

Key Stage 3 – 5 English Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), our English curriculum aims to deliver the school's vision of 'Inspiring, Empowering, Supporting and Celebrating' at its core.

At KS 3 the English curriculum is taught following the 2014 National Curriculum programme of study. Ultimately we endeavour to minimise the disruption to any pupils' education as a result of a hospital admission and will use information given by the pupil, their parent/carer and home school about their learning to inform the planning specific to them during an admission.

For pupils at KS 4 & 5 who are dual enrolled, we will follow the exam boards being followed by their home school. At our Bayswater site, where pupils are sole registered, we follow the AQA GCSE English syllabus or the Functional Skills subject content if that is a more appropriate pathway.

In addition, at CCHS we also recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. They may also be experiencing symptoms of a condition and be in the process of undergoing treatments that can impact on their cognitive ability at that time. To respond to these dynamic needs CCHS staff tailor teaching and learning in the English curriculum, across the Key Stages to the level and pace specific to each pupil. For all areas of the English curriculum we use our own planning, set work from a student's enrolled school, exam syllabuses and the pupil's interests as an aid to motivation and engagement.

Personalising our curriculum in response to pupils' individual needs, interests and 'home school' curriculum requirements will ensure that they return to their home school feeling confident, resilient and motivated.

Intent:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and
- improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and
- understanding of grammatical terminology, linguistic conventions for
- reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively

Implementation:

- At Key Stage Three, our curriculum aims to be both varied and enjoyable; the pupils are exposed to a variety of texts.
- The curriculum content is centred around three key periods: The Victorian era, Shakespearean texts, and Modern poetry and prose.
- Our KS3 curriculum addresses a range of time periods and genres and is reflective of the demands of Key Stage Four and Five.
- Our curriculum is thoughtfully designed to ensure that our students to experience the breadth of literary heritage, allowing them to gain a *deeper understanding* of characters, contexts and plots and literary themes.
- Teachers change and adapt their planning, taking into account pupils' individual learning plan (ILP) targets, any recommendations or requirements from EHCPs, any other information from students' home schools (if we are not their home school) and their own knowledge of how to effectively support pupils.
- Students study texts Dickens, Shakespeare and other more contemporary writers. They will also focus on Poetry.
- Our students' work is celebrated on our school website and our 'Writer's Ink' website. Students will also focus on creative writing and non-fiction writing.
- Our students are taught the skills vital to success at GCSE and A' Level.
- GCSE English Language allows students to develop as creative writers by exposing them to a wider range of genres for them to write in, as well as learning key writing skills. Critical analysis skills are developed by investigating how language and structure is used across a range of both fiction and non-fiction text from both the present and the past.
- GCSE English Literature gives students the opportunity to further develop their study of Victorian and modern novels, Shakespeare and poetry. Our curriculum focuses on the powerful knowledge and skills that GCSE students need to utilise in order to succeed.
- Our A' Level English Literature curriculum responds to students' home school education and personal interests. We aim to provide them with the skills and knowledge which will enable them to enter higher education if they wish and to be successful in the workplace.

Impact:

- Students are engaged and motivated in English lessons and take a positive and purposeful approach to the challenges and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned. Students also demonstrate knowledge and understanding through written outcomes.
- Students use their prior knowledge and skills to access our English curriculum which interleaves prior knowledge and extends that knowledge and further develops students reading and writing skills.
- Impact is also shown through successful re-integration, post-discharge, to their home schools.
- Impact, in our community school, is demonstrated through students feeling confident and motivated in their learning journey with us.

English as an Additional Language:

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In English, we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs:

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In English students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula, which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).