English
Curriculum Statement

We understand that English can be a source of anxiety for some pupils, particularly those with disrupted educational experiences. Our teaching is trauma-informed and highly responsive with a relational approach, ensuring that pupils receive the encouragement and support they need to rebuild confidence and develop resilience in their learning.

Through a carefully structured curriculum, personalised interventions, and a culture of high expectations, we empower all pupils at Melksham House to develop their English skills, achieve success, and unlock future opportunities.

An ambitious and rigorous curriculum

At Melksham House, we recognise that English is fundamental to unlocking future learning, self-expression, and engagement with the world. Our ambitious and inclusive curriculum ensures that all pupils, regardless of their Social, Emotional, and Mental Health (SEMH) needs or experiences of Emotionally Based School Avoidance (EBSA), receive a high-quality English education that fosters a love of language and literature, strengthens communication skills, and equips them with the tools needed for academic and lifelong success.

We acknowledge that many of our pupils will have experienced disrupted education and may have significant gaps in their learning. Our approach is underpinned by robust assessment and targeted intervention to ensure that each pupil receives personalised support to close these gaps and make sustained progress.

Assessment and Personalised Learning

Our English curriculum follows the Jane Considine scheme of work, which provides a structured, engaging, and evidence-based approach to reading, writing, and spoken language. This scheme ensures that pupils develop:

- Reading skills: Through exposure to a wide range of high-quality texts, pupils build comprehension, inference, and analytical skills.
- Writing skills: Pupils develop their ability to write for different purposes and audiences, focusing on structure, vocabulary, grammar, and creativity.
- Oracy and communication: Pupils are encouraged to express their ideas confidently, developing articulation and critical thinking.

This curriculum is delivered in a highly structured yet flexible manner, allowing us to adapt learning experiences to meet individual needs and build confidence in a supportive environment. Regular formative and summative assessments using the Earwig Assessment Framework ensure that progress is closely monitored, and interventions are applied where necessary to reinforce understanding and address misconceptions.

Pathways to Success:

Our pupils work towards accredited qualifications that reflect their individual learning journey and aspirations. These include:

- **Entry Level Certificates** – providing an accessible route for pupils who require foundational English skills.
- **Functional Skills in English (Levels 1 & 2)** – equipping pupils with essential reading, writing, and communication skills for everyday life and employment.
- **GCSE English Language –** for those ready to undertake a rigorous academic qualification that enhances future education and career opportunities.

Success in English at Melksham House is measured not only by formal qualifications but also by personal growth and confidence in literacy. We define success as:

- Demonstrating progress in reading fluency, comprehension, and analytical skills.
- Developing writing proficiency, using a range of vocabulary, accurate grammar, and appropriate structures.
- Engaging with texts critically and creatively, developing independent thought.
- Communicating effectively, both verbally and in writing, in a variety of contexts.
- Gaining confidence in using English as a tool for self-expression, academic achievement, and future opportunities.