

English

Core and Extended Curriculum Overview 2026-27

English is a core subject across the Core and Extended Pathways. Curriculum knowledge and skills are taught at the stage the pupil is working at, not according to chronological age. Texts, contexts and applications remain age-respectful and relevant, while the level of reading, writing, spoken language, phonics and transcription is determined by individual starting points.

Intent

Our English curriculum enables pupils to communicate, read, understand, enjoy and create increasingly complex spoken and written language from their individual starting points. It develops vocabulary, fluency, comprehension, literary understanding, composition, transcription and purposeful communication. English is both a subject in its own right and a foundation for access to the wider curriculum, Preparation for Adulthood, accreditation, community participation and future employment.

The curriculum is ambitious without being age-bound. Pupils experience high-quality, age-respectful literature and meaningful real-life texts while learning at the appropriate English stage. Adaptation removes barriers without reducing the subject knowledge being learned.

Implementation

Teaching is organised through six English stages: Launching into English, KS1, Lower KS2, Upper KS2, KS3 and KS4/accreditation. Core and Extended pupils are placed at the stage that best reflects their current attainment in each strand. The school's two-year English overview supplies rich contexts, genres and texts, while curriculum statements, Launching Into English, phonics assessment and teacher assessment identify the precise knowledge and next steps to teach.

Speaking, listening and communication, reading and writing are explicitly taught and repeatedly applied. Phonics is matched to the pupil's individual phonics level. Guided reading develops fluency, vocabulary, retrieval, inference, discussion and use of evidence. Writing is developed through oral rehearsal, explicit modelling, composition, transcription, editing and an appropriate method of written output.

Impact

Pupils become more effective communicators, readers and writers. They know more vocabulary, understand increasingly complex texts, communicate ideas with greater clarity, write for a wider range of purposes and audiences, and use literacy more independently across school and everyday life. Progress is visible from individual starting points through reduced prompting, increased accuracy, fluency, depth, generalisation and independence.

What pupils learn

English knowledge - what pupils know	English practice - what pupils learn to do
Language and vocabulary: word meanings, sentence structures, grammar, registers and subject/literary terminology.	Listen, respond, question, explain, discuss, present, perform and adapt language to audience and purpose.
Reading: phoneme-grapheme knowledge, decoding, fluency, text structures, genre features, literary conventions and how language creates meaning.	Decode, reread, retrieve, infer, predict, summarise, compare, evaluate and justify using evidence from increasingly complex texts.
Writing: spelling patterns, grammar, punctuation, text structures, authorial choices and conventions for different purposes.	Generate and rehearse ideas; plan, draft, compose, revise, edit, proofread and present writing using handwriting or appropriate alternative output.
Cultural and literary knowledge: traditional tales, diverse voices, poetry, modern fiction, non-fiction, literary heritage, drama and significant texts.	Make connections across texts, contexts and experiences; express interpretations and use reading to inform writing and spoken language.

How English is organised: stage, not age

English is a core subject across both the Core and Extended Pathways. Unlike foundation subjects where chronological age may determine the curriculum experience, the English knowledge and skills taught are selected from the stage at which the pupil is working. Age and pathway inform the context, texts and relevance of learning; attainment and individual starting points determine the English stage.

A pupil's English stage is not fixed by class, chronological age or pathway. A pupil may also work at different stages in different strands – for example, a stronger reading stage alongside an earlier writing/transcription stage. Composition should not be artificially lowered because handwriting or physical access is difficult; appropriate alternative output can be used.

This overview covers subject-specific English in the Core and Extended Pathways. The Engagement Pathway develops communication, literacy and written output through its non-subject-specific developmental curriculum and is outside the scope of this document.

