

WILLOW

English

Key Stage 1

## Curriculum Intent:

Pupils have exposure to and experiment with a variety of communication methods. This will include Makaton sign language, visual supports, spoken language, gesture, body language, communication boards, so that all pupils have numerous opportunities to improve their receptive and expressive communication, developing their language and vocabulary

Pupils will have daily opportunities to read and look at books and listen to stories being read. They will experience a range of literature including stories, rhymes and poems to help develop their curiosity around reading and books and literature. Pupils will begin to understand that text has meaning.

Pupils will have the opportunity to experiment with a range of mark making activities and methods so that they begin to understand that marks convey meaning.

## Implementation:

Teaching of English at Key Stage 1 is immersive, creative and engaging. Key stage 1 teachers will use a topic based approach to delivering English. A TEACCH cycle is utilised to support children in practising skills independently. Learning is predominantly practical and often play based, focusing on hands on experience of books and varying literature in a variety of environments and activities.

## Learning Specific Skills:

- Pupils can demonstrate an awareness and enjoyment of books and stories
- Pupils understand that text has meaning and begin to explore this.
- Pupils can express their immediate needs using their preferred communication method

## Universal Skills:

**Communication and language:** I can get my needs and desires met

**Writing:** I can create a piece of work to convey meaning

**Reading:** I can share a book with other children

WILLOW

English

Key Stage 2

## Curriculum Intent:

Throughout the curriculum, children will have continuous opportunities to expand and develop their communication by using their preferred method (s). Children will begin to explore using communication to express feeling and emotions, whilst developing their language and vocabulary.

Children will be taught a variety of methods to read single words, sentences and short texts.

Children will develop their use of recording. They will begin to demonstrate a preference for either writing, keyboard use or a use of clicker. They will have opportunities to record information.

## Implementation:

Teaching of English at Key stage 2 will be delivered both discreetly and alongside topic work. Phonics will be delivered and other relevant reading methods will be incorporated. ie phonics, sight reading, whole-word reading and contextual reading. Reading across the curriculum will be encouraged.

Learning is made fun and motivating for the learners and it is predominantly practical and can be play based with more discreet 'phonics' lessons, focusing on learning to use functional methods to decode sounds and letters.

## Learning Specific Skills:

- Pupils begin to understand the purpose of reading and the value it has across all subjects.
- Pupils can begin to mark marks to convey meaning.
- Pupils can express their extended needs using their preferred communication method.

## Universal Skills:

**Communication and language:** I use my preferred method of communication to express myself and follow adult instruction

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English

Key Stage 3

## Curriculum Intent:

Throughout the curriculum, pupils will have regular opportunities to use their preferred method of communication in a functional way. Pupils will develop their basic conversation skills, developing their understanding of reciprocity. They will begin to develop expressing feelings and emotions with communication and language.

Pupils will extend and progress their reading skills, building upon basic reading skills learnt in KS2. They will develop their ability to read for information and have an understanding about how reading is functional and enjoyable.

Pupils will establish a preferred recording method. This may be written or in conjunction with the use of ICT packages.

## Implementation:

Teaching of English at Key stage 3 will be delivered both discreetly and alongside topic work. Phonics will be delivered daily and other relevant reading methods will be incorporated. ie phonics, sight reading, whole-word reading and contextual reading. Reading across the curriculum will be encouraged.

Learning is made fun and motivating for the learners and it is predominantly practical with more discreet 'phonics' lessons, focusing on learning to use functional methods to decode sounds and letters. Reading will be encouraged to be functional.

## Learning Specific Skills:

- Pupils can understand the purpose of reading and the value it has across all subjects.
- Pupils can begin to mark marks to convey meaning. They will begin to structure sentences in written format
- Pupils can express thoughts and feelings about any given topic using their preferred communication method.

## Universal Skills:

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English

Key Stage 4

## Curriculum Intent:

Pupils will use their preferred method of communication more skilfully and effectively across the curriculum. They will also be exposed to frequent opportunities to generalise their communication skills into the wider community.

Pupils will have daily opportunities to read functionally and for varying purposes across the curriculum. They will have regular chances to practice reading skills in more breadth, including reading for information in the community ie shopping lists, bus timetables, signs in the environment.

Pupils will have a consistent mode of recording to be able to record ideas, thoughts and feelings across the curriculum and in wider community areas.

## Implementation:

Teaching of English at Key stage 4 will be delivered both discreetly and alongside community projects and vocational activities.. Phonics will be delivered daily and other relevant reading methods will be incorporated. ie phonics, sight reading, whole-word reading and contextual reading. Reading across the curriculum and in the wider community will be encouraged.

Learning is made purposeful, functional and motivating for the learners and is predominantly practical with more discreet 'phonics' lessons, focusing on learning to use functional methods to decode sounds and letters. Reading will be encouraged to be functional, incorporating community learning.

## Learning Specific Skills:

- Pupils understand the purpose of reading and the value it has across all subjects and wider life.
- Pupils can consistently convey meaning through text. They will begin to structure sentences in written format, using preferred mode.
- Pupils can consistently express thoughts and feelings about any given topic and in the wider community using their preferred communication method.

## Universal Skills: