

## **POLARIS EDUCATION ENGLISH CURRICULUM**

### **Curriculum Vision**

At Polaris, we believe that English is the foundation for learning, communication and participation in society. Through reading, writing, speaking and listening, pupils develop the skills needed to access the wider curriculum, express their ideas confidently and become successful learners both in school and beyond.

Our English curriculum is carefully sequenced from Key Stage 1 through to Key Stage 4 and is aligned to the National Curriculum. It is designed to ensure pupils develop increasing fluency, confidence and independence in communication whilst recognising that many of our pupils have SEND, interrupted educational experiences or gaps in prior learning. The curriculum map has been structured to allow teachers to teach age-appropriate themes whilst meeting pupils at their individual stage of development.

The curriculum aims to:

- Develop confident, fluent and enthusiastic readers.
- Foster a love of literature from a wide range of genres, cultures and historical periods.
- Enable pupils to communicate effectively through speaking and listening.
- Develop accuracy, creativity and purpose in writing.
- Improve vocabulary acquisition and language comprehension.
- Build resilience, independence and confidence in communication.
- Prepare pupils for adulthood, employment and lifelong learning.
- Provide meaningful accreditation pathways at Key Stage 4.

Across all key stages, pupils study the three interconnected strands of:

- *Reading*
- *Writing*
- *Speaking and Listening*

These strands progress sequentially from phonics and early communication through to literary analysis, functional communication and accredited qualifications.

### **Reading**

Phonics → Fluency → Comprehension  
→ Analysis → Critical Evaluation

Retrieval, inference and vocabulary are revisited throughout all key stages.

### **Writing**

Sentence Construction → Grammar →  
Composition → Genre Writing → Transactional &  
Analytical Writing

Planning, drafting, editing and proofreading are embedded throughout every year group.

### **Speaking & Listening**

Conversation → Discussion → Presentation →  
Debate → Formal Communication

Confidence, audience awareness and communication skills are developed progressively from Year 1 to Year 11.

## English Curriculum Implementation

The Polaris English curriculum is organised around recurring half-term themes which provide consistency, progression and opportunities for retrieval of prior learning.

|  | Autumn 1                 | Autumn 2                        | Spring 1 | Spring 2                 | Summer 1                        | Summer 2                             |
|--|--------------------------|---------------------------------|----------|--------------------------|---------------------------------|--------------------------------------|
|  | Fiction/Historical Texts | Plays & Contemporary Literature | Poetry   | Stories, Myths & Legends | Non-Fiction & Information Texts | Communication, Presentation & Review |

These themes are adapted appropriately across the key stages whilst maintaining a clear progression in reading, writing and spoken language. The curriculum map demonstrates this progression from early phonics through to sophisticated literary analysis and functional communication.

### Teachers:

- Assess pupils' starting points continuously.
- Use explicit instruction and modelling.
- Adapt learning to individual need.
- Revisit key knowledge regularly through retrieval practice.
- Teach vocabulary explicitly.
- Use scaffolded approaches where required.
- Develop reading, writing and speaking concurrently.
- Provide opportunities to apply skills in meaningful contexts.

For pupils working significantly below age-related expectations, teachers use the curriculum progressively regardless of chronological age. For example, a Year 8 pupil may be accessing Year 3 reading objectives whilst working at Year 5 writing objectives. The curriculum map supports this personalised approach whilst maintaining consistency across the class.

**Reading** is developed through:

- Phonics (Read Write Inc)
- Guided reading
- Whole-class texts
- Literature study
- Vocabulary development
- Comprehension and inference

**Writing** is developed through:

- Sentence construction
- Grammar and punctuation
- Composition
- Editing and proofreading
- Creative writing
- Transactional and non-fiction writing

**Speaking and listening** are developed through:

- Discussion
- Debate
- Presentation
- Drama
- Performance
- Collaborative learning

|  |         |
|--|---------|
|  | Reading |
|  | Writing |

|  |                        |
|--|------------------------|
|  | Speaking and Listening |
|--|------------------------|

