



THE Lodge AP

— At Sandbach House —

Qualification Stage English Curriculum Sequence (Year 1)

Intent

The year begins with a study of *Stone Cold* by Robert Swindells, providing students with the opportunity to consolidate prior learning from year 9, while developing the key reading, writing, and communication skills required for both GCSE English Language and Functional Skills qualifications. This text is carefully selected due to its accessible language and clear narrative structure, making it appropriate for a wide range of reading abilities, while still offering sufficient challenge to promote progression. Additionally, the novel explores the contemporary and socially relevant issue of homelessness, enabling students to engage in meaningful discussion and develop their awareness of real-world issues. This relevance helps to increase student engagement and encourages critical thinking, empathy, and personal response. The dual narrative structure also allows learners to explore different perspectives, supporting inference and analytical skills, while modelling effective narrative techniques that can be applied in their own writing. Overall, the study of this text provides a strong foundation for both analytical reading and purposeful writing, while fostering discussion, reflection, and the ability to connect literature to wider social contexts.

Students will then follow one of two **purposeful pathways**: GCSE (EDUQAS) or Functional Skills Level 1 or 2: chosen to best suit their individual strengths, needs, and future goals. **Both pathways are equally valued** and offer rigorous, appropriate challenge, ensuring that every student is supported to make progress and experience success. Learning is structured to support engagement, promote progress, and prepare students for successful transition into further education, training or employment. Through a blend of engaging, diverse, and appropriately challenging texts, students develop the skills needed to read, understand, analyse, and evaluate a range of fiction and non-fiction materials. Students are supported in developing their writing across a range of purposes, including imaginative and transactional forms, with a focus on clarity, accuracy, and effective communication. The curriculum places strong emphasis on building vocabulary, refining spelling, punctuation and grammar, and developing confidence in both written and spoken communication.

Qualification Stage English Curriculum Sequence (Year 1)

