



# 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 personalised approaches to English and offer strategies that best suit their individual learning needs.

In Key Stages 1-3, 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.

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.

## ***5LS, 6LS, 8LS, 9US and 11US***

### **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, 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.
- 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 curriculum.

### **Writing**

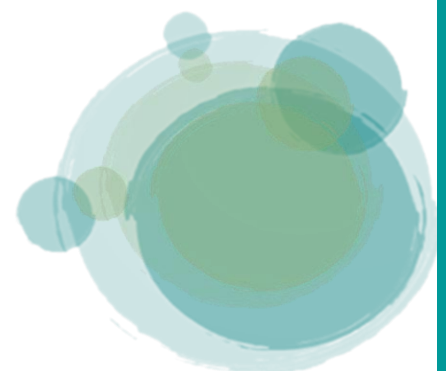
Pupils at Chads Grove will develop key writing skills through:

- An 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.
- 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 ALDs 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.



## **12US:**

### **Functional Skills Entry Levels 1-2**

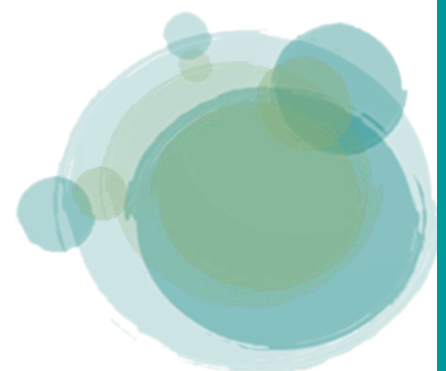
Pupils in 12US use their reading, writing, speaking and listening skills acquired so far to work towards achieving a Functional Skills qualification at Entry Level 1 or 2. Pupils following the Semi-Formal Pathway work towards Entry Level 1. Pupils following the Formal Pathway work towards Entry Level 2.

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 qualifications give 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.



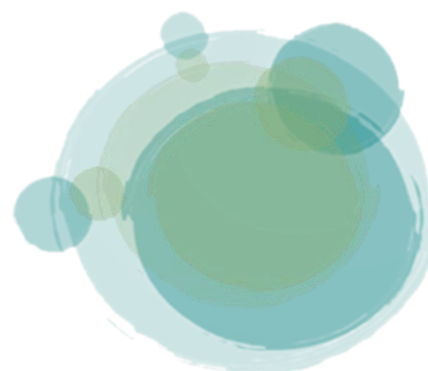
## Curriculum Implementation

5LS			
TERM	AUTUMN 2024	SPRING 2025	SUMMER 2025
TOPIC	Wonderful World	Perfect Plants	Journeys
READING	<p>Fiction/Non-Fiction</p> <p>Books from other cultures and traditions</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>Rama and Sita the story of Diwali by Malachy Doyle</li> <li>Only One You</li> <li>Let's Celebrate</li> </ul>	<p>Fiction/Non-Fiction</p> <p>Traditional Tales</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Jack and the Bean Stalk</li> <li>The Enormous Turnip</li> </ul>	<p>Fiction/Non-Fiction</p> <p>Traditional Tales</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>We're Going on a Bear Hunt</li> <li>The Three Billy Goats Gruff</li> <li>The Pied Piper</li> </ul>
WRITING	<p>Post card</p> <p>Captions</p>	<p>Labels</p> <p>Lists</p>	<p>Letters</p> <p>Create a Book</p>
SPEAKING AND LISTENING	<p>Opportunities to express opinions, offer descriptions and express feelings</p> <p>Role play opportunities</p>		
EXTENDED LEARNING OPPORTUNITIES	<p><u>Visits and Visitors</u> Visits to: Sikh Temple, Places of worships</p> <p>Visitors: Families and Visitors to share other cultures and traditions</p>	<p><u>Visits and Visitors</u> Visits to: Botanical Garden, local Theatre productions</p> <p>Visitors: Theatre productions</p>	<p><u>Visits and Visitors</u> Visits to: Willow Trust, Wyre Forest</p>