### Key Stage 1

|        |                                 | Autumn 1                                                         | Autumn 2                                                             | Spring 1                                                   | Spring 2                                             | Summer 1                                 | Summer 2                                        |
|--------|---------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------|------------------------------------------|-------------------------------------------------|
|        | <b>Reading</b>                  | Phonological Awareness & Environmental Sounds                    | Letter Recognition & Early Phonics                                   | Sound Blending & Word Reading                              | Early Decoding Skills                                | Reading Simple Words & Phrases           | Reading Simple Sentences & Early Books          |
|        | <b>Writing</b>                  | Oral Composition & Communication                                 | Pencil Control & Mark Making                                         | Letter Formation                                           | Early Word Writing                                   | Dictated Words and Phrases               | Independent Sentence Writing                    |
|        | <b>Speaking &amp; Listening</b> | Listening to Stories & Rhymes                                    | Vocabulary Development                                               | Oral Sentence Building                                     | Turn Taking & Social Communication                   | Expressing Needs, Wishes & Feelings      | Group Discussion & Story Retelling              |
|        |                                 | Autumn 1<br>Fairy Tales                                          | Autumn 2<br>Key Stories                                              | Spring 1<br>Poetry                                         | Spring 2<br>Traditional Tales                        | Summer 1<br>Non-Fiction                  | Summer 2<br>Non-Fiction & Review                |
| Year 1 | <b>Reading</b>                  | Develop phonics; identify characters and settings; retell events | Predict events; discuss characters; recognise common exception words | Recognise rhyme and rhythm; join in with repeated language | Compare characters and events; discuss story endings | Identify headings, pictures and captions | Retrieve simple information and review learning |
|        | <b>Writing</b>                  | Compose simple sentences; capital letters and full stops         | Sequence sentences using "and"                                       | Write simple rhyming phrases                               | Write short narratives with beginning and ending     | Write labels, captions and facts         | Produce simple information texts                |
|        | <b>Speaking &amp; listening</b> | Retell stories orally                                            | Ask and answer questions                                             | Perform simple poems                                       | Use role play to explore characters                  | Present information about a topic        | Share learning confidently                      |

| Year 2 | Strand               | Autumn 1<br>Fairy Tales       | Autumn 2<br>Key Stories    | Spring 1<br>Poetry                     | Spring 2<br>Traditional<br>Tales | Summer 1<br>Non-Fiction         | Summer 2<br>Non-Fiction &<br>Review |
|--------|----------------------|-------------------------------|----------------------------|----------------------------------------|----------------------------------|---------------------------------|-------------------------------------|
|        | Reading              | Develop fluency and inference | Predict and explain events | Identify rhyme, repetition and imagery | Compare versions of tales        | Retrieve information from texts | Evaluate information and summarise  |
|        | Writing              | Expanded noun phrases         | Sequenced narratives       | Patterned poetry writing               | Traditional tale writing         | Reports and instructions        | Edit and improve work               |
|        | Speaking & Listening | Give opinions with reasons    | Participate in discussion  | Perform poetry aloud                   | Hot-seat characters              | Present factual information     | Speak clearly and confidently       |

### Lower Key stage 2

| Year 3 | Strand               | Autumn 1<br>Fairy Tales         | Autumn 2<br>Plays           | Spring 1<br>Poetry             | Spring 2<br>Traditional Tales         | Summer 1<br>Non-Fiction          | Summer 2<br>Non-Fiction         |
|--------|----------------------|---------------------------------|-----------------------------|--------------------------------|---------------------------------------|----------------------------------|---------------------------------|
|        | Reading              | Identify themes and conventions | Read and understand scripts | Explore figurative language    | Compare tales from different cultures | Identify organisational features | Retrieve and record information |
|        | Writing              | Narrative creation              | Dialogue and script writing | Imagery and poetry composition | Myths and legends                     | Reports using paragraphs         | Explanatory writing             |
|        | Speaking & Listening | Justify opinions about texts    | Perform scripted drama      | Recite poems with expression   | Use drama to explore texts            | Deliver presentations            | Ask and answer questions        |

