



English for the Secondary Challenge Curriculum Pathways

Wilson Stuart School

A Special Academy



Rationale:

Through the Secondary Challenge Pathway, we aim to ensure that our students are:

- Taught the communication and literacy skills to be independent for their life beyond Wilson Stuart.
- Able to be confident, functional and social communicators, with opportunities to develop further as readers and writers.

Through the Secondary Challenge (NC/GCSE), we aim to ensure that our students are:

- Provided with the opportunity to enjoy reading and sharing stories to develop culturally, emotionally, intellectually, socially and spiritually fluent speakers and writers, who can communicate their ideas and emotions to others and through their reading and listening others can communicate with them.
- Fluent/Competent readers, who have a chance to develop culturally, emotionally, intellectually, socially and spiritually, whilst acquiring knowledge and building on what they already know.

English Curriculum for Secondary Challenge/GCSE Pathway

Intent	Implementation	Impact
<p>The curriculum that is offered through the Secondary Challenge Pathway:</p> <ul style="list-style-type: none"> Promotes reading a range of different texts, with a focus on improving comprehension skills and reading for enjoyment. Focuses on the acquisition and development of an appropriate vocabulary for use in functional writing and spoken language. 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 students can be functional writers. Develops social communication skills. <p>The curriculum that is offered through the Secondary Challenge (NC/GCSE):</p> <ul style="list-style-type: none"> Promotes reading – ensuring fluency with good understanding, appreciates a rich and varied literary heritage and develops the habit of reading. Develops vocabulary, grammar and knowledge of linguistic conventions. Strengthens writing – ensuring accuracy, coherence and style adaptations. Use spoken language competently to enhance learning by explaining ideas, making formal presentations, and participating in debates. 	<p>We achieve our intentions on the Secondary Challenge Pathway by:</p> <ul style="list-style-type: none"> Reading a range of texts which develop vocabulary and understanding – drawing on some texts from the English Literary and World Literature. Continue to teach reading through phonics Improving listening and attention skills Build on writing skills already acquired and focus on applying writing skills to real life situations. Offer an applied literacy approach through real life, purposeful projects for Challenge 2 and 4 <p>We achieve our intentions on the Secondary Challenge NC/GCSE Pathway by:</p> <ul style="list-style-type: none"> Reading a wide range of texts which offer challenging and varied vocabulary. We use these texts to analyse the writer’s craft and learn how to use these techniques in writing. Developing the ability to write accurately for different purposes and contexts. Becoming critical readers, giving their opinions confidently through discussion and formal means. Learning how to use Spoken language in different contexts. 	<p>The impact of the Secondary Challenge Pathway provision is demonstrated through the development of students who are:</p> <ul style="list-style-type: none"> Able to achieve an Entry Level qualification in English AQA Step up to English (Challenge1). Confident to communicate effectively with an increasing level of independence. Autonomous readers and writers for the future workplace and for real life (Challenge 1 and 3) Can apply some reading and writing skills for real life (Challenge 2 and 4) Happy because they have good social communication skills and therefore will be able to function in their community, the workplace and in real life more effectively. Able to express an opinion and can begin to justify this. Able to understand how to communicate appropriately in different situations and to different audiences. Able to access books and stories and enjoy reading. <p>The impact of the Secondary Challenge (GCSE) provision is demonstrated through the development of students who are:</p> <ul style="list-style-type: none"> Able to communicate effectively as successful readers, writers and speakers. Able to achieve two GCSEs in English Language and English Literature Able to appreciate reading for pleasure