5LS			
TERM	AUTUMN 2025	SPRING 2026	SUMMER 2026
TOPIC	People and Places	Amazing Animals	Out at Sea
READING	<p>Non-Fiction/Fiction</p> <p>Books from other cultures and traditions</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>Lost—Julie Donaldson</li> <li>Lost and Found - Oliver Jeffers</li> <li>Emergency Rescue: Meet Real-Life Heroes—DK</li> </ul>	<p>Non-Fiction/Fiction</p> <p>Poetry</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>Where the Wild Things are</li> <li>Rumble in the Jungle</li> <li>Animal Boogie</li> </ul>	<p>Non-Fiction/Fiction</p> <p>Rhyme</p> <p>Suggested texts</p> <ul style="list-style-type: none"> <li>Commotion in the Ocean</li> <li>Tiddler- Julie Donaldson</li> </ul>
WRITING FOR PURPOSE	<p>Name and signature</p> <p>Postcards</p>	<p>Labels</p> <p>Lists</p>	<p>Acrostic poem</p> <p>Captions</p>

<b>SPEAKING AND LISTENING</b>	<b>Opportunities to express opinions, offer descriptions and express feelings</b>		
	<b>Role play opportunities</b>		
<b>EXTENDED LEARNING OPPORTUNITIES</b>	<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

<b>5LS</b>			
<b>TERM</b>	<b>AUTUMN 2026</b>	<b>SPRING 2027</b>	<b>SUMMER 2027</b>
<b>TOPIC</b>	<b>All About Me</b>	<b>Let's Build</b>	<b>Out and About</b>
<b>READING</b>	<b>Fiction/Non-Fiction</b>  <b>Poetry</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• From Head to Toe</li> <li>• Happy to Be Me—Emma Dodd</li> <li>• Acrostic Poems</li> </ul>	<b>Fiction/Non-Fiction</b>  <b>Traditional tales</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• The Three Little Pigs</li> <li>• Goldilocks and the Three Bears</li> </ul>	<b>Fiction/Non-Fiction</b>  <b>Fairy Stories</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Freddie and the Fairy</li> <li>• Little Red Riding Hood</li> <li>• Shrek</li> </ul>
<b>WRITING</b>	<b>Names/signature</b>	<b>Labels</b>  <b>Lists</b>	<b>Letters</b>  <b>Post Cards</b>
<b>SPEAKING AND LISTENING</b>	<b>Opportunities to express opinions, offer descriptions and express feelings</b>		
	<b>Role play opportunities</b>		
<b>EXTENDED LEARNING OPPORTUNITIES</b>	<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



*5LS: Notable, yearly days and dates to incorporate into class activities where possible:*

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



6LS/8LS			
TERM	AUTUMN 2024	SPRING 2025	SUMMER 2025
TOPIC	New Adventures	Space and the Solar System	Fantasy and Magical Worlds
READING	<b>Fiction/non-fiction Myths and Legends</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Pandora's Box</li> <li>• Icarus</li> <li>• King Midas</li> </ul>	<b>Fiction/non-fiction</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Brrr: Where Did the Dinosaurs Really Go?</li> <li>• Man on the Moon</li> <li>• The Dinosaur that pooped a planet</li> </ul>	<b>Fiction/non-fiction Traditional Tales and Fairy Stories</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Peter Pan</li> <li>• The Wizard of Oz</li> </ul>
WRITING FOR PURPOSE	Timelines and Newspaper Reports	Headings and subheadings e.g. Create a class book.	Creating narratives including characters, setting and plot
SPEAKING AND LISTENING	<b>Opportunities to express opinions, offer descriptions and express feelings</b>  <b>Opportunities for hypothesising and imagining</b>  <b>Role play opportunities and performance</b>		
EXTENDED LEARNING OPPORTUNITIES	<b>Visits and Visitors</b> ThinkTank Museum Birmingham Planetarium		