English stages

English stage	Curriculum reference	What this means
Stage 1	Launching into English / pre-National Curriculum	Launching Into English Benchmarks 01-10; developmental reading, communication, phonics and written-output foundations. Pre-key stage Standards 1-4 provide statutory reference points where relevant.
Stage 2	Key Stage 1 English	National Curriculum KS1 reading, writing and spoken language. Pre-key stage Standards 5 and 6 sit at the transition into this stage: working towards and working at the KS1 expected standard.
Stage 3	Lower Key Stage 2 English	Increasing fluency, retrieval, inference, vocabulary, authorial choices, paragraphing, transcription, grammar and writing for purpose.
Stage 4	Upper Key Stage 2 English	Increasingly independent comprehension, comparison and justification; deliberate language choices, cohesion, editing and secure transcription.
Stage 5	Key Stage 3 English	Critical reading across forms and periods; analysis of language, structure and context; extended writing for different audiences and purposes; formal spoken English.
Stage 6	Key Stage 4 / accreditation	Qualification-informed English at the pupil's attainment level, including GCSE Language/Literature within the Extended offer and Ascentis Stepping Stones to Functional Skills Entry 1-2 within the Core framework where appropriate.

Stage-led curriculum experiences: English content spine

The school's existing two-year English overview remains the content spine. The important distinction is that the English objective is selected from the pupil's stage, not their age. Pupils may therefore work on an age-respectful theme or text while reading, speaking or writing at an earlier or later English stage. The same text can support different levels of decoding, comprehension, oral language and composition.

Stage	Contexts / genres	Reading	Writing	Speaking, listening & communication
Stage Launching / pre-key 1	Core themes provide motivating contexts: Identity & Community; Celebrations & Traditions; Our Planet & Nature; Journeys & Movement; Inventors & Problem Solving; Expression & Imagination.	Shared and supported reading of fiction, non-fiction, photographs, symbols, functional texts, sensory/visual texts and repeated stories.	Mark-making, labels, captions, names, messages, story maps, simple sentences and purposeful recording using the pupil's preferred output.	Choice-making, shared attention, listening and responding, vocabulary, simple questions, recall, retelling and narrative through preferred communication.
Stage KS1 2	Two-year content includes non-fiction for information, fiction and traditional tales, poetry, letters, recipes, labels, mystery contexts and familiar real-world texts.	Decode accurately using taught phonics; develop fluency; retell; sequence; discuss vocabulary; answer/ask questions; infer and predict at an appropriate level.	Compose sentences orally; sequence short narratives; write about real events and for different purposes; use developing punctuation, spelling and handwriting/transcription.	Listen, take turns, build vocabulary, describe, explain, justify simple answers, role-play and participate in discussion/performance.
Stage Lower KS2 3	Non-fiction/instructional texts, modern fiction, book reviews, inventions, character work, poetry, biographies and wider reading-spine texts.	Retrieve and record; infer character thoughts/feelings; predict; identify main ideas; discuss word meaning; recognise forms and features across fiction, poetry and non-fiction.	Paragraphing around a theme; settings/characters/plot; newspaper/instructional/biographical writing; growing control of grammar, spelling and punctuation.	Ask relevant questions, participate in role play/discussion, reason with others and communicate ideas with increasing sequence and clarity.
Stage Upper KS2 4	Literary heritage, modern fiction, biography, myths and legends, reference/instructional	Summarise across paragraphs; justify inference with evidence; compare	Plan and draft sustained fiction/non-fiction; build cohesion; select grammar and vocabulary for effect; edit and proofread; use	Reason, justify and present; adapt language for purpose; discuss texts formally; perform with

		texts, performance poetry and texts across cultures/traditions.	texts; distinguish fact/opinion; evaluate language and presentation; retrieve and present information.	organisational devices and increasingly accurate transcription.	appropriate intonation, tone and volume.
Stage KS3	5	Modern plays, Shakespeare/19th-century language, current affairs, newspaper/press texts, detective fiction, Gothic/dystopian writing, poetry and wide literary forms.	Read critically; analyse language, structure, plot, characterisation and context; make comparisons; refer to evidence; read a wide range of whole and shorter texts.	Write stories, scripts, poetry, essays, arguments, letters and presentations; control register; apply literary/rhetorical devices; redraft for coherence and effect.	Use Standard English appropriately; speeches, presentations, structured discussion, debate, drama and performance.
Stage KS4 / accreditation	6	Qualification-informed study selected to match attainment and destination. Extended includes GCSE Language/Literature content; Core framework includes Ascentis Stepping Stones Entry 1-2 where appropriate.	Read and respond to increasingly demanding literary and non-literary texts, or functional texts aligned to the selected accreditation.	Write accurately and purposefully for the demands of the selected course: analysis, narrative, transactional/functional writing and/or qualification-specific tasks.	Present, discuss, listen and respond with the clarity, relevance and independence required by the selected qualification and next stage.