| Year 4 | Strand               | Autumn 1<br>Fairy Tales       | Autumn 2<br>Plays           | Spring 1<br>Poetry             | Spring 2<br>Traditional<br>Stories | Summer 1<br>Non-Fiction   | Summer 2<br>Non-Fiction         |
|--------|----------------------|-------------------------------|-----------------------------|--------------------------------|------------------------------------|---------------------------|---------------------------------|
|        | Reading              | Analyse characters and themes | Understand stage directions | Explore language and structure | Compare themes across texts        | Understand author purpose | Evaluate sources of information |
|        | Writing              | Descriptive writing           | Script writing              | Structured poetry              | Narrative development              | Reports and explanations  | Sustained non-fiction texts     |
|        | Speaking & Listening | Participate in discussion     | Collaborative performance   | Poetry performance             | Debate character decisions         | Present findings          | Formal presentation skills      |

### Upper Key Stage 2

| Year 5 | Strand               | Autumn 1<br>Traditional Stories     | Autumn 2<br>Modern Fiction &<br>Plays | Spring 1<br>Literary<br>Heritage &<br>Poetry | Spring 2<br>Myths &<br>Legends | Summer 1<br>Other Cultures        | Summer 2<br>Non-Fiction          |
|--------|----------------------|-------------------------------------|---------------------------------------|----------------------------------------------|--------------------------------|-----------------------------------|----------------------------------|
|        | Reading              | Analyse themes and characterisation | Explore viewpoints and perspectives   | Analyse poetic language                      | Compare myths and legends      | Study texts from diverse cultures | Evaluate evidence and viewpoints |
|        | Writing              | Extended narratives                 | Creative responses                    | Figurative poetry                            | Myth writing                   | Comparative writing               | Reports and arguments            |
|        | Speaking & Listening | Exploratory discussion              | Dramatic interpretation               | Poetry recital                               | Debate themes and morals       | Present viewpoints                | Formal presentations             |

|        | Strand               | Autumn 1<br>Traditional<br>Stories | Autumn 2<br>Modern Fiction<br>& Plays | Spring 1<br>Literary Heritage<br>& Poetry | Spring 2<br>Myths & Legends   | Summer 1<br>Other Cultures           | Summer 2<br>Non-Fiction         |
|--------|----------------------|------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------|--------------------------------------|---------------------------------|
| Year 6 | Reading              | Detailed inference skills          | Evaluate writers' choices             | Analyse figurative language               | Compare themes and structures | Evaluate perspectives and viewpoints | SATs-style comprehension skills |
|        | Writing              | Extended narratives                | Varied sentence structures            | Sophisticated poetry                      | Complex narrative writing     | Balanced arguments                   | Grammar and composition mastery |
|        | Speaking & Listening | Evidence-based discussion          | Drama performance                     | Spoken poetry                             | Formal discussion             | Structured debate                    | Confident presentation skills   |

### Key stage 3

|                      | Strand | Autumn 1<br>Historical<br>Fiction | Autumn 2<br>Contemporary<br>Fiction & Drama | Spring 1<br>Pre-1914 Poetry           | Spring 2<br>Short Stories    | Summer 1<br>Contemporary<br>Non-Fiction | Summer 2<br>Historical Non-<br>Fiction |
|----------------------|--------|-----------------------------------|---------------------------------------------|---------------------------------------|------------------------------|-----------------------------------------|----------------------------------------|
| Reading              |        | Understand genre and context      | Analyse character development               | Explore poetic language and structure | Analyse narrative techniques | Fact, opinion and viewpoint             | Compare historical perspectives        |
| Writing              |        | Historical narrative writing      | Creative and dramatic writing               | Poetry analysis                       | Narrative techniques         | Articles and reports                    | Persuasive writing                     |
| Speaking & Listening |        | Discussion skills                 | Dramatic performance                        | Poetry recital                        | Group discussion             | Formal presentation                     | Structured debate                      |

