

At St Nicholas School we aim to create a high-quality English provision for all children and young people so that they can develop effective communication systems, functional literacy and a love of reading, writing and oracy.

Our curriculum promotes literacy as a tool for understanding and communicating with the world in which we live in all its many facets, developing ideas and extending knowledge so that students will become fully participating members of society.

Through personalised learning programmes we ensure children have a literary rich education through speaking and listening opportunities, phonics, drama, writing, visual literacy and reading through a variety of relevant and engaging learning experiences.

## Word Reading and Phonics

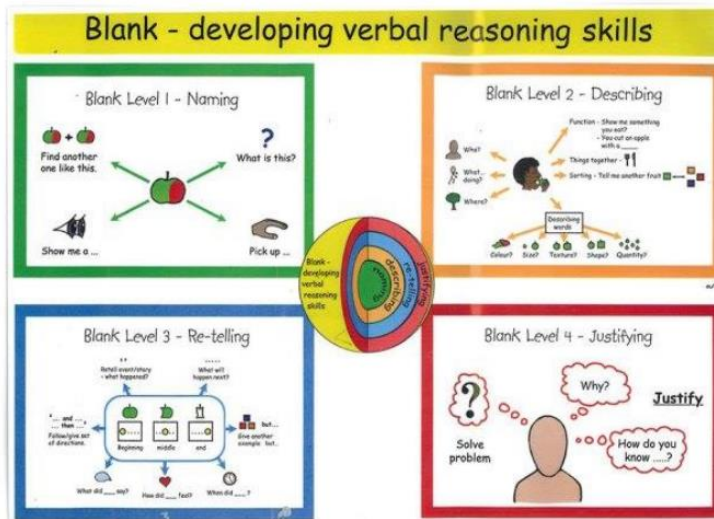
For many children, the first steps to understanding words, is to be able to distinguish between sounds. Phonological awareness is the conscious sensitivity to the sound structure of language. It is both a prerequisite for, and a consequence of, learning to read. We use the Phonological Awareness Programme which incorporates the 6 stages of development:

- Speech Detection
- Syllable Awareness
- Onset and Rime
- Rhyme Detection
- Initial Sounds
- Rhyme Production

# BLANKS - Language Comprehension

Pupils are assessed using the BLANK system. It is crucial to understand their level of understanding so that language used is appropriate and support given to develop this, targeted at the appropriate level.

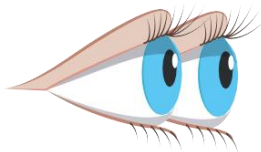
The original BLANK model breaks down the more complex areas of language into four achievable steps, or levels. The Elklan programme, (McLachlan and Elks, 2012) has further analysed the model to make it more accessible and highlighted key themes, summarising 'types' of questions and directions at each level.



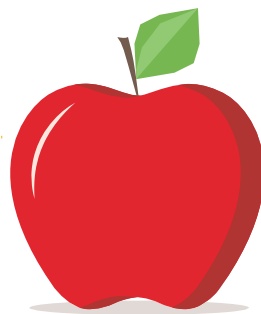
## Level 1



Find another one like this...



Show me a...



What is this?



Pick up



## Phonics Programme

Once children develop this awareness, they access the TWINKL Phonics programme. By using this fun interactive resource, children make good progress in their reading by learning the skill of blending and segmenting.

Phonics sessions are taught daily and opportunities to reinforce phonics across the curriculum is promoted. For some children, the 'whole word approach' is used alongside phonics as they see the word as a picture rather than individual sounds. We understand that being able to decode is important for unfamiliar words. Pupils are continually teacher assessed; Many have reading targets within their EHCP targets and successes are illustrated within reading records and using EVISENSE.