Speaking, listening and communication: stage progression

Progression moves from intentional communication and supported interaction towards confident, audience-aware discussion, presentation, performance and debate. Preferred communication methods, AAC and visual support are used where needed without lowering the conceptual demand.

Skill thread	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Attention & response	Share attention; respond to familiar adults, stories, songs, objects and sensory cues; anticipate and join repeated language.	Listen and respond appropriately; maintain attention in short exchanges and group work.	Maintain attention in collaborative conversation and respond to comments.	Sustain discussion, build on others' ideas and maintain focus.	Summarise/build on discussion; use Standard English across formal/informal contexts.	Obtain/confirm information and participate appropriately at the level required by the selected accreditation.
Questions & understanding	Respond to simple who/what/where and recall questions; develop Blanks-style comprehension from naming to describing/retelling/justifying.	Ask and answer relevant questions; explain understanding of what is heard/read.	Ask questions to extend knowledge and clarify meaning; explain reasoning.	Articulate and justify answers, opinions and arguments; challenge views courteously.	Question, interpret and respond to complex ideas; adapt response to context.	Ask for clarification, identify key information and respond accurately to straightforward or more complex questions as required.
Vocabulary & expression	Build favourite/topic words; combine words/signs/symbols; express preferences, experiences and simple ideas.	Use strategies to build vocabulary; give descriptions and simple narratives.	Use vocabulary to explain, imagine and explore ideas; sequence spoken responses.	Use increasingly precise vocabulary and subject/literary terminology.	Use precise linguistic/literary terminology; draw consciously on new vocabulary and grammar.	Use vocabulary appropriate to purpose, audience, workplace/community and qualification context.
Discussion & interaction	Take turns; communicate choices/feelings; contribute with support.	Participate in discussion, role play and performance; take turns and	Initiate/respond in collaborative conversations; reason with others.	Build on ideas, justify views and contribute to presentations/debates.	Participate in formal debates and structured discussion, summarising	Make relevant contributions, follow main points and communicate clearly enough to be understood.

		listen to others.			and building on contributions.	
Presentation & performance	Retell familiar stories using objects, pictures, actions, words/signs; join songs/rhymes.	Read/perfor m familiar texts; give short descriptions and explanations.	Present information and perform poetry/role play with growing control.	Formal presentation, debate and performance with attention to tone/volume.	Short speeches, presentations, dramatic performance and debate for different audiences.	Present or communicate information in the form required by the course, workplace or next destination.

Reading: stage progression

Reading progression combines word reading/phonics, fluency and language comprehension. Pupils' phonics level is assessed individually; reading comprehension can also be developed through texts read aloud to pupils at a higher level than their independent decoding.

Skill thread	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Word reading / phonics	Recognise meaningful symbols/words; develop grapheme knowledge; blend known sounds with increasing independence; move through Launching Into English Benchmarks 01-10.	Apply phonic knowledge as the route to decoding; read taught GPCs, common exception words and increasingly fluent decodable text.	Read an expanding range of words fluently; use morphology, context and dictionaries alongside secure decoding.	Read most age-stage appropriate words fluently enough to focus on meaning; use word knowledge strategically.	Read challenging texts independently; learn unfamiliar vocabulary through context and reference tools.	Read accurately and efficiently at the level required by the selected qualification, including functional or examination texts.
Fluency & prosody	Attend to repeated text; anticipate; join phrases; reread familiar words/sentences.	Develop automatic word reading, phrasing, expression and appropriate intonation.	Read aloud with increasing fluency and expression; prepare poems/plays.	Read with pace, phrasing, tone and volume that support meaning.	Use performance and oral reading to interpret language, mood and meaning.	Apply sufficient fluency to access course texts, instructions, questions and real-life written information.
Retrieval & recall	Identify characters/objects /actions; answer simple recall questions; recount short sequences.	Retrieve explicit information; sequence events; answer questions about what has been read.	Retrieve and record information from non-fiction; identify main ideas and key details.	Retrieve, record and present information; summarise across paragraphs.	Select relevant evidence and details from challenging texts to support interpretation.	Locate and use relevant information accurately in qualification and functional contexts.
Inference & prediction	Talk about events; link to experience; predict what may happen next with support.	Make simple inferences and predictions from what is said/done/read.	Infer characters' feelings/thoughts/motives; predict from stated and implied detail.	Justify inference with evidence; compare interpretations and evaluate	Make inferences with textual evidence; analyse how language/struct	Interpret explicit and implicit meaning at the level demanded