| <b>Strand</b>                   | <b>Autumn 1<br/>Historical Fiction</b> | <b>Autumn 2<br/>Contemporary<br/>Fiction &amp; Drama</b> | <b>Spring 1<br/>Pre-1914<br/>Poetry</b> | <b>Spring 2<br/>Short Stories</b> | <b>Summer 1<br/>Contemporary Non-<br/>Fiction</b> | <b>Summer 2<br/>Historical Non-<br/>Fiction</b> |
|---------------------------------|----------------------------------------|----------------------------------------------------------|-----------------------------------------|-----------------------------------|---------------------------------------------------|-------------------------------------------------|
| <b>Reading</b>                  | Critical interpretation                | Compare viewpoints                                       | Analyse literary devices                | Comparative reading               | Evaluate purpose and audience                     | Compare historical and modern texts             |
| <b>Writing</b>                  | Narrative development                  | Script and dramatic writing                              | Analytical responses                    | Sophisticated narratives          | Discursive writing                                | Argument writing                                |
| <b>Speaking &amp; Listening</b> | Discussion and justification           | Performance work                                         | Spoken interpretation                   | Collaborative discussion          | Presentation skills                               | Formal debate                                   |

  

| <b>Strand</b>                   | <b>Autumn 1<br/>Historical Fiction</b> | <b>Autumn 2<br/>Contemporary Fiction &amp; Drama</b> | <b>Spring 1<br/>Pre-1914<br/>Poetry</b> | <b>Spring 2<br/>Short Stories</b> | <b>Summer 1<br/>Contemporary Non-<br/>Fiction</b> | <b>Summer 2<br/>Historical Non-<br/>Fiction</b> |
|---------------------------------|----------------------------------------|------------------------------------------------------|-----------------------------------------|-----------------------------------|---------------------------------------------------|-------------------------------------------------|
| <b>Reading</b>                  | GCSE-style analysis                    | Evaluate characters and themes                       | Analyse writers' methods                | Compare texts critically          | Analyse viewpoint and perspective                 | Comparative non-fiction analysis                |
| <b>Writing</b>                  | Narrative essays                       | Script writing                                       | Poetry writing                          | Short story writing               | Argument writing                                  | Presentational writing                          |
| <b>Speaking &amp; Listening</b> | Standard English discussion            | Performance skills                                   | Poetry performance                      | Public speaking                   | Debate                                            | Formal presentations                            |

### Key Stage 4 Pathways

At Key Stage 4 pupils follow a pathway appropriate to their needs, aspirations and next steps.

| Pathway   | Qualification         | Focus                                                 |
|-----------|-----------------------|-------------------------------------------------------|
| Pathway 1 | GCSE English Language | Literary analysis, creative and transactional writing |

|           |                                          |                                                                               |
|-----------|------------------------------------------|-------------------------------------------------------------------------------|
| Pathway 2 | Entry Level English                      | Functional communication and literacy development                             |
| Pathway 3 | NCFE Functional Skills English Level 1-2 | Workplace, employability and everyday communication                           |
| Pathway 4 | ASDAN English Short Course               | Practical communication, personal development and portfolio-based achievement |

The ASDAN English Short Course focuses on reading, writing, speaking and listening through practical, accessible learning experiences and portfolio evidence. The course is designed to develop communication skills and confidence through real-life contexts and accredited challenges. The qualification is particularly suited to learners who benefit from practical and applied learning approaches.

The Functional Skills pathway develops the reading, writing, speaking, listening and communication skills required for employment, further education and independent living.

GCSE English Language provides an academic route leading to post-16 qualifications and further study.