Autumn HT1		Autumn HT2		Spring HT1		Spring HT2		Summer HT1		Summer HT2					
Stone Cold by Robert Swindells				Pathway Based Study											
				Reading Analytically & Writing Clearly				Understanding & Producing Non - Fiction							
Intent: The intent of this unit is to use <i>Stone Cold</i> by Robert Swindells as a shared anchor text to develop students’ reading, writing, and communication skills across both GCSE English Language and Functional Skills English pathways. The story is deliberately chosen for its accessible language, contemporary themes, and clear narrative structure, while offering sufficient depth and challenge to support progression to higher-level analytical reading and writing. Through guided and independent reading, students will practise key GCSE English Language (Eduqas) reading skills, including retrieving explicit information, making inferences, analysing language and exploring how writers present ideas, viewpoints, and social issues. At the same time, the unit supports Pearson Edexcel Functional Skills English at Level 1 and Level 2 by developing learners’ ability to understand, summarise, and respond to narrative and non-fiction texts, identify purpose and audience, and apply reading skills in practical, real-life contexts. Writing opportunities are integrated throughout the unit, enabling students to produce both creative and non-fiction texts. Creative writing tasks allow learners to experiment with narrative voice, character, and structure, while non-fiction and transactional writing tasks support the development of clear, purposeful communication for real-world audiences and situations. Speaking and listening are embedded across the unit through structured discussion, debate, and presentation activities. These experiences support students to articulate ideas, respond thoughtfully to others, and adapt spoken language to different contexts, aligning with GCSE Spoken Language expectations and Functional Skills Speaking, Listening and Communicating requirements.				Pathway 1: GCSE English Language (Eduqas) Component 1: 20th Century Literature and Prose writing. Intent: The intent of this component is to develop students’ analytical and critical reading skills through engagement with a range of 20th-century prose, while also strengthening their creative writing abilities. To support Section B – creative writing, an integrated study of a selection of short stories will allow students to practice crafting coherent, imaginative, and technically accurate prose, while experimenting with narrative voice, characterisation, and plot structure. Through close reading, textual analysis, and creative composition, students will enhance their ability to interpret implicit and explicit ideas, evaluate viewpoints, and produce original writing with confidence. This component aims to foster independent, reflective readers and writers who can engage thoughtfully and critically with texts, preparing them not only for Component 1 of the Eduqas GCSE English Language exam, but also for real-world literacy demands and lifelong engagement with written communication. Pathway 2: Functional Skills (Reading Paper & SLC) Intent Our intent is to develop learners’ ability to use English independently, confidently, and effectively across a wide range of real-life, educational, and professional contexts, while working towards a Level 1 or Level 2 qualification. We focus on building reading fluency, functional writing skills, and spoken confidence, enabling students to access work, training, further education, and higher-level study. As learners progress, we support them to apply English accurately and appropriately, analyse and produce extended texts, and participate in structured discussions. Overall, we aim to bridge the gap between foundational literacy and the demands of GCSE-level and beyond, equipping students with the communication skills needed for employment, apprenticeships, and lifelong learning.				Pathway 1: GCSE English Language (Eduqas) Component 2: 19th & 21st Century Non-Fiction and Transactional/ Persuasive writing. Intent: The intent of this component is to develop students’ abilities in reading, analysing, and responding to a range of non-fiction texts from the 19th and 21st centuries, while also honing their transactional writing skills. To support Section B – creative and transactional writing, an integrated study of rhetoric will be included, alongside preparation for the Spoken Language Component (SLC). This component focuses on enhancing students’ critical reading and writing abilities, enabling them to analyse and evaluate a variety of texts while producing their own writing for different purposes and audiences. The aim is to prepare students not only for Component 2 of the GCSE English Language exam, but also to equip them with the literacy skills required for real-world communication. Pathway 2: Functional Skills (Writing Paper) Intent: Our intent is to develop learners’ ability to use English independently, confidently, and effectively across a wide range of real-life, educational, and professional contexts, while working towards a Level 1 or Level 2 qualification. We focus on building reading fluency, functional writing skills, and spoken confidence, enabling students to access work, training, further education, and higher-level study. As learners progress, we support them to apply English accurately and appropriately, analyse and produce extended texts, and participate in structured discussions. Overall, we aim to bridge the gap between foundational literacy and the demands of GCSE-level and beyond, equipping students with the communication skills needed for employment, apprenticeships, and lifelong learning.							
				Intended Skills and Outcomes: The below ‘I can’ statements clarify what students will be able to do by the end of this unit. - I can retrieve explicit information from a text and select relevant evidence to support my answers. - I can make inferences about characters, events, and themes using clues from the text. - I can analyse how language is used to create effects and influence the reader. - I can explain how writers present ideas and viewpoints, including social issues such as homelessness. - I can summarise key ideas from a text clearly and concisely. - I can write creative texts using appropriate structure, vocabulary, and narrative techniques - I can write for different purposes and audiences, using clear and effective communication. - I can take part in discussions and debates, express my ideas clearly, and respond to others thoughtfully.				Intended Skills and Outcomes: The below ‘I can’ statements clarify what students will be able to do by the end of this unit. Reading - I can read and understand a range of texts on familiar topics - I can identify main ideas, key details and opinions - I can understand implicit meaning SLC - I can take part in a discussion and contribute relevant ideas - I can listen carefully and respond appropriately to others - I can make clear points and give reasons for my views				Intended Skills and Outcomes: The below ‘I can’ statements clarify what students will be able to do by the end of this unit. Writing - I can write clear and organised texts for different purposes - I can use simple & compound sentences accurately. - I can use paragraphs to organise ideas. - I can spell common work-related words correctly. - I can use a range of punctuation (capital letters, full stops, commas, question marks)			
				Feeds from: This sequence builds on the foundation stage curriculum by revisiting key foundational knowledge while introducing greater complexity. It also provides opportunities to apply and extend prior learning in the context of broader social and real-world issues		Feeds into: This unit develops key reading, writing, and speaking skills for both GCSE and Functional Skills pathways. It builds analytical skills for exploring language, structure, and viewpoints, supports clear communication, and fosters confidence in interpreting texts and expressing ideas.		Feeds from: The study of ‘Stone Cold’ as well as prior year 9 learning feeds into both the GCSE and Functional Skills pathways: developing key reading, writing and speaking and listing skills. For students progressing to GCSE, it strengthens analytical skills needed to explore language, structure, and writer’s viewpoints, while supporting the ability to retrieve and summarise information, communicate clearly for different purposes and audiences, and participate effectively in discussions. Across both pathways, learners gain confidence in interpreting texts, expressing ideas, and applying their English skills in real-life and exam contexts, supporting progression to either a Level 1 or Level 2 Functional Skills qualification. Feeds into: The GCSE and Functional Skills pathways will each lead into the second year of their respective courses. At this stage, students may switch between pathways depending on their progress and confidence.							

