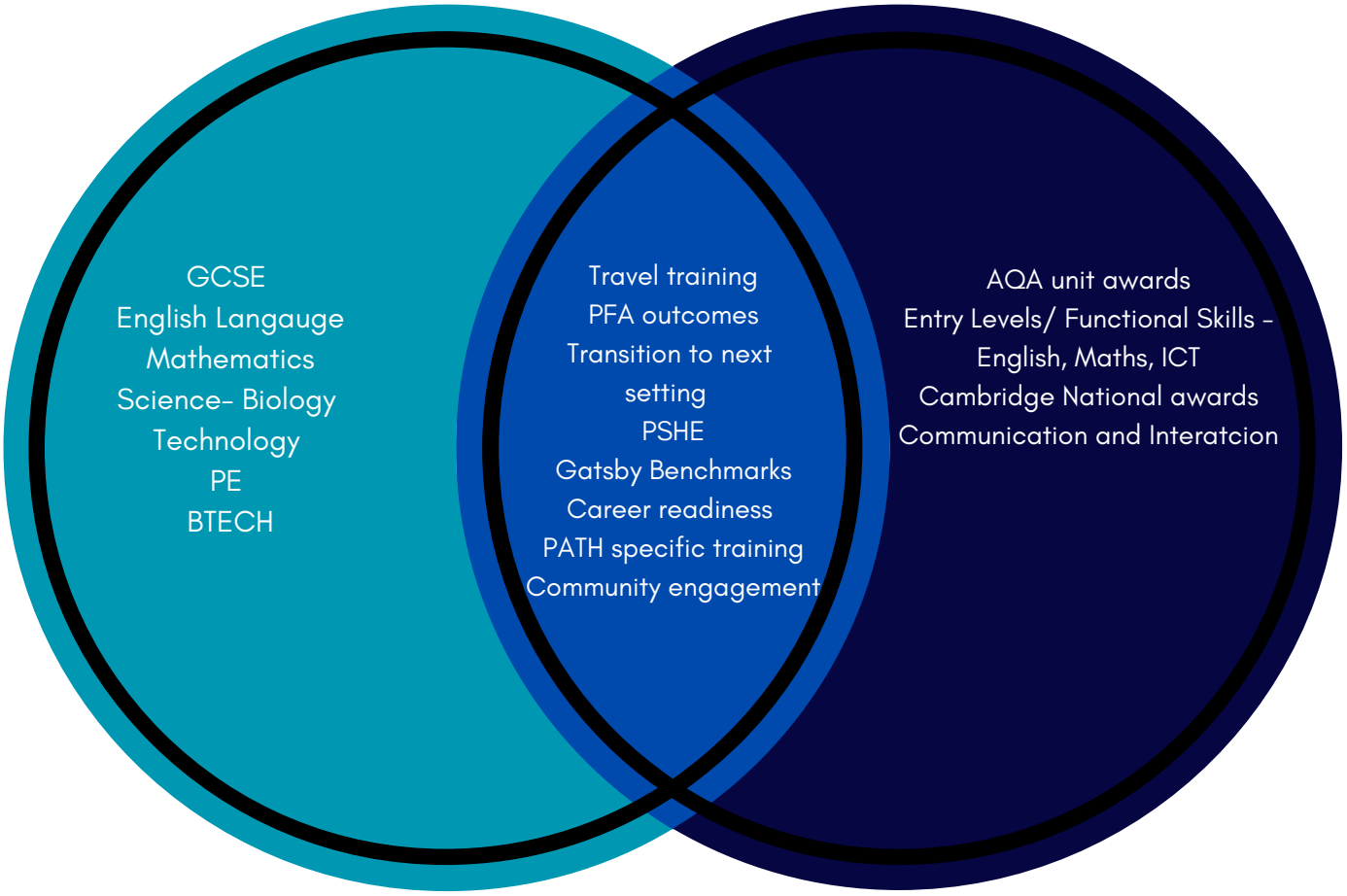
MELKSHAM HOUSE SCHOOL

Academic & Creative

Personal Development and Character education



The secondary EBSA pathway model focuses on two distinct but interconnected outcome pathways for pupils, aimed at enhancing outcomes to prepare for adulthood. Our flexible curriculum provides both choice and challenge and aims to develop emotional literacy and core subject. There is a strong focus on the social and emotional aspects of learning through the delivery of a range of PHSE and personal development programmes.

In addition to academic subjects studied, pupils are offered a range of enrichment and work-related learning experiences, designed to prepare them for further study and for life beyond formal education.

Reading Curriculum Statement

At Melksham House School, we believe that reading is a fundamental skill that underpins all areas of learning and personal development. Our ambitious and rigorous reading curriculum ensures that all pupils, including those with Social, Emotional, and Mental Health (SEMH) needs and Emotionally Based School Avoidance (EBSA), have the opportunity to become fluent, confident, and motivated readers.

We understand that reading can be a challenge for our pupils. Our trauma-informed approach ensures that pupils are supported emotionally and academically. We create safe and nurturing spaces for reading, provide consistent routines, and celebrate every step of progress.

Through structured teaching, personalised interventions, and high expectations, we empower every pupil at Melksham House School to develop the reading skills they need to access the curriculum, achieve success, and find joy in books.

An ambitious and rigorous curriculum

Phonics at Melksham House is delivered through Little Wandle, a systematic and precise teaching programme, with teaching adapted to meet the diverse learning needs within our SEN and SEMH community. Systematic phonics instruction equips children with essential decoding skills, building confidence and fluency.

To further develop comprehension skills and inspire a genuine love of literature, we use Hooked on Books by Jane Considine across the school. This approach promotes high-quality discussion, deep thinking, and engagement with a diverse range of texts. Children are taught to explore, question, and enjoy books through structured whole-class reading sessions and purposeful reading for pleasure opportunities.

Our Maestro Curriculum platform supports topic-based, knowledge-rich learning, ensuring that reading is embedded throughout the wider curriculum and brought to life through real, purposeful contexts.

Assessment and Personalised Learning

We recognise that many pupils will have gaps in their reading development due to disrupted education. These gaps are assessed and addressed robustly using Little Wandle Letters and Sounds Revised for phonics and ongoing assessment throughout the school. Our approach ensures that no child is left behind, and every pupil has a clear, personalised path to reading success.

Pathways to Success:

Reading success is not limited to early years or primary phases. Our commitment to reading continues across the school, with tailored interventions and support at every stage. Pupils have access to:

- **Phonics interventions using Little Wandle** to close decoding gaps.
- **Guided and whole-class reading sessions** to strengthen comprehension and engagement.
- **Targeted reading programmes** aligned with individual educational pathways

What Success Looks Like Success in reading at Melksham House School is defined not only by academic progress but also by a growing sense of confidence, enjoyment, and independence. We define success as:

- **Securing phonetic knowledge and decoding skills** to read fluently and confidently.
- **Demonstrating comprehension skills** through discussion, written responses, and evidence-based reasoning.
- **Engaging with and enjoying reading**, choosing books independently and reading for pleasure.
- **Using reading to support learning** across all subjects, building resilience and independence.