#### Key Stage 4 Half-Term Structure

| <b>Pathway</b>                   | <b><i>Autumn 1<br/>Fiction &amp;<br/>Literature</i></b> | <b><i>Autumn 2 Plays<br/>&amp; Drama</i></b> | <b><i>Spring 1<br/>Poetry</i></b> | <b><i>Spring 2 Stories<br/>&amp; Narrative<br/>Writing</i></b> | <b><i>Summer 1 Non-<br/>Fiction &amp;<br/>Transactional<br/>Writing</i></b> | <b><i>Summer 2<br/>Communication &amp;<br/>Review</i></b> |
|----------------------------------|---------------------------------------------------------|----------------------------------------------|-----------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>GCSE English<br/>Language</b> | Reading literary<br>extracts                            | Shakespeare and<br>dramatic texts            | Poetry analysis                   | Creative writing                                               | Articles,<br>speeches, letters<br>and review<br>writing                     | Examination<br>preparation                                |

|                                                    |                           |                          |                              |                            |                                |                                 |
|----------------------------------------------------|---------------------------|--------------------------|------------------------------|----------------------------|--------------------------------|---------------------------------|
| <b>Entry Level English (E1-3)</b>                  | Reading familiar texts    | Speaking and role play   | Simple poetry and expression | Narrative structure        | Functional reading and writing | Consolidation and accreditation |
| <b>Functional Skills English (level 1-Level 2)</b> | Reading for purpose       | Workplace communication  | Presenting information       | Writing for real audiences | Reports, emails and forms      | Assessment preparation          |
| <b>ASDAN English Short course</b>                  | Personal reading projects | Communication challenges | Poetry and performance       | Creative expression        | Practical literacy tasks       | Portfolio completion            |

### GCSE English Language & Literature Year 10

| <b>Strand</b>                   | <b>Autumn 1<br/>19th Century Fiction</b>                        | <b>Autumn 2<br/>Shakespeare &amp;<br/>Drama</b>   | <b>Spring 1<br/>Poetry<br/>Anthology</b> | <b>Spring 2<br/>Modern Texts &amp;<br/>Creative Writing</b> | <b>Summer 1<br/>Transactional<br/>Writing</b> | <b>Summer 2<br/>Examination<br/>Skills</b> |
|---------------------------------|-----------------------------------------------------------------|---------------------------------------------------|------------------------------------------|-------------------------------------------------------------|-----------------------------------------------|--------------------------------------------|
| <b>Reading</b>                  | Analyse language, structure and context in 19th-century fiction | Explore Shakespearean characterisation and themes | Compare anthology poems                  | Analyse modern texts and unseen extracts                    | Evaluate writer's viewpoint and perspective   | Apply GCSE examination techniques          |
| <b>Writing</b>                  | Analytical essay writing                                        | Shakespeare literature responses                  | Comparative poetry essays                | Narrative and descriptive writing                           | Articles, speeches, letters and reviews       | Timed examination responses                |
| <b>Speaking &amp; Listening</b> | Group discussion and interpretation                             | Dramatic performance and reading aloud            | Poetry performance                       | Formal presentations                                        | Debate and persuasion                         | Spoken Language endorsement preparation    |

## GCSE English Language & Literature Year 11

| <b>Strand</b>                   | <b>Autumn 1<br/>Language<br/>Paper 1</b> | <b>Autumn 2<br/>Literature Revision</b>       | <b>Spring 1<br/>Language Paper<br/>2</b> | <b>Spring 2<br/>Literature<br/>Consolidation</b> | <b>Summer 1<br/>Final Revision</b> | <b>Summer 2<br/>Transition &amp;<br/>Employability</b> |
|---------------------------------|------------------------------------------|-----------------------------------------------|------------------------------------------|--------------------------------------------------|------------------------------------|--------------------------------------------------------|
| <b>Reading</b>                  | Fiction analysis and evaluation          | Shakespeare, poetry and modern texts revision | Non-fiction comparison and evaluation    | Cross-text comparison                            | Full GCSE practice papers          | Independent reading and transition skills              |
| <b>Writing</b>                  | Narrative and descriptive mastery        | Literature essay responses                    | Transactional writing mastery            | Comparative analytical essays                    | Timed examination practice         | Personal statement and employability writing           |
| <b>Speaking &amp; Listening</b> | Formal discussion                        | Presentation skills                           | Debate and argument                      | Spoken Language endorsement completion           | Exam confidence and communication  | Interview and employability communication              |

