



THE Lodge AP

— At Sandbach House —

Qualification Stage English Curriculum Sequence (Year 2)

Intent

Year 2 of the qualification stage supports students in gaining meaningful, recognised qualifications while building the knowledge, skills, and confidence needed for successful transition into post-16 education, training, or employment. It also develops essential literacy skills for real-life communication and understanding. Students 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.

Pathway 1: GCSE English Language (EDUQAS)

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
GCSE English Language (Eduqas) Component 1: 20 th Century Literature and Prose Writing.		GCSE English Language (Eduqas) Component 2: 19 th & 21 st Century Non-Fiction & Transactional writing		GCSE English Language (Eduqas) Final revision of Component 1 and Component 2	
Intent: This component aims to develop students’ analytical and critical reading skills by engaging with a range of 20th century literary prose, while also honing their creative writing skills. Students will explore how writers use language, structure, and narrative techniques. Through close reading and textual analysis, they will enhance their ability to interpret implicit and explicit ideas and evaluate		Intent The intent of this unit of work is to develop students’ ability to read, understand, and analyse a range of non-fiction texts for purpose, audience, and meaning. Students will build skills in identifying key information, comparing ideas and viewpoints across texts, and evaluating how writers present information and arguments. Alongside reading, students will develop effective transactional writing skills, learning to communicate information, opinions, and ideas clearly and appropriately for different contexts and audiences. Emphasis is placed on structure, clarity, tone, and the accurate use of spelling, punctuation, and grammar. Through engagement with relevant real-world texts, students will strengthen their confidence as critical readers and purposeful writers, equipping them with the literacy skills needed for further study, the workplace, and everyday life.		Intent: The intent of this unit of work is to consolidate and refine students’ reading and writing skills in preparation for final assessment, whether through GCSE English Language or Functional Skills English. Students will revisit and strengthen their ability to read, understand, and analyse a range of fiction and non-fiction texts, focusing on identifying key information, interpreting explicit and implicit meanings, comparing ideas and viewpoints, and evaluating how writers communicate purpose and audience. Alongside reading, students will refine their writing skills across a range of purposes and contexts, with an emphasis on clarity, coherence, structure, and appropriate tone. Students will practise producing accurate, well-organised written responses, developing confidence in spelling, punctuation, and grammar to communicate ideas effectively. This component supports students in becoming confident, independent readers and writers, ensuring they are well prepared for assessment requirements and equipped with the literacy skills needed for further study, employment, and everyday life.	
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 identify explicit information in a fictional text. • I can interpret implicit meanings & read between the lines • I can select relevant evidence from a text to support my ideas. • I can explain how writers use language techniques • I can evaluate how effective a text, or writer’s choices are • I can communicate clearly, effectively, and imaginatively in my writing. • I can use a range of vocabulary and sentence structures • I can spell accurately and use punctuation correctly.		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 identify explicit information in a non-fiction text. • I can interpret implicit meaning and read between the lines in a non-fiction text • I can select relevant evidence from a non-fiction text to support my ideas. • I can explain how writers use non-fiction / persuasive language techniques • I can evaluate how effective a text, or writer’s choices are. • I can compare a writer’s perspective across two texts • I can explain how writers convey similar or contrasting ideas • I can adapt my tone, purpose and register for different forms, audiences and purposes. • I can communicate clearly, effectively in my writing. • I can use a range of vocabulary and sentence structures • I can spell accurately and use punctuation correctly.		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 identify explicit information in a non-fiction text. • I can interpret implicit meaning and read between the lines in a non-fiction text • I can select relevant evidence from a non-fiction text to support my ideas. • I can explain how writers use non-fiction / persuasive language techniques • I can evaluate how effective a text, or writer’s choices are. • I can compare a writer’s perspective across two texts • I can explain how writers convey similar or contrasting ideas • I can adapt my tone, purpose and register for different forms, audiences and purposes. • I can communicate clearly and effectively in my writing. • I can use a range of vocabulary and sentence structures • I can spell accurately and use punctuation correctly. • I can explain how the GCSE English exam is structured and manage my time effectively for each section.	
Feeds from: The Eduqas GCSE English Language qualification is designed to build skills progressively through the qualification stage. Within the first year of the qualification stage, students develop core reading and writing skills, forming a foundation for more advanced study within the second year of the qualification stage, these skills are refined with a greater focus on exam preparation (for example, completed within timed conditions) Feeds into: An English GCSE qualification plays a key role in post 16 pathways (A Level, vocational. BTECs, apprenticeships or employment)					