				language choices.	ure shape meaning.	by the qualification.
Vocabulary & language	Develop word meanings through stories, pictures, symbols and direct teaching.	Discuss/clarify word meanings; link new and known vocabulary; recognise recurring literary language.	Explore words in context and begin to discuss the effect of language choices.	Evaluate figurative language and how language, structure and presentation contribute to meaning.	Analyse figurative language, vocabulary choice, grammar and text organisation critically.	Understand and apply subject, literary, media and functional vocabulary required by the course.
Range & literary knowledge	Engage with fiction, non-fiction, poems, sensory/visual texts and functional signs/symbols.	Build familiarity with stories, fairy tales, traditional tales, poetry and non-fiction in different structures.	Read/discuss fiction, poetry, plays, non-fiction and reference texts across cultures/traditions.	Compare within/across books; literary heritage, myths/legends, modern fiction and poetry.	Wide range of fiction/non-fiction, whole books, short stories, poetry, plays, pre-1914/contemporary and world literature.	Study the texts, genres and functional materials relevant to GCSE/Entry/functional accreditation and future destinations.

Writing: stage progression

Writing progression separates composition from transcription. Pupils should be enabled to express composition at the level of their thinking, using handwriting, keyboard, symbols, AAC, speech-to-text or other agreed output where necessary. Physical difficulty with handwriting should not artificially reduce the level of composition taught.

Skill thread	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Oral composition & ideas	Complete/construct phrases; communicate ideas about stories/experiences; rehearse simple sentences orally.	Say what they will write; compose sentences orally; sequence short narratives; write about real events and for different purposes.	Discuss/record ideas; compose/rehearse sentences; create settings, characters and plot; organise paragraphs.	Identify audience/purpose; develop ideas from reading/research; sustain narrative/non-fiction and build cohesion.	Plan and produce stories, scripts, poetry, essays, arguments, letters and presentations for purpose/audience.	Generate, organise and communicate information/ideas in the form and depth required by the selected qualification.
Text structure & purpose	Labels, captions, lists, messages, story maps and short sequences; functional words in meaningful contexts.	Simple narratives and non-fiction; letters, fact files, instructions and poems; beginning/middle/end.	Paragraphs around themes; reports, biography, newspaper, instructions and narrative forms.	Use organisational/presentational devices; cohesion within/across paragraphs; sustained narrative and non-fiction.	Select form and structure for effect; formal exposition, narrative, argument and creative writing.	Use the text structure, audience awareness and functional/analytical conventions specified by the course.
Sentence, grammar & punctuation	Move from words/phrases to rehearsed simple sentences; begin stage-appropriate punctuation.	Sentence boundaries; capitals/full stops; conjunctions; tense; expanded noun phrases; question/exclamation/command forms.	Wider range of conjunctions; pronouns for cohesion; fronted adverbials; direct speech; present perfect; paragraphing.	Relative clauses, modal verbs, passive voice, parenthesis, commas, colons/semicolons/dashes and formal structures.	Control register, grammar and vocabulary consciously; discuss and analyse grammatical choices.	Use grammar and punctuation accurately enough for meaning and the requirements of the selected qualification.
Spelling & transcription	Form increasingly secure graphemes; spell through known phonemes; build	Segment/spell using taught GPCs; common exception words; suffixes/prefixes; dictation	Further prefixes/suffixes, homophones, dictionary use and legible	Morphology/etymology, dictionaries/thesaurus, spelling exceptions and fluent/efficient presentation.	Apply KS1/2 spelling patterns and accurate transcription while prioritising	Demonstrate transcription accuracy through handwriting or

	common/functional words.	and handwriting expectations.	joined handwriting.		meaning and effect.	approved alternative access arrangements.
Draft, revise & edit	Reread simple output with support; make a meaningful change or correction.	Reread to check sense; discuss/evaluate writing; basic proofreading.	Assess effectiveness; suggest improvements; proofread spelling/punctuation; revise grammar/vocabulary.	Edit for effect, cohesion, accuracy and register; proofread independently.	Amend vocabulary, grammar and structure to improve coherence and impact; edit for intended audience/purpose.	Review and improve work against task/qualification criteria, using access arrangements where appropriate.

