



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

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Explore – 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.

Curriculum Leadership	Kelly Smith – Post 16 Lead Kirsty Whitworth – English and reading lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. 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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	<p>The curriculum develops practical English and life skills to enable learners to communicate confidently and participate as independently as possible in everyday life. English is carefully designed to support learners in developing functional literacy skills that are transferable across the wider curriculum and aligned with Open Awards qualifications.</p> <p>Through purposeful, real-world topics such as my life and my choices, shopping, healthcare, government, and news, learners build vocabulary, reading, writing, speaking, and listening skills within meaningful and familiar contexts. These topics are deliberately selected to complement learning in other subject areas, ensuring that English lessons reinforce key knowledge and skills needed for independence, employability, and community participation.</p> <p>Progress is demonstrated through learners’ increasing ability to apply literacy skills with greater independence, confidence, and accuracy across different contexts, rather than through topic change alone. We place a strong emphasis on communication, reflection, creativity, and social understanding, enabling learners to access information, express preferences, make informed choices, and engage appropriately with others. The curriculum supports learners to develop confidence and effective communication skills, preparing them for life beyond the classroom by strengthening their ability to use English purposefully in real-world and cross-curricular situation.</p>

Objectives and skills have been taken from a range of sources	<ul style="list-style-type: none">• The National Curriculum• Entry Level Functional Skills• ASDAN English Short Course• PSHE Education Framework		
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Allocation of hours - 3 x 45 minute lessons per week

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		Year 12	Year 13
Autumn A	Topic: My life, my story	Topic: Leisure and hobbies	
	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand how personal information can be shared to help others understand who they are. • Know the types of information that make up a personal life story, including experiences, interests, achievements, and goals. • Understand that people’s lives include past experiences, current routines, and future aspirations. • Understand how time-related language can be used to talk about changes and experiences. • Know the different ways personal information can be recorded • Understand why sharing information about themselves can be important for independence, support, and future opportunities. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand what hobbies and free time activities are and why they are important. • Know about a range of local leisure facilities (e.g. library, gym, park, cinema). • Be aware that people have different preferences and abilities when choosing activities. • Know how to access or request information about activities (e.g. from staff, leaflets, websites). 	
	<p>Skills:</p> <ul style="list-style-type: none"> • Communicate information about themselves clearly using spoken language, symbols, AAC, or written formats. • Share personal experiences, interests, and achievements with increasing confidence. • Describe past experiences and future aspirations using simple sequencing and time-related language. • Organise personal information into a clear structure with support. • Record a personal life story using simple written, visual, or digital methods. • Respond to questions and take part in short discussions about themselves. • Apply communication skills developed in this topic to real-life contexts linked to preparation for adulthood. 	<p>Skills:</p> <ul style="list-style-type: none"> • Talk or write about likes, dislikes, and preferences for hobbies and activities. • Identify which activities are suitable or unsuitable for themselves or others, and explain why. • Extract key information from spoken texts (e.g. phone calls, announcements) and written materials (e.g. posters, timetables). • Use ICT (e.g. PowerPoint) to create a simple presentation about their hobbies and interests. • Practise making basic requests (spoken or written) to services or organisations (e.g. “Can I book a session?”, “What time does it open?”). 	

Autumn B	<p>Topic: My local area</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand what an information leaflet is and its purpose (to inform, guide, or promote). Recognise the key features of a leaflet: headings, subheadings, pictures, captions, and layout. Know the difference between a photograph, picture, and illustration. Be aware of the local area and leisure services, and where to find information about them. <p>Skills:</p> <ul style="list-style-type: none"> Retrieve and record key facts from written texts, spoken information, and interviews. Ask and answer questions to gather information from different sources, including the local community. Identify and label leaflet features, explaining their function (e.g. why headings help the reader). Organise information appropriately for a leaflet (e.g. placing pictures, using clear sections). Plan and create a simple leaflet or poster about the local area using ICT or paper-based formats. 	<p>Topic: Culture! Culture!</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand what culture and religion mean, including their own and those of others Recognise similarities and differences between cultures within their community Know key facts about different religions, including places of worship, holy books and festivals Understand the purpose and features of a non-chronological report, such as headings, subheadings, and factual language Know about important festivals such as Diwali and why they are celebrated <p>Skills:</p> <ul style="list-style-type: none"> Express and share information about their own culture, religion, and traditions Retrieve and record key facts from written texts and spoken information Identify the structure and features of a non-chronological report in a model text Plan a non-chronological report using headings and clear sections Write a short non-chronological report about their culture or religion Review and improve their writing with support, including correcting spelling or punctuation
	<p>Topic: Climate Change</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand and use key vocabulary related to climate change (e.g. <i>climate, pollution, global warming, deforestation</i>) Recognise the structure and purpose of different text types, such as fact files, persuasive writing, and simple narratives 	<p>Topic: Getting around</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand key travel-related vocabulary (e.g. <i>timetable, route, fare, booking form</i>) Recognise how travel information is presented in different formats (e.g. websites, leaflets, apps)
Spring A		

