

## English Curriculum Continuum

Rationale: As our school aims to meet all students where they are, regardless of chronological age, we have created a continuum which allows us to create a bespoke learning journey for each student. Each student's strengths and gaps are taken into account, allowing us to engage in more effective ability grouping, targeted learning, and for students to achieve growth that will be reflected in the qualifications that they achieve.

English instruction will be aligned across functional classes in order to foster opportunities for cross-class interaction and to build social skills and confidence.

Each year is divided into three distinct units (non-fiction, fiction, poetry). We are in the process of creating a five-year rolling plan of themes that allow us to continue to build on student progress each year following this curriculum and allowing for consistency and predictability in delivery, which lessens the mental load and anxiety of our students, allowing them to do their best learning.

Long range English plans have direct connections to the Entry Level curriculum with specific expectations that will be hit between projects, inquiry, performance tasks, morning independent work, small group instruction, and whole class instruction.

[Link to English long range plans](#)  
[.English\\_Yearlong\\_Plans.docx](#)

### READING

Qualification Equivalent	Focus	Key Expectations
Entry level 1	Basic word and sentence recognition	<ul style="list-style-type: none"><li>• Read short simple words and sentences</li><li>• Recognise everyday signs, labels, and symbols</li><li>• Understand the purpose of very short texts</li><li>• Use phonic knowledge to decode simple words</li></ul>
Entry level 2	Understanding short texts with basic detail	<ul style="list-style-type: none"><li>• Read short straightforward texts (e.g. adverts, notices, instructions)</li><li>• Identify key words and main points</li><li>• Use simple punctuation and context clues to understand meaning</li></ul>

Qualification Equivalent	Focus	Key Expectations
		<ul style="list-style-type: none"> <li>• Recognise common prefixes/suffixes</li> </ul>
Entry level 3	Grasping information and meaning in longer simple texts	<ul style="list-style-type: none"> <li>• Read and understand simple continuous and non-continuous texts (e.g. leaflets, emails)</li> <li>• Identify main events and ideas</li> <li>• Understand purpose, format, and structure</li> <li>• Use alphabetical order and simple reference materials</li> </ul>
Functional skills 1	Independent reading of everyday and work-related texts	<ul style="list-style-type: none"> <li>• Identify and understand main points, ideas, and details</li> <li>• Recognise implied meaning and tone</li> <li>• Compare information from different sources</li> <li>• Identify purpose, audience, and layout features</li> <li>• Read critically and make inferences</li> </ul>
Functional skills 2	Analytical reading and critical evaluation	<ul style="list-style-type: none"> <li>• Compare and evaluate ideas and opinions in different texts</li> <li>• Identify bias, purpose, and point of view</li> <li>• Understand how language and structure influence meaning</li> <li>• Synthesise information from multiple sources</li> <li>• Select and summarise relevant details effectively</li> </ul>

## WRITING

Qualification Equivalent	Focus	Key Expectations
Entry level 1	Constructing simple words and sentences	<ul style="list-style-type: none"> <li>• Write short simple sentences using basic punctuation</li> <li>• Spell simple familiar words correctly</li> <li>• Use capital letters and full stops</li> <li>• Communicate basic meaning clearly</li> </ul>
Entry level 2	Writing simple connected sentences	<ul style="list-style-type: none"> <li>• Write short texts (notes, messages, forms)</li> <li>• Sequence sentences to convey meaning</li> </ul>

Qualification Equivalent	Focus	Key Expectations
		<ul style="list-style-type: none"> <li>• Use basic grammar consistently</li> <li>• Spell common words correctly and attempt longer words</li> <li>• Use basic punctuation correctly (full stops, question marks)</li> </ul>
Entry level 3	Developing structured short texts	<ul style="list-style-type: none"> <li>• Write structured paragraphs for different purposes (letters, emails, stories)</li> <li>• Use more varied sentence structures</li> <li>• Use punctuation correctly (commas, exclamation marks)</li> <li>• Use correct verb tense and subject–verb agreement</li> <li>• Plan, draft, and check work for meaning</li> </ul>
Functional skills 1	Producing clear, purposeful writing	<ul style="list-style-type: none"> <li>• Write texts for different purposes and audiences (emails, reports, instructions)</li> <li>• Organise ideas logically into paragraphs</li> <li>• Use appropriate tone and register</li> <li>• Apply accurate spelling, grammar, and punctuation</li> <li>• Proofread and edit for clarity and accuracy</li> </ul>
Functional skills 2	Producing complex, accurate, and persuasive writing	<ul style="list-style-type: none"> <li>• Write to inform, persuade, or explain effectively</li> <li>• Develop ideas logically and fluently</li> <li>• Use varied sentence structures and sophisticated vocabulary</li> <li>• Maintain consistent tone, register, and viewpoint</li> <li>• Present information clearly, with accurate grammar and punctuation throughout</li> </ul>

#### **SPEAKING/LISTENING**

Qualification Equivalent	Focus	Key Expectations
Entry level 1	Basic communication and response	<ul style="list-style-type: none"> <li>• Listen and respond to simple questions</li> <li>• Make simple statements and requests</li> <li>• Use simple phrases clearly</li> </ul>

Qualification Equivalent	Focus	Key Expectations
		<ul style="list-style-type: none"> <li>• Take turns in short exchanges</li> <li>• Understand key words in familiar contexts</li> </ul>
Entry level 2	Short, structured exchanges	<ul style="list-style-type: none"> <li>• Contribute to short discussions on familiar topics</li> <li>• Express likes, dislikes, opinions in simple terms</li> <li>• Follow the gist of conversations</li> <li>• Ask and respond to straightforward questions</li> <li>• Use basic strategies to clarify understanding</li> </ul>
Entry level 3	Participating in discussions and explanations	<ul style="list-style-type: none"> <li>• Take part in more extended discussions</li> <li>• Express opinions, feelings, and information clearly</li> <li>• Listen for detail and respond appropriately</li> <li>• Adapt speech for purpose (e.g. giving instructions, explanations)</li> <li>• Respect turn-taking and audience</li> </ul>
Functional skills 1	Effective communication in familiar settings	<ul style="list-style-type: none"> <li>• Participate in discussions and presentations</li> <li>• Make relevant, clear contributions</li> <li>• Respond to others constructively</li> <li>• Adapt communication for purpose and audience</li> <li>• Use body language, tone, and register appropriately</li> </ul>
Functional skills 2	Confident, independent communication	<ul style="list-style-type: none"> <li>• Lead or contribute effectively to discussions</li> <li>• Present information and ideas persuasively</li> <li>• Use and respond to complex language and concepts</li> <li>• Summarise and evaluate discussions</li> <li>• Adapt style and register confidently for audience and purpose</li> </ul>