

# Inclusive English Curriculum Overview

HOPECFI's adapted English Curriculum represents a comprehensive, inclusive, and individualised approach to literacy education. By addressing the academic, emotional, and social needs of our children, we create an environment where each child is supported to succeed. Through differentiation, collaboration, and a focus on emotional literacy and personal development, we ensure that our children not only acquire the skills necessary for academic success but also develop the confidence, empathy, and resilience needed to navigate life's challenges. Our commitment to providing a holistic and inclusive education reflects our belief that every child has the potential to thrive, and we are dedicated to supporting them on their educational journey.

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## 1. Curriculum Overview

At HOPECFI, our English curriculum is thoughtfully crafted to meet the diverse learning needs of children with Special Educational Needs and Disabilities (SEND), as well as those who face social, emotional, and behavioural challenges. This curriculum provides an inclusive and differentiated approach to ensure that all children can access and engage with all aspects of literacy development—reading, writing, speaking, and listening. Our approach prioritises both academic progress and personal growth, with a special focus on nurturing emotional literacy, self-regulation, and fostering a lifelong passion for language.

The curriculum is structured across three academic terms for each year group, creating a clear and progressive framework that enables the development of core literacy skills and knowledge over time. This progression is adapted to meet the unique needs and abilities of each child, ensuring that they receive the necessary support to succeed. The curriculum's structure is designed not only to build academic competence but also to support emotional and social development through thoughtful integration of literacy and personal reflection. Adaptations to teaching methods, learning materials, and assessment practices are carefully implemented to ensure that each child can progress according to their individual strengths and challenges.

## 2. Curriculum Aims and Objectives

The central aims of the HOPECFI English Curriculum are fourfold.

First, we aim to develop foundational literacy skills in reading, writing, speaking, and listening, with a focus on tailoring these skills to the individual needs of each child. Through this personalised approach, children will be empowered to become confident and proficient communicators, capable of expressing themselves clearly and creatively in all forms of language.

Second, we seek to foster critical thinking and analytical skills through the study of texts, discussions, and the articulation of ideas. These skills are vital for the children's academic journey and broader personal development. As part of this objective, children will learn to analyse texts with a critical eye, developing their ability to make connections between ideas, themes, and their own experiences.

Third, our curriculum aims to support emotional and social development by weaving emotional literacy into both the study of literature and creative writing. This integration helps children understand and articulate their emotions, improve their social interactions, and build empathy, all of which are essential for their overall personal growth and well-being.

Finally, the curriculum is designed to instil a lifelong love for reading and writing. Through a rich variety of engaging and accessible texts, children will be introduced to different genres and writing styles, providing them with the skills to navigate the world of literature confidently and with enthusiasm. By the end of each academic year, children will have developed essential literacy skills that support both their academic and personal growth, and they will have had the opportunity to engage meaningfully with literature and language in ways that are both enriching and enjoyable.

## 3. Key Components of the Curriculum



The HOPECFI English Curriculum is built around four key components that form the core of our literacy programme: reading, writing, speaking, and listening.

- **Reading:**

Is one of the fundamental pillars of our curriculum. We select a wide range of texts to ensure that children are exposed to diverse genres, including fiction, non-fiction, poetry, and multimedia resources. These texts are carefully chosen to challenge children's comprehension and analytical skills while remaining engaging and accessible to them.

Activities designed to support reading include:

**Guided Reading Sessions:**

Children read in small groups or individually, focusing on comprehension strategies such as decoding, inference, and summarisation.

**Reading Comprehension Tasks:**

Further support understanding by engaging children in questioning, group discussions, and the use of visual aids where necessary.

Additionally, children have opportunities to create **Creative Responses** to the texts they read, such as visual representations or written summaries, which encourage deeper engagement and personal reflection.

- **Writing:**

The curriculum includes a wide range of writing genres, such as narrative, descriptive, persuasive, and expository writing, and these genres are progressively developed across each year group.