Reading instruction: phonics, fluency, guided reading and the reading spine

Reading is taught as a connected system rather than as isolated comprehension activities. Decoding, fluency, vocabulary, oral language and comprehension are developed together, with the balance adapted to the pupil's current reading profile.

- Phonics is linked to the pupil's individual phonics level. Pupils read books closely matched to the grapheme-phoneme correspondences they know, and are taught not to guess from pictures or context when decoding.
- Guided reading uses small, flexible groups and texts matched to current reading needs. Teaching includes pre-teaching key vocabulary, activating prior knowledge, prediction, rereading, context clues, retrieval, inference, use of evidence, summarising and reflection.
- Comprehension is not limited by independent decoding. Pupils listen to and discuss texts beyond their independent reading level so that vocabulary, literary knowledge, inference and cultural knowledge continue to develop.
- The Cultural Reading Spine broadens pupils' experience of identity, diversity, relationships, religion, cultural traditions, migration, environment, STEM, classics, literary heritage, poetry, conflict and significant authors. Text selection should be age-respectful, purposeful and responsive to the needs of the group.
- Reading is applied functionally through signs, menus, lists, timetables, instructions, forms, community information, digital media and workplace-related texts as pupils prepare for adulthood.

Core and Extended use of texts

The reading spine is an entitlement and a source of high-quality texts, not a rigid list that limits teachers to one book. Core pupils may access texts through supported reading, shared reading, symbols, audio, repeated reading or adapted presentation while still engaging with the ideas and cultural content. Extended pupils move increasingly towards independent reading and analysis. The same text can therefore be used at different English stages with different reading and writing outcomes.

Examples from the 2026-27 spine

Core / early-stage examples	Junior Extended examples	Senior Extended examples
Marvellous Me; Perfectly Norman; All Are Welcome; The Great Kapok Tree; The Arrival; Rosie Revere, Engineer; Aesop's Fables.	The Proudest Blue; The Iron Man; Charlotte's Web; Charlie and the Chocolate Factory; Astro Girl; Look Up!; Voices in the Park.	Wonder; The Boy at the Back of the Class; The Last Bear; Kensuke's Kingdom; A Christmas Carol; Macbeth; An Inspector Calls; war and remembrance poetry.

Written output: composition, handwriting and alternative recording

Written output is treated as an access and communication issue as well as a literacy skill. Many pupils have profiles that affect visual-motor integration, fine motor control, planning, attention, sensory processing or physical access. The curriculum therefore develops the physical and cognitive foundations of handwriting while also teaching pupils to use alternative output where this better reflects their language and thinking.

The principle is simple: teach composition at the pupil's English stage, and teach the most effective recording method at the pupil's written-output stage. A pupil who cannot handwrite at the level of their ideas should not be restricted to easier English content solely because of motor difficulty.

Foundation for written output	Handwriting / transcription	Alternative and assisted output
Posture and core stability; shoulder/wrist stability; bilateral coordination; crossing the midline; eye-hand coordination; visual discrimination; proprioception; finger isolation; dexterity; pincer grip; grip strength; pressure control; spatial awareness.	Multi-sensory pre-writing; lines/shapes/patterns; letter families; ELS-consistent mnemonics; Wet-Dry-Try and Letter-join where appropriate; spacing, size, alignment, fluency, speed and stamina.	Keyboard and mouse skills; typing programmes; communication apps/AAC; VOCA; speech-to-text; word processing and other access technology. Output method is identified, taught and reviewed rather than used only as an ad-hoc support.

Assessment and review of written output

- Assess mark-making, letter formation and fine-motor foundations before expecting conventional handwriting.
- Align phonics writing expectations to the pupil's actual pre-writing/handwriting level; use letter cards, keyboard or other access when physical transcription is not yet developmentally appropriate.
- Identify pupils who require alternative output and teach the necessary access skills explicitly.
- Review the approach regularly so that pupils move towards greater efficiency, independence and stamina without creating unnecessary barriers to demonstrating English attainment.
- Integrated occupational therapy and teaching advice should inform posture, equipment, motor programmes and access arrangements where needed.

