOCA) for purpose and audience. • Organise content using paragraphs and cohesive devices; adopt polite/formal register for letters where appropriate. • Use the full range of sentence punctuation; use modal verbs/adverbs to indicate possibility (for example, might, could, perhaps) where taught. • Select vocabulary and grammatical structures that reflect the level of formality required.
Speaking and Listening	• Role play and performance: read parts from playscripts with appropriate intonation; participate in collaborative problem-solving talk. • Explain processes clearly, monitoring listener understanding and adjusting explanations.	• Participate in storytelling circles; improvise scenes and evaluate how language choices build suspense. • Give and receive constructive feedback, building on others' ideas.	• Present a short talk on a river/coast topic; respond to questions and build on others' contributions. • Read aloud with appropriate intonation, tone and volume; perform short extracts



Pioneers 3

Functional Skills Entry Level

Pupils in Pioneers 3 use their reading, writing, speaking and listening skills acquired so far to work towards achieving a Functional Skills qualification at Entry Level 1, 2 or 3.

Functional Skills qualifications provide reliable evidence of a pupil's achievements against demanding content that is relevant to the workplace. The qualifications assess pupils' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help pupils to develop skills for everyday life.

The qualification gives pupils the opportunity to:

- Demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
- Apply this knowledge and these skills in familiar situations
- Listen, understand and respond to verbal communication in a range of familiar contexts
- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts
- Read with accuracy straightforward texts encountered in everyday life and work and develop confidence to read more widely
- Write straightforward texts and documents with clarity and effectiveness and demonstrate a sound grasp of spelling, punctuation and grammar

Those pupils deemed ready for assessment will 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.

Curriculum Impact

In Pioneers 1 and 2, Chadsgrove P Steps are used to measure pupils' progress in English. Assessment and progress is monitored through ongoing formative assessment. Evidence of learning and progress can be found in pupils' work folders. These include teacher marking and annotations, annotated photographs of pupils engaged in activities where appropriate and Assessment Trackers showing progress towards individual targets. Pupils are also encouraged to reflect on their own learning and, where appropriate, use RAG-rated self-evaluation to consider their progress and achievements.

Pupils' progress towards their P Steps is recorded using our digital assessment system, SOLAR, which breaks learning into small developmental steps and allows staff to track pupil progress over time. Assessment information is reviewed regularly and recorded termly on the whole school tracking system to ensure progress is monitored and appropriate support or interventions can be implemented where needed.

Pupils work towards individual targets linked to their EHCP outcomes. These targets are incorporated into teachers' Medium Term Plans and reviewed regularly to ensure continued development of knowledge, understanding and skills.

Pioneers 3 pupils follow an accredited Functional Skills course and will be assessed according to the specific criteria, ensuring that pupils meet the necessary qualifications and learning objectives. Ultimately, the curriculum in Pioneers 3 will prepare pupils for moving into the Horizons Pathway at Chadsgrove, or further education elsewhere, by providing functional English skills to increase independence in preparation for adulthood.

Through the curriculum as a whole, pupils develop subject knowledge and skills alongside communication, independence and methods of recording their learning, including handwriting, typing or the use of AAC where appropriate. Learning experiences aim to be engaging, practical and accessible so that pupils can apply their understanding, communicate their ideas and build foundations for future learning both within school and beyond.