6LS/8LS			
TERM	AUTUMN 2025	SPRING 2026	SUMMER 2026
TOPIC	Marvellous Me	Rise of the Robots	Water
READING	<b>Fiction/non-fiction Poetry</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Anthony Browne's 'My' series of books</li> <li>• Marvellous me Inside and Out</li> <li>• From Head to Toe</li> <li>• Acrostic poems</li> </ul>	<b>Fiction/non-fiction Modern Fiction</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• No Bot the Robot</li> <li>• That's not my Robot</li> <li>• Robot Stop!</li> </ul>	<b>Fiction/non-fiction (including maps and atlases)</b> <b>Reference books</b> <b>Text books</b> <b>Poetry</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Sharing a Shell</li> <li>• Owl &amp; the Pussycat (Edward Lear)</li> <li>• A Hole in the Bottom of the Sea (Barefoot Books)</li> </ul>
WRITING FOR PURPOSE	<b>Fact files</b>  <b>Messages/Emails/Diary entries</b>	<b>Captions and descriptions</b>	<b>Composing poems</b>

<b>SPEAKING AND LISTENING</b>	<p><b>Opportunities to express opinions, offer descriptions and express feelings</b></p> <p><b>Opportunities for hypothesising and imagining</b></p> <p><b>Role play opportunities and performance</b></p>
<b>EXTENDED LEARNING OPPORTUNITIES</b>	<p><b>Visits and Visitors</b> ThinkTank Museum Birmingham</p> <p>Links to OAA including bell boating and ice-skating</p> <p>Visits to local factories (e.g. Bumblehole).</p>

<b>6LS/8LS</b>			
<b>TERM</b>	<b>AUTUMN 2026</b>	<b>SPRING 2027</b>	<b>SUMMER 2027</b>
<b>TOPIC</b>	<b>Our Environment Traditional Tales</b>	<b>Jungle Beat</b>	<b>Around the World</b>
<b>READING</b>	<p><b>Fiction/non-fiction</b></p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• Hansel and Gretel</li> <li>• Alice in Wonderland</li> <li>• Irish, English and Celtic Tales)</li> </ul>	<p><b>Fiction/non-fiction Poetry</b></p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• Rumble in the Jungle</li> <li>• Walking through the Jungle</li> <li>• The Jungle Book</li> </ul>	<p><b>Fiction/non-fiction Stories from other cultures and traditions (Egypt link to Humanities)</b></p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• Leila and the City of the Cat Goddess (Twinkl)</li> <li>• Rama and Sita</li> <li>• We're Sailing Down the Nile</li> </ul>
<b>WRITING FOR PURPOSE</b>	<b>Writing about real events</b> e.g. where they live, about a trip, a local history study etc.	<b>Letters and Lists</b>	<b>Diary entries and Postcards</b>
<b>SPEAKING AND LISTENING</b>	<p><b>Opportunities to express opinions, offer descriptions and express feelings</b></p> <p><b>Opportunities for hypothesising and imagining</b></p> <p><b>Role play opportunities and performance</b></p>		
<b>EXTENDED LEARNING OPPORTUNITIES</b>	<p><b>Visits and Visitors</b> Safari Park Cannon Hill Wildlife Park Animal Man Birmingham Museum (Egypt)</p>		