## Entry Level English ( Entry 1-3)

| <b>Strand</b>  | <b>Autumn 1<br/>Familiar Fiction</b> | <b>Autumn 2<br/>Drama &amp; Role<br/>Play</b> | <b>Spring 1<br/>Poetry</b>        | <b>Spring 2<br/>Stories &amp;<br/>Narrative</b> | <b>Summer 1<br/>Functional<br/>Reading &amp;<br/>Writing</b> | <b>Summer 2<br/>Accreditation<br/>Preparation</b> |
|----------------|--------------------------------------|-----------------------------------------------|-----------------------------------|-------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|
| <b>Reading</b> | Identify characters and main events  | Read and follow scripts                       | Understand simple poetic language | Follow plot and sequence events                 | Read everyday texts                                          | Consolidate reading skills                        |
| <b>Writing</b> | Simple narratives                    | Dialogue and role play writing                | Poetry and descriptive phrases    | Story writing                                   | Forms, messages and instructions                             | Portfolio completion                              |

| <b>Strand</b>                       | <b>Autumn 1<br/>Familiar Fiction</b> | <b>Autumn 2<br/>Drama &amp; Role<br/>Play</b> | <b>Spring 1<br/>Poetry</b> | <b>Spring 2<br/>Stories &amp;<br/>Narrative</b> | <b>Summer 1<br/>Functional<br/>Reading &amp;<br/>Writing</b> | <b>Summer 2<br/>Accreditation<br/>Preparation</b> |
|-------------------------------------|--------------------------------------|-----------------------------------------------|----------------------------|-------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|
| <b>Speaking &amp;<br/>Listening</b> | Discussion and<br>retelling          | Role play<br>activities                       | Poetry performance         | Conversation skills                             | Giving information<br>clearly                                | Accreditation<br>preparation                      |

  

| <b>Strand</b>                       | <b>Autumn 1<br/>Reading for<br/>Independence</b> | <b>Autumn 2<br/>Communication Skills</b>    | <b>Spring 1<br/>Creative<br/>Expression</b> | <b>Spring 2<br/>Everyday<br/>Literacy</b> | <b>Summer 1<br/>Assessment<br/>Preparation</b> | <b>Summer 2<br/>Transition Skills</b>  |
|-------------------------------------|--------------------------------------------------|---------------------------------------------|---------------------------------------------|-------------------------------------------|------------------------------------------------|----------------------------------------|
| <b>Reading</b>                      | Independent reading<br>of familiar texts         | Understand workplace<br>and community texts | Read stories<br>and poems                   | Interpret<br>practical<br>information     | Consolidation and<br>assessment practice       | Reading for<br>adulthood               |
| <b>Writing</b>                      | Personal writing                                 | Functional<br>communication                 | Creative writing                            | Everyday forms<br>and letters             | Assessment evidence                            | Independent living<br>communication    |
| <b>Speaking &amp;<br/>Listening</b> | Express opinions<br>appropriately                | Communicate effectively<br>with others      | Presentation<br>activities                  | Community<br>interaction skills           | Assessment activities                          | Transition and<br>employability skills |

### **Functional Skills English (level 1-2)**

#### **Year 10**

| <b>Strand</b>  | <b>Autumn 1<br/>Reading for<br/>Purpose</b> | <b>Autumn 2<br/>Workplace<br/>Documents</b> | <b>Spring 1<br/>Media &amp;<br/>Information</b> | <b>Spring 2<br/>Writing for<br/>Audience</b> | <b>Summer 1<br/>Professional<br/>Communication</b> | <b>Summer 2<br/>Assessment<br/>Preparation</b> |
|----------------|---------------------------------------------|---------------------------------------------|-------------------------------------------------|----------------------------------------------|----------------------------------------------------|------------------------------------------------|
| <b>Reading</b> | Locate and<br>retrieve<br>information       | Read workplace<br>documents                 | Analyse media<br>sources                        | Compare information<br>from different texts  | Evaluate reliability and<br>purpose                | Practice<br>assessments                        |

| <b>Strand</b>                   | <b>Autumn 1<br/>Reading for<br/>Purpose</b> | <b>Autumn 2<br/>Workplace<br/>Documents</b> | <b>Spring 1<br/>Media &amp;<br/>Information</b> | <b>Spring 2<br/>Writing for<br/>Audience</b> | <b>Summer 1<br/>Professional<br/>Communication</b> | <b>Summer 2<br/>Assessment<br/>Preparation</b> |
|---------------------------------|---------------------------------------------|---------------------------------------------|-------------------------------------------------|----------------------------------------------|----------------------------------------------------|------------------------------------------------|
| <b>Writing</b>                  | Emails and messages                         | Letters and applications                    | Reports and summaries                           | Writing for specific audiences               | Formal workplace communication                     | Examination preparation                        |
| <b>Speaking &amp; Listening</b> | Participation in discussions                | Workplace communication scenarios           | Present information clearly                     | Group problem solving                        | Interview preparation                              | Assessment practice                            |

### **Year 11**

| <b>Strand</b>                   | <b>Autumn 1<br/>Advanced Reading<br/>Skills</b> | <b>Autumn 2<br/>Employability<br/>Communication</b> | <b>Spring 1<br/>Assessment<br/>Objectives</b> | <b>Spring 2<br/>Functional<br/>Application</b> | <b>Summer 1<br/>Final<br/>Preparation</b> | <b>Summer 2<br/>Next Steps</b>      |
|---------------------------------|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|------------------------------------------------|-------------------------------------------|-------------------------------------|
| <b>Reading</b>                  | Analyse information and viewpoint               | Read workplace and community documentation          | Exam-style reading activities                 | Real-world literacy tasks                      | Functional Skills assessments             | Reading for employment and training |
| <b>Writing</b>                  | Formal correspondence                           | CVs, applications and reports                       | Assessment writing tasks                      | Real-life writing situations                   | Controlled assessment preparation         | Workplace writing                   |
| <b>Speaking &amp; Listening</b> | Professional discussion                         | Interview techniques                                | Formal presentations                          | Team communication                             | Final assessment activities               | Employment and FE communication     |

## **ENTRY LEVEL ENGLISH**

### **Year 10- Entry Level English**

| <b>Strand</b>                   | <b>Autumn 1<br/>Advanced Reading<br/>Skills</b> | <b>Autumn 2<br/>Employability<br/>Communication</b> | <b>Spring 1<br/>Assessment<br/>Objectives</b> | <b>Spring 2<br/>Functional<br/>Application</b> | <b>Summer 1<br/>Final<br/>Preparation</b> | <b>Summer 2<br/>Next Steps</b>      |
|---------------------------------|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|------------------------------------------------|-------------------------------------------|-------------------------------------|
| <b>Reading</b>                  | Analyse information and viewpoint               | Read workplace and community documentation          | Exam-style reading activities                 | Real-world literacy tasks                      | Functional Skills assessments             | Reading for employment and training |
| <b>Writing</b>                  | Formal correspondence                           | CVs, applications and reports                       | Assessment writing tasks                      | Real-life writing situations                   | Controlled assessment preparation         | Workplace writing                   |
| <b>Speaking &amp; Listening</b> | Professional discussion                         | Interview techniques                                | Formal presentations                          | Team communication                             | Final assessment activities               | Employment and FE communication     |

### **Year 11- Entry Level English**

| <b>Strand</b>                   | <b>Autumn 1<br/>Reading for<br/>Independence</b> | <b>Autumn 2<br/>Communication Skills</b> | <b>Spring 1<br/>Creative<br/>Expression</b> | <b>Spring 2<br/>Everyday<br/>Literacy</b> | <b>Summer 1<br/>Assessment<br/>Preparation</b> | <b>Summer 2<br/>Transition Skills</b> |
|---------------------------------|--------------------------------------------------|------------------------------------------|---------------------------------------------|-------------------------------------------|------------------------------------------------|---------------------------------------|
| <b>Reading</b>                  | Independent reading of familiar texts            | Understand workplace and community texts | Read stories and poems                      | Interpret practical information           | Consolidation and assessment practice          | Reading for adulthood                 |
| <b>Writing</b>                  | Personal writing                                 | Functional communication                 | Creative writing                            | Everyday forms and letters                | Assessment evidence                            | Independent living communication      |
| <b>Speaking &amp; Listening</b> | Express opinions appropriately                   | Communicate effectively with others      | Presentation activities                     | Community interaction skills              | Assessment activities                          | Transition and employability skills   |