Pre-key stage standards: mapped statutory reference points

The pre-key stage 2 standards are included here as statutory reference points for pupils engaged in subject-specific study who are working below the overall national curriculum assessment standard. They should not be used as the school's formative tracking ladder or as a substitute for the more detailed Launching Into English curriculum. The mapping below shows where the statutory standards sit within Cleaswell Hill's stage-led English curriculum.

Important: the STA framework states that pre-key stage standards are for summative statutory teacher assessment at the end of KS2 where applicable, not for tracking progress throughout the key stage. At Cleaswell Hill, ongoing teaching and assessment remain anchored in the detailed stage curriculum, individual phonics information, Launching evidence and professional judgement.

Pre-key standard	Closest Cleaswell stage	Reading / language comprehension	Writing / transcription	Indicative Launching Into English anchors
Standard 1	Stage 1	In a familiar story/rhyme: identify characters/objects from simple questions, anticipate what happens next, join actions/words/phrases.	Complete a sentence with an appropriate word; draw lines or shapes on small/large scale.	Reading mainly Benchmarks 01-04; early writing/mark-making mainly Benchmarks 01-04.
Standard 2	Stage 1	Say 10+ grapheme sounds; blend known graphemes with teacher help; answer simple who/what/where/action questions; join predictable phrases.	Complete an orally presented sentence with a clause; correctly form most of the 10+ lower-case letters and link those graphemes to heard phonemes.	Reading strongly aligns with Benchmark 06; writing transcription becomes evident around Benchmark 07. Strand profiles may therefore differ.
Standard 3	Stage 1	Say 20+ grapheme sounds; blend two/three known graphemes; simple recall; recount a short sequence.	Create own phrases/short sentences orally; write a caption/short phrase; form and identify/write 20+ graphemes; spell simple words phonemically.	Reading aligns closely with Benchmark 08; writing develops across Benchmarks 08-09.
Standard 4	Stage 1	40+ graphemes; blend words up to five known graphemes; some common exception words; read matched decodable books without	Rehearse and write own sentence; form most lower-case letters; identify/write 40+ graphemes; spell words with	Closest alignment is Benchmark 10, with Benchmark 09 providing important transition into the standard.

		guessing; talk about and retell stories.	clusters/digraphs and a few common exception words.	
Standard 5	Stage 2	Working towards KS1 expected: secure common GPCs, some multisyllabic reading, many common exception words, increasing automaticity; answer questions and make simple inferences.	Sequence sentences into a short narrative; some capital letters/full stops; increasingly accurate phoneme-grapheme spelling, letter formation/size and word spacing.	Beyond the Launching benchmarks; mapped into the early KS1 curriculum.
Standard 6	Stage 2	Working at KS1 expected: accurate reading of most multisyllabic words, suffixes and common exception words; sufficiently fluent reading; self-correction, questions, inference and explanation.	Simple coherent narratives and real events; most sentence demarcation; tense; co-ordination/subordination; increasingly accurate spelling, capital/lower-case size and spacing.	Secured within the KS1 curriculum and provides the bridge into Stage 3 / KS2 learning.

Assessment, evidence and progression

Assessment identifies what the pupil can do securely, what they can do with support and what should be taught next. English progress is not judged by movement through chronological year groups but by increasing knowledge, fluency, accuracy, depth, generalisation and independence within the pupil's current stage and then into the next stage.

Assessment source	How it is used
Launching Into English	Detailed developmental benchmarks for pupils working pre-National Curriculum across reading, communication and writing/written-output foundations.
Online assessment framework English KS1 / KS2 / KS3	Stage-specific National Curriculum statements used to identify curriculum coverage, next steps and evidence of progress.
Individual phonics assessment	Determines the grapheme-phoneme knowledge, blending/segmenting and matched reading material pupils need.
Guided reading evidence	Teacher observation and pupil responses across fluency, vocabulary, retrieval, inference, use of evidence, discussion and comprehension strategies.
Writing evidence	A range of independent and supported outcomes across genres, alongside oral composition, transcription, editing, spelling/grammar and appropriate alternative output.
Pre-key stage standards	Statutory summative reference at the end of KS2 for eligible pupils; cross-referenced to the curriculum but not used as the school's formative tracker.
Accreditation evidence	Awarding-body criteria and controlled/exam conditions where appropriate; access arrangements are planned so pupils can validly demonstrate attainment.

