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FOREWARD FROM THE CHIEF EDUCATION OFFICER

Dear Student,

Welcome to **Linguaphile Academic Program – the first of the kind of Boutique Education program** customized for your learning. You are about to make some very important decisions about your future as you choose the subjects that you wish to study in Years 8,9, 10 and 11 at our learning center. This booklet is intended to give you all the information you need to help you to make an informed choice, so you need to read it very carefully.

Our aim is to allow a degree of choice in some of the subjects you study whilst making sure that you have a broad and balanced curriculum. I know that this is a very difficult time and can cause anxiety because there are so many questions you might have. Which subjects are right for me? What if I don't know what career I want to follow when I am older? How do I know what the subjects involve? Rest assured that my staff and I will be here to help you to make the right choices about your future learning.

The 'guided choices' process we follow at our center is designed to make this time less worrying for you and your parents. We will be here with you to help you to start making informed decisions about your learning and to help you choose subjects that really suit you.

[Note to parents: Please use all the information available to you in this academic intervention booklet; advice from our team of psychologists and therapists, the result of the cognitive assessment tests and suggestions from our careers team. Discuss your choices with the head of SENCO and get the information about internships and accommodations. But it has to be a personal decision for you.]

There will be further chances to discuss this process with myself and my staff at the beginning of the admission day which will be notified once you complete the initial assessments.

I hope that all the information you receive will allow you to make the right choices about your future and that you will do well in whatever courses you choose. Your success in Year 11 will pave the way for the next steps in your education at the high school and university level, hopefully as a member of Linguaphile Sixth Form. We hope that you will eventually leave us feeling proud of your achievements and move on to the courses, training and careers that will enable you to realise your dreams, whatever they may be and to the best of your ability. What is absolutely true is that all your efforts over the next few years will have a direct influence on your future. Of course, we will look forward to the parents for their role in their child's success.

Please do not hesitate to discuss your questions with us about the admission process and guidance by sending an email to info@linguaphile.co.uk. If you require further advice or clarification on specific matters relating to individual subjects or the choices process, please do not hesitate to write us an email.

Papiya Banerjee, *Chief Education Officer*

1 The Academic Guided Pathways

The student will have the core subjects for literacy and numeracy knowledge and can choose three more subjects from the option basket.

Additionally, the students will have their compulsory classes for life skills coaching (PSHE), personal grooming (literacy and vocab skills), emotional interventions and behavioural interventions (CBT / counselling).

For grade 11 admissions, only 3 subjects are compulsory. However, if students are joining from ICSE/ CBSE or NIOS then they will be given IELTS training/ Pearson Academic English program/ Functional English course at Level 2 based on the university admission requirements.

1.1 Core Subjects

- Functional Mathematics / GCSE Core Mathematics/ Advanced Mathematics (Gifted Students)
- Functional English / GCSE English Second Language

1.2 Optional Subjects

- Art and Design
- ICT
- Dance
- Design Technology
- Drama
- Film Studies
- Fine Art
- Food Preparation and Nutrition
- Geography
- Health and Social Care BTEC
- Electrical Electronic Engineering BTEC
- Hospitality and Catering
- Information Technology
- Music
- Music BTEC
- Statistics
- Environmental Studies
- Travel and Tourism
- Textile Design
- Baking
- Aviation Operations BTEC
- Beauty Therapy BTEC
- Creative Media Production BTEC
- Creative Practice BTEC
- Computing

- Information Technology BTEC
- Music Technology BTEC

1.3 Compulsory Classes [Emotional Literacy]:

- PSHE
- Cognitive Behavioural classes
- Literacy and Vocab Skills
- Therapies (Based on the IEP)

2 Linguaphile Qualifications explained:

We will be offering Edexcel International Qualification for all subjects including GCSE options and or BTEC options. The Edexcel qualification is acknowledged by the Indian Higher Education Authority. The certificate of recognition of the board can be produced as a part of admission kit.

3 What are Edexcel qualifications?

Pearson Edexcel International GCSEs are globally recognized qualifications with academic content and assessment designed specifically for international learners. International GCSEs are part of iProgress, the complete series of Pearson Edexcel academic qualifications for 5- to 19-year-olds, for international schools. The iProgress family includes: iPrimary, iLowerSecondary, International GCSE (IG), GCSE, International Advanced level (IAL), GCE A level. It delivers a consistent learning journey for students and teachers, with world class support services, everywhere in the world.