Writing tasks include:

**Journaling:**

Which encourages children to express their thoughts and feelings through reflective writing, as well as creative writing assignments that allow them to develop their imagination and narrative skills. Children are also introduced to formal writing, including essays, letters, and reports, to develop structured and coherent written communication. Emphasis is placed on the editing and refining process, where children are encouraged to review and improve their work, reinforcing the importance of clarity and organisation in their writing.

**Speaking and Listening:**

These skills are equally vital to the development of literacy. Regular group discussions, debates, and presentations are incorporated into the curriculum to enhance children's oral communication. Through these activities, children learn to express their ideas clearly, listen attentively, and contribute meaningfully to discussions. Role-playing and drama exercises are used to improve conversational



skills, empathy, and social interaction, while peer feedback opportunities enable children to offer constructive feedback on both oral and written presentations, fostering a supportive learning environment.

#### 4. Assessment and Evaluation

The assessment process at HOPECFI is integral to the curriculum, and it is designed to reflect the unique needs of each child in partnership with schools. Our approach to assessment is varied, ensuring that children can demonstrate their learning in different ways.

**Formative Assessments** are embedded in daily teaching practices through ongoing observations, quizzes, group discussions, and written tasks. These assessments allow teachers to monitor progress continuously and provide regular feedback, which helps guide children's development and offers targeted support where needed. Formative assessments also include the use of assistive technologies, such as text-to-speech software, for children who require additional support.

At the end of each term, children will participate in **Summative Assessments**, which may take the form of a project, written task, or oral presentation. These assessments allow children to demonstrate their learning in a comprehensive way, covering all areas of the curriculum.

In addition to teacher assessments, **Self-Assessment** is encouraged at the end of each term. Children reflect on their progress, set personal learning goals, and identify strengths and areas for improvement. This process of self-reflection is essential for fostering independence, self-awareness, and metacognitive skills.

We provide constructive feedback regularly, ensuring that it is personalised and actionable. This feedback is designed to support academic development, encourage personal growth, and guide children towards their next steps in learning.

#### 5. Curriculum Delivery and Term Structure

The English curriculum at HOPECFI is delivered over three terms each academic year, with each term building progressively on the previous one. This ensures that key literacy skills are developed, consolidated, and applied over time.

- **Summer Term:**

**Foundation and Engagement:**

Focuses on the establishment of foundational literacy skills, particularly in reading and writing. Children are introduced to various genres of texts and begin to develop their comprehension skills. In writing, children explore expressive forms such as journaling and creative projects, and they begin to learn basic writing structures. Speaking and listening activities focus on developing conversational skills and active listening.

- **Spring Term:**

**Development and Analysis:**



Sees a deepening of literacy skills. Children are introduced to more complex texts, including short stories, poetry, and informational texts. The focus in writing shifts towards formal writing, including the creation of essays and persuasive pieces. Speaking and listening activities include debates and presentations, encouraging children to further develop their public speaking and critical thinking skills.

- **Summer Term:**

### **Consolidation and Application:**

Allows children to refine and consolidate their learning. This term is focused on independent reading and analysis, with children engaging deeply with a variety of genres and authors. Writing tasks become more advanced, with children demonstrating mastery in a range of genres. Formal presentations and peer assessments in speaking and listening support children in applying their skills to real-world contexts.

## **6. Personal Development and Emotional Literacy**

A key feature of our curriculum is the integration of **Emotional Literacy** into the learning process. Through literature and writing tasks, children are encouraged to explore and articulate their emotions, relationships, and social experiences. This exploration of emotions helps children develop self-awareness, empathy, and emotional regulation. Texts that deal with themes such as anger, fear, joy, and sadness provide opportunities for children to reflect on their own emotional responses and apply this understanding to their own lives.

We also encourage goal setting and reflection at the beginning of each term. Children are supported in setting both academic and personal goals, with regular check-ins to review progress. This reflective process fosters independence and helps children develop the ability to assess their own strengths and areas for improvement.

