



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover – English

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	<p>Post 16 Lead – Kelly Smith</p> <p>Reading and English Lead – Kirsty Whitworth</p>
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students’ needs.</p>
<b>Subject Intent</b>	<p>The intent of this ASDAN Towards Independence English curriculum is to equip learners with the functional communication, reading, and writing skills they need to take part confidently in everyday life and prepare for adulthood. Through engaging, practical topics learners develop the ability to understand and express themselves in real-world situations.</p> <p>The curriculum supports learners in building the confidence to:</p> <ul style="list-style-type: none"> <li>• Communicate clearly with others using speech, writing, and digital tools</li> <li>• Understand written and visual information in the environment (e.g. signs, labels, menus, posters)</li> <li>• Complete everyday tasks such as shopping lists, reading timetables, and using technology</li> <li>• Express personal preferences, ask questions, and respond appropriately in social and community settings</li> </ul> <p>By focusing on functional literacy, this programme helps learners become more independent, make informed choices, and actively engage in their communities — essential steps in their preparation for adulthood and future pathways.</p>



**Number of allocated hours – 3 x 45 minute lessons**

		<b>Number of allocated hours – 3 x 45 minute lessons</b>	
		<b>Year 12 – Introduction</b>	<b>Year 13 – Progression</b>
<b>Autumn A</b>	<b>Topic:</b> Writing – Writing names	<b>Topic:</b> Writing – Everyday writing	
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know what own name looks like and can write, copy or trace it</li> <li>• Understand that their college has a name they can learn to write it</li> <li>• Know the first letter of own name and can look for things that begin with it</li> <li>• Understand that friends and family have names they can learn to write or copy</li> <li>• Know they can use writing to label their own work</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know what equipment might be needed to write a list</li> <li>• Understand that lists can be used for different things</li> <li>• Know that writing can be used in real life, like for cards or messages</li> <li>• Understand different types of cards and what they are for</li> <li>• Know they can send and reply to a short message</li> </ul>	
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Write, copy, or trace their own name</li> <li>• Write, copy, or trace the name of their college</li> <li>• Find things around the college that start with the same letter as their name</li> <li>• Show the things they’ve found to their friends</li> <li>• Write, copy, or trace the name of a friend</li> <li>• Write, copy, or trace the names of people in their family or friendship group</li> <li>• Show their writing to their friends</li> <li>• Use own writing to label their own pictures or work</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Find and choose equipment they need to write (pen, pencil, paper, or a computer)</li> <li>• Write a list and say what their list is for (like shopping, to-do tasks, or remembering dates)</li> <li>• Take part in an activity where they use their list (like going shopping or ticking off jobs)</li> <li>• Choose a card (birthday, Christmas, etc.) and write a greeting inside</li> <li>• Write a short message to a friend (like asking to meet up or inviting them to something)</li> <li>• Show or talk about the reply they got from their friend</li> <li>• Write a simple reply back to the message</li> </ul>	
<b>Autumn B</b>	<b>Topic:</b> Reading – Working with books	<b>Topic:</b> Reading – Reading books	
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know what a story is and that it has a beginning, middle, and end</li> <li>• Understand that books can be shared and talked about with other people</li> <li>• Express a favourite book, picture, or part of a story</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know how to choose a book they would like to read</li> <li>• Understand that books have a title, an author, and a number of pages</li> <li>• Know they can talk about what a book is about</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understand that words and pictures can match the story being told</li> <li>• Know that stories start at the beginning and follow a certain order</li> <li>• Understand that books can be made using photos or pictures they like</li> <li>• Know that pictures can have names or labels that match them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand they can read part of a book out loud to someone</li> <li>• Know they can ask a friend what they think of a book</li> <li>• Understand that listening to someone else's book is part of sharing</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Listen to a short story and join in or respond in own way</li> <li>• Look at books they like with a friend and show or talk about them</li> <li>• Identify favourite book and tell a friend why they like it</li> <li>• Show or tell what the book is about and point to favourite part or picture</li> <li>• Match words or pictures to the ones in the story</li> <li>• Show a friend where the story starts in the book</li> <li>• Make own book using pictures or photos they like</li> <li>• Match names to the photos or pictures in their book</li> <li>• Show and share own book with a friend</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Pick a book they want to read</li> <li>• Share the book with a friend and point out the title, author, and how many pages it has</li> <li>• Tell a friend what the book is about</li> <li>• Choose a part of the book to read out loud and ask if the friend wants to hear more</li> <li>• Listen while a friend reads or shares their book</li> </ul> <p>Say what they think about their friend's book (e.g. "That was funny!" or "I liked the pictures")</p>
Spring A	<b>Topic:</b> S&L – In my centre	<b>Topic:</b> S&L – In my centre (progression)