## **ASDAN ENGLISH SHORT COURSE**

### **YEAR 10**

| <b>Strand</b>                   | <b>Autumn 1<br/>Personal<br/>Reading<br/>Projects</b> | <b>Autumn 2<br/>Communication<br/>Challenges</b> | <b>Spring 1<br/>Poetry &amp;<br/>Performance</b> | <b>Spring 2<br/>Creative<br/>Expression</b> | <b>Summer 1<br/>Practical Literacy</b> | <b>Summer 2<br/>Portfolio<br/>Building</b> |
|---------------------------------|-------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|---------------------------------------------|----------------------------------------|--------------------------------------------|
| <b>Reading</b>                  | Personal reading activities                           | Reading for meaning and response                 | Poetry appreciation                              | Independent reading challenges              | Research and information gathering     | Evidence collection                        |
| <b>Writing</b>                  | Personal reflection writing                           | Communication tasks                              | Poetry writing                                   | Storytelling and creative writing           | Practical literacy activities          | Portfolio evidence                         |
| <b>Speaking &amp; Listening</b> | Discussion activities                                 | Drama and communication tasks                    | Performance skills                               | Presentations and sharing ideas             | Community communication                | Portfolio review discussions               |

## **YEAR 11**

| <b>Strand</b>                   | <b>Autumn 1<br/>Independent<br/>Communication</b> | <b>Autumn 2<br/>Community<br/>Projects</b> | <b>Spring 1<br/>Personal<br/>Development</b> | <b>Spring 2<br/>Applied Literacy</b> | <b>Summer 1<br/>Portfolio<br/>Completion</b> | <b>Summer 2<br/>Preparation for<br/>Adulthood</b> |
|---------------------------------|---------------------------------------------------|--------------------------------------------|----------------------------------------------|--------------------------------------|----------------------------------------------|---------------------------------------------------|
| <b>Reading</b>                  | Independent reading tasks                         | Research community information             | Reading for personal interests               | Functional and practical texts       | Final portfolio evidence                     | Reading for independence                          |
| <b>Writing</b>                  | Personal communication                            | Project-based writing                      | Reflective writing                           | Everyday literacy tasks              | Portfolio completion                         | Real-life communication                           |
| <b>Speaking &amp; Listening</b> | Independent discussion skills                     | Community participation                    | Presentation activities                      | Practical communication              | Portfolio moderation activities              | Employability and adulthood communication         |

## **English Curriculum Impact**

The impact of the Polaris English curriculum is measured through pupils' increasing ability to read, write, communicate and engage confidently with the world around them.

By the time pupils leave Polaris they will:

- Read with greater fluency and understanding.
- Communicate effectively in a range of contexts.
- Write accurately for different audiences and purposes.
- Apply literacy skills across the curriculum.
- Use vocabulary increasingly confidently.
- Develop independence and resilience.
- Achieve qualifications appropriate to their needs and aspirations.
- Be prepared for further education, employment and adulthood.

Impact is evidenced through:

- Work scrutiny.
- Reading assessments.
- Writing assessments.
- Speaking and listening observations.
- Pupil voice.
- Accreditation outcomes.
- GCSE results.
- Functional Skills outcomes.
- ASDAN portfolio completion.
- Progress towards EHCP outcomes.

Ultimately, pupils leave Polaris with the literacy, communication and confidence required to participate fully in modern society, advocate for themselves effectively and progress successfully into further education, training, employment and independent living.