4 What are BTEC qualifications?

Alongside A levels, BTEC Nationals are the most widely-recognised qualification for admission to higher education. They are level 3 vocational qualifications that provide specialist, work-related learning across a range of sectors. BTEC Nationals are designed to equip students with the specialist knowledge, practical skills and understanding they need to progress along their chosen learning and career paths.

5 What is Boutique education

Research claims that children with special educational needs excel well when they are supported with one-to-one intervention and with a graduated approach. This enables them to scaffold their learning experience. In addition to graduated teaching method, the choice of extended customized subject offering based on the strength of the student's cognitive strength blended with emotional counselling will boost their confidence and interest in the academics. Children who are gifted often gets lost in regular classroom as they need to be challenged at every step of learning. We at Linguaphile ensure that these gifted learners are supported well with academics, internship projects and alternative learning experience with specialized workshops targeting their strengths. Our education approach is

based on 1:2 teacher-student ratio in an informal setting following a blended approach with UK based teachers as well as teachers from India and other international countries. A truly global platform for our valued learners!

6 What is the future career pathway?

Once the student graduates the middle school (GCSE) and High School (A-level)/ BTEC qualification, our career counselors will take charge to the next level of education. We will extend all support for university applications globally. Our team will help in the training for professional courses like IELTS / Pearson Academic test along with Visa processing and funding. These professional courses will be charged separately in addition to the regular academic fees.

7 What happens if my child fails to graduate the high school?

If any particular student fails to achieve the required minimum qualification for university applications, the BTEC qualification will enable the student to steer them to the career of their choice.

74% of employers want new hires with practical knowledge and skills combined, 90% of BTEC students are employed full-time after graduating and 23% of students who went to university in 2018 had a BTEC. You can't argue with numbers like these. It's an effective path into the career you've always wanted, so choose BTEC - because BTEC Works.

8 Selecting courses/ academic pathway at Middle School

All students will be directed into the guided pathways. Each is designed to ensure that choices are appropriate taking into account prior data [psych-ed assessments and Cognitive assessment] and future aspirations.

If the student's "Reading age" is far below the "birth age" [the reading milestone age wise is outlined at the end of the booklet], the student will be given extra time to complete the iPrimary and or the iSecondary course before selecting the academic pathway.

The aim is to keep the curriculum as broad as possible in Year 8 and 9 before further refinement of choices happens in Year 10. There will be a selection of choices which will be compulsory for all students to ensure as many options as possible are open to students at the end of the GCSE course.

All students as they move from Year 8 to Year 9 will continue with their core studies in English and Mathematics. It is worth noting that all students in Year 8 and 9 will begin the subjects at a graduated pace so that they have extended time to bridge the learning gap. It is to be noted that emotional Literacy will also continue to be delivered as part of the core curriculum.

To ensure all students have access to various in field experience beyond academics, they will be given opportunities in corporate internships and personal grooming sessions. Moreover, summer workshops to UK based special schools for enhancing interpersonal skills will be arranged at an additional cost based on the learners need and requirement.

As students continue through from Year 9 to Year 10, they will further refine their guided choices. Taking into account their future aspirations and academic performance they will

choose to complete one of their courses of study in Year 9 and focus on the options they will be most successful in. This refinement will be done based on Year 9 psycho-educational assessment and cognitive abilities test result.

9 Qualifications Explained

As well as offering a wide variety of subjects, we offer a wide variety of qualifications and it is important that students understand the differences between the qualifications and make informed choices about which style of learning is right for them.

All qualifications available to you are classified as a Level One or a Level Two qualification.