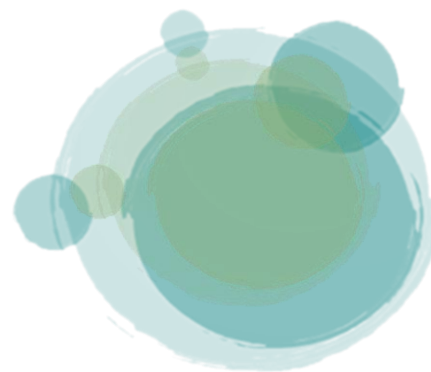




6LS/8LS			
TERM	AUTUMN 2027	SPRING 2028	SUMMER 2028
TOPIC	Our Bodies and Minds	Clever Construction	Pirates
READING	Fiction/non-fiction  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Funny Bones</li> <li>• My Body is Me</li> </ul>	Fiction/non-fiction <b>Following instructions</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Sam's Sandwich</li> <li>• How things work</li> <li>• Miss Brick the Builder's baby</li> </ul>	Fiction/non-fiction <b>Poetry</b> <b>Rhythm and Rhyme</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Portside Pirates (Barefoot Books)</li> <li>• Pirates next door</li> <li>• Pirates Love Underpants</li> </ul>
WRITING FOR PURPOSE	Captions and labels	Writing instructions	Writing Narratives Plays
SPEAKING AND LISTENING	<b>Opportunities to express opinions, offer descriptions and express feelings</b>  <b>Opportunities for hypothesising and imagining</b>  <b>Role play opportunities and performance</b>		
EXTENDED LEARNING OPPORTUNITIES	<b>Visits and Visitors</b> Visits from medical professionals Healthy bodies, healthy minds opportunities for wellbeing activities including yoga, wellbeing and mindfulness. Visits from a builder/trade company		

**6LS/8LS: Notable, yearly days and dates to incorporate into class activities where possible:**

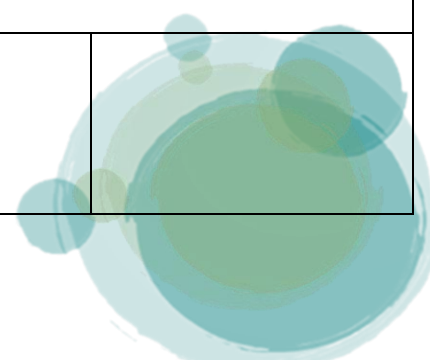
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• <b>Roald Dahl Day</b></li> <li>• <b>National Poetry Day (October)</b></li> <li>• <b>Black History Month (October)</b></li> <li>• <b>Remembrance Day (November)</b></li> <li>• <b>Anti- Bullying week (November)</b></li> </ul>	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



9US/11US			
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 &amp; Instructions Poetry</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• The Iron Man – Ted Hughes</li> <li>• Collected Plays for Children – Ted Hughes</li> <li>• Chitty Chitty Bang Bang – Ian Fleming</li> <li>• Graphic Novel: Journey by Aaron Becker</li> </ul>	<p>Short Stories (studying Character, setting &amp; plot)</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• Coraline – Neil Gaiman</li> <li>• Mystery of the Missing Cake – Claudia Boldt</li> <li>• Pied Piper of Hamlyn – Robert Browning</li> <li>• Graphic Novel – The longest day of the future by Lucas Varela</li> </ul>	<p>Contemporary Fiction</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>• Kensuke's Kingdom</li> <li>• Dolphin Boy – Michael Morpurgo</li> <li>• Journey to the River Sea – Eva Ibbotson</li> <li>• Water Horse – Dick King Smith</li> <li>• Graphic Novel: A Sea of Love by Wilfrid Lupano</li> </ul>
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>