Pathway 2: Functional Skills (Pearson Edexcel)

Functional Skills English is a flexible, accessible qualification designed to meet the varied needs of students at The Lodge. Delivered through a modular, skill-based sequence, it allows learners to develop reading, writing, and speaking & listening at a pace that reflects their prior attainment, confidence, and engagement. Teaching, assessment, and progression are responsive, with content selected and revisited based on learner readiness and real-world relevance. The roll-on, roll-off structure and individualised pathways ensure all students can achieve a nationally recognised qualification while building the literacy skills essential for life beyond school.

Entry Level 3	Level 1	Level 2
Intent: At Entry Level 3, our intent is to strengthen students' ability to read, write and speak with greater clarity and purpose in familiar contexts. We support learners to engage with short functional texts, produce structures writing, and communicate effectively in everyday situations – providing a solid foundation for progression to Level 1.	Intent: At Level 1, our intent is to develop students' ability to use English Independently in a range of real-life contexts. We focus on building reading fluency, functional writing skills, and spoken confidence so learners can access work, training, or further education. This level bridges the gap between foundational literacy and GCSE-level demands.	Intent: At Level 2, our intent is to ensure learners can apply English confidently, accurately, and appropriately in a wide variety of everyday and professional settings. We prepare students to analyse and produce longer texts, participate in structured discussions, and meet the literacy demands of employment, apprenticeships or higher-level study.
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 short texts on familiar topics - I can identify key information and main points in a text - I can recognise basic language features (headings, bullet points etc...) Writing - I can write short texts for everyday purposes - I can use simple sentences that make my meaning clear - I can spell common words accurately - I can use basic punctuation, including capital letters & full stops SLC - I can listen to others and respond appropriately - I can express my ideas clearly in short discussions - I can ask and answer simple questions	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 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) 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. Reading - I can read and understand complex texts on a range of topics. - I can identify explicit and implicit meanings, including attitudes and viewpoints. - I can compare information, ideas, and opinions across texts. - I can evaluate how language and structure are used to influence the reader. Writing - I can write well-structured texts for a range of purposes and audiences. - I can adapt my tone, style, and register appropriately. - I can use a range of sentence structures for effect. - I can organise ideas clearly using paragraphs and cohesive devices. - I can spell accurately and use punctuation confidently, including commas, apostrophes, and varied sentence punctuation SLC - I can communicate clearly and confidently in discussions. - I can make well-structured contributions, responding to others' ideas. - I can present information and opinions persuasively and clearly. - I can adapt my communication for formal and informal contexts.
Functional Skills Entry Level 3 is offered in exceptional circumstances, where learners are unable to access the Functional Skills Level 1 curriculum despite sustained intervention and high-quality teaching.	Feeds from: The study of Stone Cold and the Functional Skills Pathway from the qualification stage year 1.	Feeds into: Functional Skills Level 2 or GCSE English Language or An English Functional Skills qualification plays a key role in post 16 pathways (A Level, vocational. BTECs, apprenticeships or employment)
		Feeds from: The study of Stone and the Functional Skills Pathway from the qualification stage year 1 Feeds into: An English Functional Skills qualification plays a key role in post 16 pathways (A Level, vocational. BTECs, apprenticeships and employment)