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know what kinds of activities they enjoy at college</li> <li>• Understand that others may enjoy different things and it's important to listen to them</li> <li>• Know how to work with a partner and share information</li> <li>• Understand simple greetings and requests they may hear in college</li> <li>• Know how to greet different people appropriately depending on who they are (e.g. staff vs friends)</li> <li>• Understand how to express likes, dislikes, and feelings in a way others can understand</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know how to introduce themselves and share basic personal information</li> <li>• Understand how to listen to others and learn about their interests and hobbies</li> <li>• Know how to ask simple questions to find out more about someone</li> <li>• Understand how to talk about something they enjoy, like a TV programme or hobby</li> <li>• Be aware that people have different interests and it's okay to ask questions respectfully</li> <li>• Understand how to collect and show information in a creative way, like a poster</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Say or show what they like to do at college and answer questions about it</li> <li>• Listen to others talk about what they like to do</li> <li>• Talk to a partner about their favourite college activity and listen to their partner's response</li> <li>• In a familiar college setting, they can respond to simple greetings and requests</li> <li>• Share something they like, dislike, and how they feel with someone they know</li> <li>• Show how to greet different people at college, such as: <ul style="list-style-type: none"> <li>○ Someone in charge (e.g. "Good morning" to a teacher)</li> <li>○ A best friend (e.g. "Hey!" or a wave)</li> <li>○ A bus or taxi driver or escort (e.g. "Hello" or "Thank you")</li> </ul> </li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Introduce themselves to a group, sharing simple facts like name, where they live, and foods they like or dislike</li> <li>• Listen to others in the group when they're sharing about themselves</li> <li>• Ask simple questions to learn more (e.g. "Do you have any pets?" "What are your hobbies?")</li> <li>• Tell or show the group what they found out about someone</li> <li>• Talk about favourite TV programme — what it's called, what it's about, what happened last, and what might happen next</li> <li>• Listen to others talk about their favourite shows and ask follow-up questions</li> <li>• Talk about their own hobbies and interests</li> <li>• Ask a friend about their hobby or interest</li> <li>• Help make a poster (using magazines or the internet) to show different hobbies and interests — theirs and other people's</li> </ul>
<b>Spring B</b>	<p><b>Topic:</b> S&amp;L – Going shopping</p>	<p><b>Topic:</b> S&amp;L - Shopping</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to talk and plan a trip with other people</li> <li>• Understand that making a shopping list helps them remember what to buy</li> <li>• Know they can tell others what they need to get</li> <li>• Understand how shops work – that items have prices, and you pay at the checkout</li> <li>• Know how to speak to a shop assistant politely (greeting, listening, saying thank you)</li> <li>• Know how to share their experience with others after a trip</li> <li>• Understand that listening to a friend's experience is part of a conversation</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know what a supermarket is and what it's used for</li> <li>• Understand that they can follow a list to find the items they need</li> <li>• Know how the checkout process works, including waiting in line</li> <li>• Understand that shop assistants may ask questions and that it's helpful to answer politely</li> <li>• Know what a receipt and change are, and why it's important to check them</li> <li>• Understand how to ask for something they need (like a receipt)</li> <li>• Know how to use polite greetings when arriving and leaving a shop</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk with others to plan a trip to a local shop or supermarket</li> <li>• Help make or copy a shopping list (with support if needed)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Choose and visit a local supermarket and complete a shopping task</li> <li>• Show ability to wait in the queue at the checkout calmly and appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• Tell others what they need to buy</li> <li>• Visit a local shop look for the items needed</li> <li>• Visit a supermarket and look for the items needed</li> <li>• Greet the shop assistant politely</li> <li>• Listen to the cost of the item(s) and pay for their shopping</li> <li>• Say thank you to the shop assistant</li> <li>• Talk about what they did on their shopping trip</li> <li>• Listen when a friend talks about their own trip to the shop and supermarket</li> </ul>	<ul style="list-style-type: none"> <li>• Greet the shop assistant (e.g. say “hello” or smile)</li> <li>• Listen and respond to simple checkout questions like: <ul style="list-style-type: none"> <li>- “Would you like a carrier bag?”</li> <li>- “Would you like help packing?”</li> <li>- “Would you like any cash back?”</li> </ul> </li> <li>• Listen to the cost of the shopping</li> <li>• Pay for items using cash or card</li> <li>• Check they’ve been given a receipt and the right change and ask for a receipt if one isn’t given</li> <li>• Give a polite goodbye or thank you as they leave</li> </ul>
Summer A	<b>Topic:</b> Reading – Signs and labels	<b>Topic:</b> Reading – In the community
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know what social, safety, and road signs mean and why they are important</li> <li>• Understand that signs appear in different places like college, shops, and the community</li> <li>• Know that labels on food and drink give helpful information</li> <li>• Understand that using pictures, words, or symbols can help them share what they like</li> <li>• Know that talking and asking questions about everyday choices (like food) is a way to connect with others</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know there are different types of signs, such as: <ul style="list-style-type: none"> <li>- Safety signs (e.g. fire exit)</li> <li>- Instruction signs (e.g. push/pull)</li> <li>- Information signs (e.g. reception this way)</li> <li>- Warning signs (e.g. slippery floor, roadwork)</li> </ul> </li> <li>• Understand where signs can be found — in college and out in the community</li> <li>• Know that signs help keep people safe and give useful information</li> <li>• Understand that signs can be shared with others by explaining or showing what they mean</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Find signs in familiar places and say or show what they mean</li> <li>• Follow basic community signs like “way out” or “wash your hands”</li> <li>• Take photos of signs and help make a simple display about them</li> <li>• Find food or drink by looking at labels while out shopping</li> <li>• Create a list or poster of favourite foods using pictures, symbols or words</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Find five different signs in college and say or show what they mean</li> <li>• Find five signs in the community and follow what the signs say or show</li> <li>• Take photos of signs or draw their own version</li> <li>• Help make a display using the signs they’ve found</li> <li>• Talk about the signs in their display to others</li> </ul>