9US/11US			
TERM	AUTUMN 2025	SPRING 2026	SUMMER 2026
<b>OVERALL CURRICULUM TOPIC</b>	<b>Africa (People)</b>	<b>Our Community / Britain (People &amp; Recycling)</b>	<b>Celebrations / Food &amp; Drink</b>
<b>READING</b>	<b>Fiction - World Literature &amp; Poetry</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Traditional African Stories/ Folk Tales – e.g. Anansi.</li> <li>• African Tales: A Barefoot Collection</li> <li>• Mufaro’s Beautiful Daughters – John Steptoe</li> <li>• The Ugly Five – Julia Donaldson</li> <li>• Books Beyond Words (selected to meet needs of class)</li> </ul>	<b>Novel Pre-1914</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Wind in the Willows – Kenneth Grahame</li> <li>• Tales of Peter Rabbit - Beatrix Potter</li> </ul>	<b>Poetry / Non-fiction (Recipes)</b>  <b>Suggested texts</b> <ul style="list-style-type: none"> <li>• Festival Poems from Around the World:</li> <li>• Celebrate by Valerie Bloom</li> <li>• Ice Festival by Brian D’Arcy</li> <li>• Diwali by Debjani Chatterjee</li> <li>• Revolting Recipes – Roald Dahl</li> <li>• Books Beyond Words (selected to meet needs of class)</li> </ul>
<b>WRITING</b>	<b>Writing a postcard</b>  <b>Creating a ‘signature’ to sign their own names</b>	<b>Writing about / recording real events</b> (e.g. create a book about a class trip)  <b>Book Review</b>	<b>Retrieve, record and present information from non-fiction</b>  <b>Write / Record a class poem</b>  <b>Explore making or writing lists in a variety of contexts</b> e.g. Writing a list of favourite activities, foods or a shopping list etc.
<b>SPEAKING AND LISTENING</b>	<b>Opportunities to express opinions, offer descriptions and express feelings</b>  <b>Opportunities for hypothesising and imagining</b>  <b>Role play opportunities and performance</b>  <b>Opportunities to participate in debates and improvisation</b>		
<b>EXTENDED LEARNING OPPORTUNITIES</b>	<b>Visits and Visitors</b> West Midlands Safari Park (Humanities)	<b>Visits and Visitors</b> Walking visits to Catshill (Humanities)	<b>Visits and Visitors</b> Avoncroft museum of buildings (Humanities)

9US/11US			
TERM	AUTUMN 2026	SPRING 2027	SUMMER 2027
OVERALL CURRICULUM TOPIC	VICTORIAN BRITAIN	THE HUMAN BODY (Life Cycles of Animals & Plants)	ASIA (The seasons/Weather)
READING	<p>Literacy Focus: Pre-1914</p> <p>Short stories (Hans Christian Anderson)</p> <p>Poetry</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>E.g. "The Snow Queen", "The Little Mermaid", "The Ugly Duckling", "The Emperor's New Clothes", "The Princess and the Pea", "Thumbelina"</li> <li>Books Beyond Words</li> <li>(selected to meet needs of class)</li> </ul>	<p>Autobiographies/Biographies</p> <p>Graphic Novels/Comics</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>'I Am Not A Label' - Cerrie Burnell</li> <li>Graphic Novel: Leaf by Daishu Ma</li> </ul>	<p>Books from other cultures / traditions</p> <p>Non-fiction</p> <p><b>Suggested texts</b></p> <ul style="list-style-type: none"> <li>The Jungle Book – Rudyard Kipling</li> <li>Non-fiction texts about Asia / Weather etc.</li> <li></li> <li>Books Beyond Words (selected to meet needs of class)</li> </ul>
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>		



<b>12US</b>			
<b>TERM</b>	<b>AUTUMN 2024</b>	<b>SPRING 2025</b>	<b>SUMMER 2025</b>
<b>Entry Level 1</b>	READING  <i>Externally set exam Summer Term 2025</i>	WRITING  <i>Externally set exam Summer Term 2025</i>	SPEAKING AND LISTENING  <i>Internally set exam Summer Term 2025</i>
<b>12US</b>	<b>AUTUMN 2024</b>	<b>SPRING 2025</b>	<b>SUMMER 2025</b>
<b>Entry Level 2</b>	READING  <i>Externally set exam Summer Term 2025</i>	WRITING  <i>Externally set exam Summer Term 2025</i>	SPEAKING AND LISTENING  <i>Internally set exam Summer Term 2025</i>



## Curriculum Impact

### **5LS, 6LS, 8LS, 9US, 11US**

- Pupils will have 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.
- 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 or work folders, 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 P Steps' in English, which break pupil progress into small steps, so that we are able to track progression through each level.

### **12US**

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 work towards a functional skills qualification at Entry Levels 1, 2 or 3. Ultimately, the curriculum in 12US 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.