	<ul style="list-style-type: none"> Know who Greta Thunberg is and how people use language to raise awareness and influence change 	<ul style="list-style-type: none"> Know what personal information is needed when filling in forms or making bookings
	<p>Skills:</p> <ul style="list-style-type: none"> Read and understand simple texts on climate and the environment Discuss and express opinions about environmental issues using topic-related vocabulary Write short responses and sentences to show understanding of climate issues Create a basic fact file about Greta Thunberg using sentence starters and scaffolded templates Use writing frames to suggest ways people can help the planet Make links between fiction and real-world issues through discussion and writing 	<p>Skills:</p> <ul style="list-style-type: none"> Read and understand simple travel texts, such as timetables, booking forms, and travel leaflets Listen to spoken travel information and pick out key details (e.g. departure time, destination) Ask and answer questions about journeys using appropriate vocabulary Complete simple written tasks such as filling out a booking form or writing a basic travel plan Plan a trip using a writing frame, considering time, cost, and transport type Use reading strategies to locate information (e.g. scanning a timetable for a train time) Practise sequencing events or instructions related to a journey (e.g. steps for getting the bus)
Spring B	Topic: My health	Topic: Looking for work
	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand key health-related vocabulary (e.g. <i>appointment, symptom, prescription, pharmacist</i>) Know what personal information is (name, date of birth, address) and why it's important in healthcare settings Recognise simple texts used in health contexts (e.g. posters, medicine labels, appointment cards, websites) Identify common illnesses and the role of healthcare professionals (e.g. doctor, nurse, pharmacist) 	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand key vocabulary related to jobs and looking for work Know where to find job vacancies in the local area Recognise different jobs and their main duties Understand what a job advertisement and job specification include Know the main steps involved in the job application process
	Skills:	Skills:

	<ul style="list-style-type: none"> • Read and understand basic healthcare information, including leaflets, labels, and signs • Answer simple questions based on health-related reading material • Role play and practise giving and asking for personal details • Use speaking and listening skills to describe symptoms and explain how they feel • Complete simple forms or appointment slips with key information • Retrieve and record information about a health service or doctor's surgery • Read medicine labels to identify correct doses and follow simple instructions • Use a calendar to note appointments or medication times 	<ul style="list-style-type: none"> • Retrieve and record information from job advertisements, both written and spoken • Ask and answer questions about job vacancies • Identify and follow key steps when applying for a job • Read and complete personal details on a job application form • Participate in role plays to practise job application conversations and procedures
Summer A	Topic: Government and democracy – 'The Accidental Prime Minister'	Topic: Shopping
	Knowledge: <ul style="list-style-type: none"> • Understand key vocabulary about government, elections, and leadership • Read and recognise names and roles of key people like the Prime Minister • Understand simple texts such as manifestos, job descriptions, and profiles • Recognise the structure and features of different text types (e.g. reports, descriptions) 	Knowledge: <ul style="list-style-type: none"> • Understand vocabulary related to shopping and products • Recognise and read shop names and logos • Understand simple texts such as shopping lists, price labels, and signs • Recognise and locate key information on shopping websites and maps • Understand how to ask and answer questions about shopping
	Skills: <ul style="list-style-type: none"> • Read and retrieve information from fictional and real texts about government and elections • Identify and describe characters' appearance and personality using descriptive language • Compare information from a fictional manifesto with real-world examples through speaking or writing 	Skills: <ul style="list-style-type: none"> • Read and write a simple shopping list using appropriate vocabulary • Plan and discuss a shopping trip, explaining which shops to visit and why • Listen to and follow instructions or information related to shopping (e.g., from a shop assistant or audio clip)

	<ul style="list-style-type: none"> • Write a simple job description for the Prime Minister, using key vocabulary and clear structure • Research and write a basic personal profile of the Prime Minister • Participate in discussions and role plays related to elections and leadership • Develop speaking skills by presenting ideas during a class election campaign 	<ul style="list-style-type: none"> • Use speaking skills to ask for prices, request items, and interact politely in shops • Reflect and describe their shopping experience orally or in writing
Summer B	Topic: All about the drama!	Topic: Young reporter
	Knowledge: <ul style="list-style-type: none"> • Understand basic drama vocabulary related to performance, props, and scenery • Know the steps involved in planning and creating a drama production • Recognise the purpose of drama activities for building confidence and communication • Understand how to reflect on and evaluate their own performance 	Knowledge: <ul style="list-style-type: none"> • Understand what news is and why it is important • Know that not all news is real and be able to identify fake news • Understand the role of a journalist and what they do • Recognise different sources where people access the news • Know the basic structure of a newsletter and its different sections
	Skills: <ul style="list-style-type: none"> • Use speaking and listening skills to participate in drama activities and rehearsals • Develop communication skills by expressing ideas, emotions, and stories through role play • Collaborate with others to design and create props and scenery, describing materials and choices • Follow instructions and take part in planning and rehearsing for a performance • Use writing or drawing to plan and record ideas for props and scenery • Reflect on their performance by speaking or writing about what went well and what could improve 	Skills: <ul style="list-style-type: none"> • Read and understand simple news articles and newsletters • Identify real versus fake news through discussion and activities • Ask questions and gather information through interviews or research • Use speaking and listening skills to collect data and conduct simple interviews • Write or design a short news article for a newsletter using appropriate language • Use ICT or creative skills to help design and organise a newsletter • Share information clearly through writing and speaking

