



Long-Term Curriculum Overview: KS3 English

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	Global journalism and speech writing	Cognition and learning – developing awareness of global events	Understanding the difference between facts and opinions, bias and journalistic point of view	Speaking and listening assessments, including self and peer assessment through play back	News from Al Jazeera, The Guardian Global Dev, Nobel speeches (e.g., Malala, Mandela), TED Talks.
Autumn 2	British argument and debate	Cognition and learning – developing reading skills, learning to follow a written argument	Reading for meaning, developing a point of view, supporting ideas with reference to the text	Writing assessment using FS criteria and simplified check list for students	Speeches from Churchill, Emma Watson (UN), Marcus Rashford, Stormzy.
Spring 1	Global short stories and scripts	Communication and interaction – reading scripts, listening to others	Developing independent reading skills and listening skills whilst following script	Reading assessment – comparison task Creative writing task	Stories from Chimamanda Adichie, Borges, Bashir Sakhawarz. Include a multimedia element (film adaptations).
Spring 2	British narrative structures	Cognition and learning – developing independent reading skills using support strategies including overlays, 1:1 and reading pens	Show understanding of texts through range of activities	Comprehension, cloze, quote quests etc	Short fiction by contemporary British authors (e.g. David Almond, Alan Gibbons, Bali Rai). Include working class and regional voices.

Summer 1	Global Dialogue: Literature, Film, and Song Lyrics	Cognition and learning/ communication and interaction – exploring ways to communicate meaning	Linked to Zones of Regulation – sharing thoughts and feelings in a range of forms	Through group discussion and evaluation, using peer support and input from teacher/TA	Compare storytelling in literature and film (e.g. <i>Life of Pi</i> , <i>Coco</i> , <i>The Kite Runner</i>). Explore global song lyrics.
Summer 2	British Digital Media & Performance	SEMH – exploring songs about topics such as grief, heartbreak, relationships	Developing communication skills and being more able to express difficult emotions	Reading: interpret media text. Writing: script or lyrics for digital audience.	Podcasts, YouTube essays, song lyrics (Dave, Little Simz), sports commentary, spoken word.