## **7. Differentiation and Personalisation**

HOPECFI's English Curriculum employs a range of differentiation strategies to ensure that all children can access the curriculum and thrive. These strategies cater to children's varying needs, interests, and learning styles, ensuring an inclusive and supportive learning environment. Differentiated content ensures that reading materials and writing tasks are appropriately challenging, based on each child's ability. For example, children who struggle with decoding words may use simplified texts or audiobooks, while more advanced readers are encouraged to engage with more complex materials. We also make use of varied teaching strategies, including direct instruction, small group work, visual aids, and interactive technologies. These strategies allow teachers to continuously adjust their approach based on formative assessments and observations, ensuring that each child's needs are met.

At HOPECFI, assistive technology is an essential element in supporting children's literacy development. The children have access to tools such as text-to-speech software, speech-to-text applications, and audiobooks, which provide additional support for children with specific learning challenges.

## **8. Holistic Approach to Literacy and Well-being:**





HOPECFI's emotional literacy and personalised support are central to ensuring that every child is provided with the necessary tools and opportunities to reach their full potential. By integrating academic, social, and emotional learning into our English curriculum, we cultivate a nurturing environment in which children are empowered to express themselves with confidence, think critically, and engage with the world of language in a meaningful and profound manner.

We recognise that literacy is not solely concerned with reading and writing; it is an essential tool for communication, self-expression, and personal development. As such, the development of literacy skills is intrinsically linked to the emotional, social, and behavioural growth of our children. The English curriculum at HOPECFI, therefore, does not solely prioritise academic achievement but is designed to foster emotional resilience, social competence, and personal empowerment.

- **Emotional Literacy:**

Through carefully selected literature and creative writing exercises, children are provided with both the language and the framework to understand, articulate, and manage their emotions. In the study of narratives, children are encouraged to explore how characters navigate complex emotions such as fear, love, anger, and joy. By reflecting on their own emotional responses to these stories, children can apply this understanding to their own lives. This emphasis on emotional literacy not only aids in self-regulation but also promotes empathy, social awareness, and the development of key emotional skills.

- **Social Skills and Empathy:**

Group discussions, role-playing activities, and peer assessments offer children the opportunity to engage with others in a collaborative and supportive environment. These activities encourage cooperative behaviour, turn-taking, and respectful dialogue, all of which are essential for building positive relationships and resolving conflicts constructively. Developing these social skills is foundational to their emotional wellbeing and contributes significantly to creating a safe, inclusive, and empathetic school community.

- **Building Confidence and Resilience”**

The curriculum encourages children to take risks in their learning within a safe and supportive environment, where mistakes are seen as an integral part of the learning process. Through differentiated tasks and consistent feedback, children are encouraged to set personal goals and work towards their achievement. This process fosters a sense of accomplishment and reinforces their self-worth, contributing to the development of resilience and confidence.

## **9. Differentiation and Personalisation**

At HOPECFI, we recognise that every child is unique, and we strive to ensure that all children, regardless of ability or background, can access and thrive within the English curriculum. To achieve this, we employ a range of differentiation strategies, designed to accommodate the varying needs, interests, and learning styles of our children, thus ensuring an inclusive and supportive learning environment for all.

- **Differentiated Content:**



The reading materials and writing tasks within the curriculum are carefully tailored to match each child's individual reading level and cognitive ability. This ensures that the texts are both appropriately challenging and accessible. For instance, children who struggle with decoding words may be provided with simplified texts or audiobooks, whereas those with higher reading abilities are encouraged to engage with more complex literature.

- **Varied Teaching Strategies:**

We employ a variety of teaching methods, including direct instruction, small group work, hands-on activities, visual aids, and interactive technologies. Teachers continuously assess and observe the progress of each child, using formative assessments to refine their teaching approaches and adapt to the specific needs of the children in their care.

- **Flexible Learning Materials:**

To support diverse learning needs, we provide a wide range of resources, such as visual aids, tactile materials, and sensory objects. These resources are designed to help children engage with the curriculum in ways that align with their individual sensory preferences. For example, children with sensory processing difficulties may use fidget tools or visual schedules to maintain focus and self-regulation during lessons.

- **Assistive Technology:**

Technology plays a key role in supporting literacy development at HOPECFI. Children have access to a variety of assistive technologies, including text-to-speech software, speech-to-text applications, audiobooks, and interactive e-learning platforms. These tools help children access reading and writing tasks more easily, while also providing personalised learning experiences that address specific learning challenges.