Accreditation, Preparation for Adulthood and careers

English becomes increasingly functional and destination-focused as pupils move through the senior curriculum. Accreditation is selected because it is appropriate to the pupil's attainment, access needs and intended next stage; it does not replace the wider English curriculum.

Core pathway	Extended pathway	Preparation for Adulthood application
Core framework identifies Ascentis Stepping Stones to Functional Skills Entry 1 and Entry 2 outcomes in speaking/listening, reading and writing as accreditation reference points for older pupils where appropriate.	The Extended two-year framework includes GCSE English Language and GCSE English Literature content at KS4 for pupils for whom this is the appropriate qualification route.	Functional communication, reading and writing: forms, personal information, CVs, applications, emails, texts, timetables, signs, instructions, workplace communication, customer interaction, community information and self-advocacy.

Careers linked to English

The school's careers material identifies a range of roles where literacy and communication are directly relevant. These can be used to make English learning purposeful and to broaden pupils' understanding of how communication, reading and writing are used in employment.

- Content creator – writing blogs, short stories or social media content in accessible formats.
- Library assistant – helping others access books and information.
- Customer service assistant – listening, speaking and communicating clearly in retail or hospitality.
- Administrative assistant – written communication, forms, filing and office tasks.
- SEN teaching assistant / SEN teacher / educational psychology assistant – literacy, communication and supporting learning.

Transferable English skills for adulthood

- Communicating needs, choices, opinions and concerns clearly.
- Reading for safety, information and independence.
- Completing forms and providing personal information accurately.
- Writing or recording messages, emails and applications.
- Understanding different viewpoints and communicating respectfully.
- Presenting oneself confidently in interviews, work experience, college and community settings.

Cultural capital, SMSC and British values through English

English is a major vehicle for cultural knowledge and personal development. The reading spine deliberately exposes pupils to diverse identities and families, religion and festivals, migration and belonging, the environment, significant people, STEM, traditional tales, classics, literary heritage, contemporary fiction, poetry, conflict and social issues. This breadth supports pupils to understand themselves, other people and the wider world.

Dimension	How English contributes
Spiritual	Imagination, reflection, emotional response to literature, exploration of identity, values, meaning and human experience through stories and poetry.
Moral	Discuss motives, consequences, fairness, responsibility, conflict, choices and ethical issues; justify views with evidence and listen to alternative perspectives.
Social	Turn-taking, discussion, collaboration, drama, debate, communication for different audiences and purposeful interaction in community/work-related contexts.
Cultural	Encounter literature from different periods, traditions, cultures and communities; build knowledge of shared literary heritage alongside diverse and contemporary voices.
Democracy	Participate in discussion and debate; form and express reasoned opinions; listen to others; distinguish evidence, fact, opinion and viewpoint.
Rule of law	Read and discuss rules, instructions, rights/responsibilities and texts dealing with society, justice and consequences; communicate within agreed discussion conventions.
Individual liberty	Develop voice, choice, self-expression, self-advocacy and the confidence to communicate preferences, beliefs and aspirations.
Mutual respect and tolerance	Read about different identities, religions, families, cultures and experiences; discuss difference respectfully and challenge stereotypes through evidence and dialogue.

English curriculum source alignment

This overview consolidates the school's existing English curriculum materials rather than replacing the detailed schemes and assessment frameworks. It should be read alongside:

- English Two-Year Overview 2025-27 and Core Framework for Literacy.
- Launching Into English and English KS1, KS2 and KS3 assessment/curriculum statements.
- STA Pre-key Stage 2 teacher assessment framework for pupils working below the national curriculum assessment standard.
- Cleaswell Cultural Reading Spine 2026-27.
- Guided Reading guidance.
- Written Output strategy, fine-motor and multisensory handwriting materials.
- Careers in English.