- Level One qualification is equivalent to Grades 3 to 1 at GCSE
- Level Two qualification is equivalent to Grades 9 to 4 at GCSE

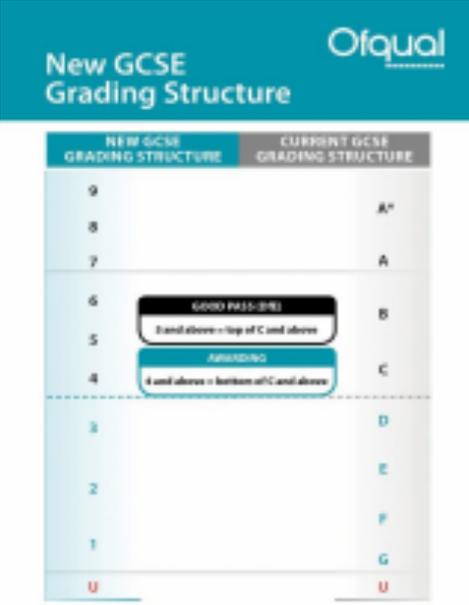
9.1 Reformed GCSE's

Reformed GCSEs have been introduced gradually since September 2015. The new qualifications are linear with examinations at the end of the course with more demanding content and less non-exam assessment. They will be graded from 9 to 1, instead of A* to G.

9.2 Vocational Qualifications

Vocational qualifications are graded Distinction, Merit or Pass. Current vocational qualification choices include from Edexcel BTEC. They have a large element of coursework and you will need to complete a portfolio of evidence to show you have met the assessment criteria. All vocational qualifications also have an element of internal assessment, but this is not always a formal written examination.

Vocational qualifications provide an excellent foundation for students wishing to pursue technical qualifications or apprenticeships. A more practical and skills-based approach to learning, these qualifications offer learners the chance to experience applied learning.



The image shows a chart titled 'New GCSE Grading Structure' by Ofqual. It compares the 'NEW GCSE GRADING STRUCTURE' (grades 9 to 1) with the 'CURRENT GCSE GRADING STRUCTURE' (grades A* to G). The new structure is linear, with grade 9 being the highest and grade 1 the lowest. A dashed line separates the new structure from the current one. A box labeled 'GOOD PASS (B)' is positioned between grades 5 and 6, with a note '3 and above = top of C and above'. Another box labeled 'APPROACHING' is positioned between grades 4 and 5, with a note '4 and above = bottom of C and above'. The current structure shows grades A* to G, with 'U' (Unclassified) at the bottom.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
	U

10 Points to consider in choosing your preferred options

For Gifted and learners who wish to participate in their academic choices:

Which subjects do you like?

We know that you perform best when following subjects you enjoy. Think through carefully whether you will be happy dedicating at least five hours each week to this subject, including timetabled lessons, home learning and personal study. If you enjoy the subject, you will put more time and effort into it and the more time and effort you put in, the more successful you will become.

How good are you in each subject?

You will have a good idea yourself but see what your latest data from the previous Progress Card/ Psych-ed Assessment/ Cognitive Assessment test indicate and ask the SENCO who will know how you perform in class, home learning, tests and examinations. They should be able to say whether your strengths or weaknesses will allow you to cope with which Key Stage 4 options and your discussion with the team and the Careers Adviser should inform this issue further, before you make suitable final decision with your parents.

Are you leaving your future career path open?

If you have no definite career in mind, choose what you are good at, what you like doing and what will give you a good spread of subjects. Many subjects can be picked up at A Level or beyond without earlier study. Some degree courses at university prefer that you follow particular subjects to GCSE and students considering University must consider taking subjects which meet the English Bacalaureate qualification.

Do you have a definite career in mind?

If so, find out which subjects at GCSE will best support your career route. Make sure that your subject teachers think you can achieve high grade GCSE passes in these subjects and be certain that these subjects plus your other choices give you a good spread. Remember that however keen you are on any particular career or job now; you may possibly change your mind before you leave school. Many people also change their career during their working life. Your choice of subjects must not limit you to just one type of career.

Points to avoid:

Do not choose a subject because you can think of 'nothing better', you like the teacher or just because a friend has chosen it. Remember that these are important decisions that will affect your future, not your friend's, and that the school will not guarantee which teacher will take that subject next year! A balanced range of good passes in the final examinations will provide you with the best foundation possible, whatever direction your career takes.

11 Support and guidance

At Linguaphile Skills Hub, the team will support the learners at every step following the holistic structure of PLAN-DO-ASSESS- REVIEW.