## **10. Collaborative and Interdisciplinary Approach**

At HOPECFI, literacy is applied across different subjects, ensuring that reading, writing, speaking, and listening are integrated into all aspects of the curriculum. This cross-curricular approach reinforces the importance of literacy in all areas of life and encourages children to apply their literacy skills in diverse contexts. We believe that the development of literacy is interconnected with a wide range of other skills and disciplines. As such, our English curriculum is designed to integrate with other areas of learning, such as the arts, personal, social, and health education (PSHE), and wellbeing.

We also work closely with external specialists, such as Speech and Language Therapists, Occupational Therapists, and Educational Psychologists, to ensure that each child receives the tailored support they need. This interdisciplinary collaboration helps provide a holistic educational experience, addressing the academic, emotional, and social needs of every child.

- **Cross-Curricular Literacy:**

Children are encouraged to apply their literacy skills across different subject areas. Whether through writing in science, discussing historical events, or analysing texts in art, children learn to utilise their



reading, writing, speaking, and listening skills in diverse contexts. This integrated approach not only reinforces the importance of literacy across the curriculum but also emphasises its practical applications in real-life scenarios.

- **Collaboration with External Experts:**

We work closely with specialists, including Speech and Language Therapists, Occupational Therapists, and Educational Psychologists, to ensure that our children receive the tailored support they need to thrive. These professionals contribute targeted interventions and strategies, seamlessly incorporated into the English curriculum, ensuring a holistic and multidisciplinary approach to the development of each child.

- **Partnership with Parents and Carers:**

The success of our curriculum is underpinned by a strong partnership between home and school. We encourage regular communication with parents and carers to ensure that learning strategies are consistent and effective both in the classroom and at home. Through regular parent-teacher meetings, workshops, and shared resources, we provide parents with the guidance and support they need to assist their children in their literacy development.

## **11. Cultural Awareness and Diversity**

HOPECFI aims to foster an understanding and appreciation of diverse cultures, perspectives, and experiences through the study of literature. By incorporating a wide range of authors, genres, and cultural contexts, children are exposed to different worldviews, helping them to develop empathy and respect for diversity.

- **Inclusive Text Selection:**

The texts we select for our curriculum reflect a broad spectrum of voices, including authors from various ethnicities, cultures, and backgrounds. This diverse selection enriches children's understanding of the world, while also helping them relate to characters and themes that mirror their own experiences. For example, children may explore works by authors from different parts of the world or read literature that challenges societal norms and assumptions.

- **Celebrating Diversity:**

Throughout the year, we celebrate cultural diversity through themed lessons, cultural days, and literature circles. These activities provide children with opportunities to explore their own cultural identities while learning about those of others. This approach fosters a broader sense of belonging and helps children appreciate the richness of the world around them.

## **12. Future Pathways and Lifelong Learning**

HOPECFI's English Curriculum is designed not only to support children in their current academic journey but also to equip them with the skills necessary for lifelong learning and success in the wider world.





- **Preparation for Post-Secondary Education and Employment:**

As children progress through the curriculum, they develop key transferable skills, such as critical thinking, communication, and problem-solving, which are essential for both higher education and the workplace. The curriculum also prepares children for the practical application of literacy in everyday life, such as writing emails, managing finances, or reading legal documents.

- **Child-Centered Goal Setting:**

Each child is encouraged to set personal literacy goals at the beginning of the academic year, which are reviewed and adjusted regularly. This process of goal setting encourages children to take ownership of their learning and develop a growth mindset. Whether a child plans to pursue further education, enter the workforce, or explore other interests, the skills they acquire through the English curriculum will serve as a foundation for their future endeavours.

- **Lifelong Literacy:**

Beyond academic achievement, we aim to instil a love of reading and writing that will remain with children for life. By nurturing a positive relationship with literature, we encourage children to become lifelong learners who continue to read, write, and engage with the world through language throughout their lives.

**HOPECFI's curriculum is designed to be adaptable, ensuring it meets the varied needs of all children. We focus on fostering keys life skills and promoting the British Values.**

