



Long-Term Curriculum Overview: iGCSE English Language

Key Stage(s): 4

Curriculum Lead: Gary Pearcy

Academic Year: 2025-26

Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	Functional Skills Writing assessment and descriptive writing coursework	Communication and interaction/cognition and learning – developing writing skills, including accuracy of written work	Adapting writing to suit audience and purpose. Exploring how AI can support with this.	External assessment with Pearson Functional Skills. Internally set and assessed iGCSE coursework (externally moderated).	Bespoke, personalized resources tailored to individual needs, abilities and interests.
Autumn 2	Functional Skills Reading assessment and response to reading coursework	Cognition and learning – developing reading skills and strategies.	Reading for meaning. Finding relevant information. Supporting opinions with reference to text.	External assessment with Pearson Functional Skills. Internally set and assessed iGCSE coursework (externally moderated).	Bespoke, personalized resources tailored to individual needs, abilities and interests.
Spring 1	Functional Skills SLC assessments	Communication and interaction – talking and listening skills	Being able to engage in discussions and deliver presentations	Use of peer, teacher and self assessment against simplified student voice marking criteria	Internal models from peers and external exemplars from Pearson
Spring 2	Narrative writing coursework	Communication and interaction/ cognition and learning – developing accurate writing skills to communicate ideas clearly	Developing awareness of effective written communication skills	Work must be edited and re-drafted, ensuring that students engage in self assessment and action targets set	Models of effective writing, extracts from high quality literature eg Frankenstein

Summer 1	Exam Skills	Cognition and learning – focus on understanding the content and structure of the reading exam	Reading accurately, reading for meaning, time management	Self/peer/teacher assessment using mark schemes and visualizer for modelling	Adapted past papers with scaffolded responses to longer tasks
Summer 2	Creative Media and IT	Cognition and learning – developing IT skills	Preparing students for life in 21 st century Britain by exploring creativity in IT	MS Forms feedback, student voice, self assessment	Range of AI tools including Canva, gammaai and copilot