In addition, we understand that our students need extended care to cope with their emotional and life skills. Our company values the ecological model of learning which supports the student's holistic needs including academic, emotional, parental, and family counselling. We will support at all level of intervention under one roof.

The overall guidance will be detailed in the Individual Academic Plan which will be created annually for all the students. This plan is based on 504 model followed internationally. For further queries and personalized information, please email to info@linguaphile.co.uk

12 Reading Milestones for reference

This is a general outline of the milestones on the road to reading success. Keep in mind that kids develop at different paces and spend varying amounts of time at each stage. If you have concerns, talk to your child's doctor, teacher, or the reading specialist at school. Early intervention is key in helping kids who struggle to read.

Parents and teachers can find resources for children as early as pre-kindergarten. Quality childcare centers, pre-kindergarten programs, and homes full of language and book reading can build an environment for reading milestones to happen.

12.1 Infancy (Up to Age 1)

Kids usually begin to:

- learn that gestures and sounds communicate meaning
- respond when spoken to
- direct their attention to a person or object
- understand 50 words or more
- reach for books and turn the pages with help
- respond to stories and pictures by vocalizing and patting the pictures

12.2 Toddlers (Ages 1–3)

Kids usually begin to:

- answer questions about and identify objects in books — such as "Where's the cow?" or "What does the cow say?"
- name familiar pictures
- use pointing to identify named objects
- pretend to read books
- finish sentences in books they know well
- scribble on paper
- know names of books and identify them by the picture on the cover
- turn pages of board books
- have a favorite book and request it to be read often

12.3 Early Preschool (Age 3)

Kids usually begin to:

- explore books independently
- listen to longer books that are read aloud
- retell a familiar story
- sing the alphabet song with prompting and cues

- make symbols that resemble writing
- recognize the first letter in their name
- learn that writing is different from drawing a picture
- imitate the action of reading a book aloud

12.4 Late Preschool (Age 4)

Kids usually begin to:

- recognize familiar signs and labels, especially on signs and containers
- recognize words that rhyme
- name some of the letters of the alphabet (a good goal to strive for is 15–18 uppercase letters)
- recognize the letters in their names
- write their names
- name beginning letters or sounds of words
- match some letters to their sounds
- develop awareness of syllables
- use familiar letters to try writing words
- understand that print is read from left to right, top to bottom
- retell stories that have been read to them

12.5 Kindergarten (Age 5)

Kids usually begin to:

- produce words that rhyme
- match some spoken and written words
- write some letters, numbers, and words
- recognize some familiar words in print
- predict what will happen next in a story
- identify initial, final, and medial (middle) sounds in short words
- identify and manipulate increasingly smaller sounds in speech
- understand concrete definitions of some words
- read simple words in isolation (the word with definition) and in context (using the word in a sentence)
- retell the main idea, identify details (who, what, when, where, why, how), and arrange story events in sequence

12.6 First and Second Grade (Ages 6–7)

Kids usually begin to:

- read familiar stories
- "sound out" or decode unfamiliar words
- use pictures and context to figure out unfamiliar words
- use some common punctuation and capitalization in writing
- self-correct when they make a mistake while reading aloud
- show comprehension of a story through drawings
- write by organizing details into a logical sequence with a beginning, middle, and end

12.7 Second and Third Grade (Ages 7–8)

Kids usually begin to:

- read longer books independently
- read aloud with proper emphasis and expression
- use context and pictures to help identify unfamiliar words
- understand the concept of paragraphs and begin to apply it in writing
- correctly use punctuation
- correctly spell many words
- write notes, like phone messages and email
- understand humor in text
- use new words, phrases, or figures of speech that they've heard
- revise their own writing to create and illustrate stories

12.8 Fourth Through Eighth Grade (Ages 9–13)

Kids usually begin to:

- explore and understand different kinds of texts, like biographies, poetry, and fiction
- understand and explore expository, narrative, and persuasive text
- read to extract specific information, such as from a science book
- understand relations between objects
- identify parts of speech and devices like similes and metaphors
- correctly identify major elements of stories, like time, place, plot, problem, and resolution
- read and write on a specific topic for fun, and understand what style is needed
- analyze texts for meaning