



English for the Believe Curriculum Pathway

Wilson Stuart School

A Special Academy



Rationale:

- Build on the English/ Communication and Literacy skills taught in Key stage 4, as appropriate, to be independent in real life situations.
- Good social communicators and provided with opportunities to develop these skills
- Provided with the opportunity to enjoy reading and sharing stories.

English Curriculum for Believe Pathway

| Intent | Implementation | Impact |
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| <p>The curriculum that is offered through the Believe Pathway:</p> <ul style="list-style-type: none"> • Applied cross curricular projects • Builds on the English/ Communication and Literacy skills taught in Key stage 4, as appropriate, to be independent in real life situations. • Develops social communication skills and provides them with opportunities to develop these. • Provides opportunities to enjoy reading and sharing stories. • Recognises that reading is a method of communication: recognising, responding and interpreting photographs, pictures, symbols, signs and words in order to make sense of the real world. • Develops receptive and expressive communication, so students can communicate their ideas and emotions to others using their preferred method of communication. • Builds on writing skills so some students can be functional writers. | <p>We achieve our intentions by:</p> <ul style="list-style-type: none"> • Offering resit GCSE English Language, as appropriate in Believe 1. • Offering AQA Step up to English Silver and Gold for those students who have begun this accreditation in Key stage 4, in Believe 1. • Promoting and fostering a Love of Reading by participating in the whole school reading reward programme. • Applying learning to a range of contexts. | <p>We achieve our intentions by:</p> <ul style="list-style-type: none"> • Offering resit GCSE English Language, as appropriate in Believe 1. • Offering AQA Step up to English Silver and Gold for those students who have begun this accreditation in Key stage 4, in Believe 1. • Promoting and fostering a Love of Reading by participating in the whole school reading reward programme. • Applying learning to a range of contexts. • Applying literacy and communication skills to purposeful, real life projects |