	<ul style="list-style-type: none"> <li>Share their work with others and ask or answer simple questions about it</li> </ul>	
Summer B	<b>Topic:</b> S&L – Using technology	<b>Topic:</b> S&L – Using a telephone
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know that people can talk or share information using different devices like a mobile phone, laptop, tablet, or digital camera</li> <li>Understand which device they feel comfortable using to talk or message others</li> <li>Know how to greet someone, ask a question or share information, and end the message politely</li> <li>Understand that communication can be with people they know (like friends or staff) or people they don't know (like a taxi company or clinic)</li> <li>Know it's important to tell someone who they talked to and what it was about</li> <li></li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know how and when to use a telephone</li> <li>Understand different reasons for making a phone call (e.g. being late, booking a taxi, making an appointment, ordering food, being social)</li> <li>Know they need to find the correct phone number before calling</li> <li>Understand how to be polite on the phone — including how to greet someone, give their name, share a message, and say goodbye</li> <li>Know they might be asked questions and should try to answer them clearly</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Choose a device they'd like to use to talk or message someone</li> <li>Use a device to greet someone they know in a friendly and polite way</li> <li>Ask a question or give a piece of information, then sign off appropriately (e.g. "Thanks, see you soon")</li> <li>Use a device to send a message or make contact with someone they don't know (e.g. booking an appointment or taxi)</li> <li>Tell or show a partner who they talked to and what they said</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use a telephone (mobile or landline)</li> <li>Say why they need to make a call</li> <li>Find and dial the correct telephone number</li> <li>When the call is answered, they can greet the person and give their name</li> <li>Give their message clearly</li> <li>Listen and answer simple questions if asked</li> <li>End the call with a polite goodbye</li> </ul>