## Reading Schemes

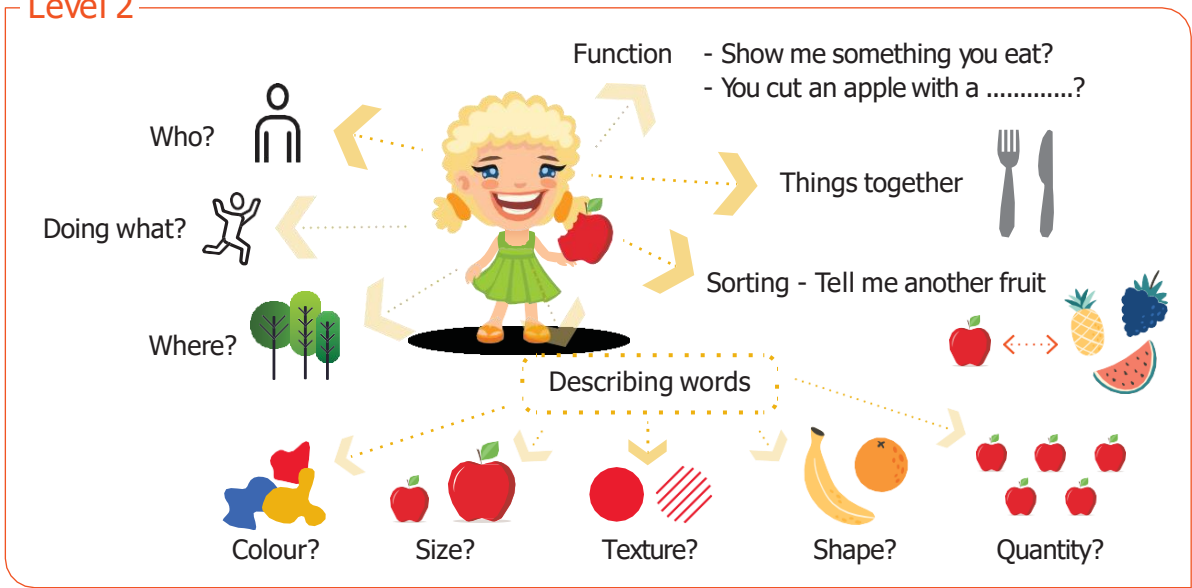
St Nicholas use the PM Reading Programme; a collection of carefully levelled fiction and non-fiction texts, organised by series strand and by colour band. The books are ideal for shared, guided and independent reading. It is a balanced scheme that supports phonological development, fluency and phrasing, and comprehension.

Rhino Readers Reading Scheme is also used and easily accessible for parents/carers to use at home via the Twinkl website. The books are fun and engaging for all. These decodable books are used to support the phonics programme.

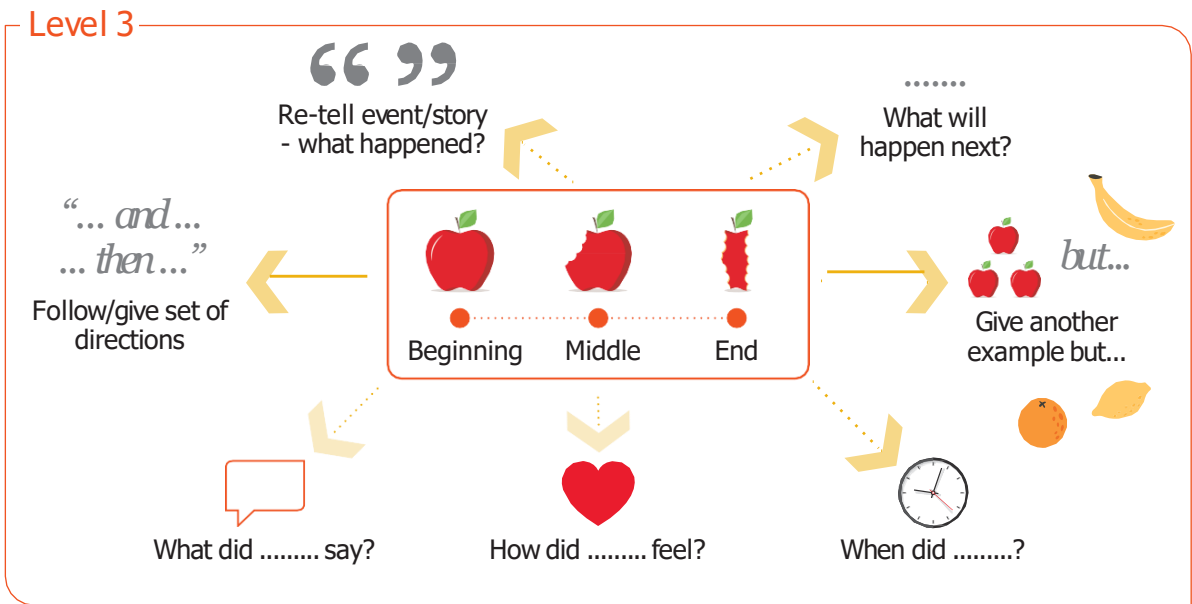
Children are given opportunities to choose books to read as well as using the reading schemes and pupils have timetabled reading daily. This may be whole class story time, individual reading, shared and guided reading.

# // BLANK LEVELS OF QUESTIONING

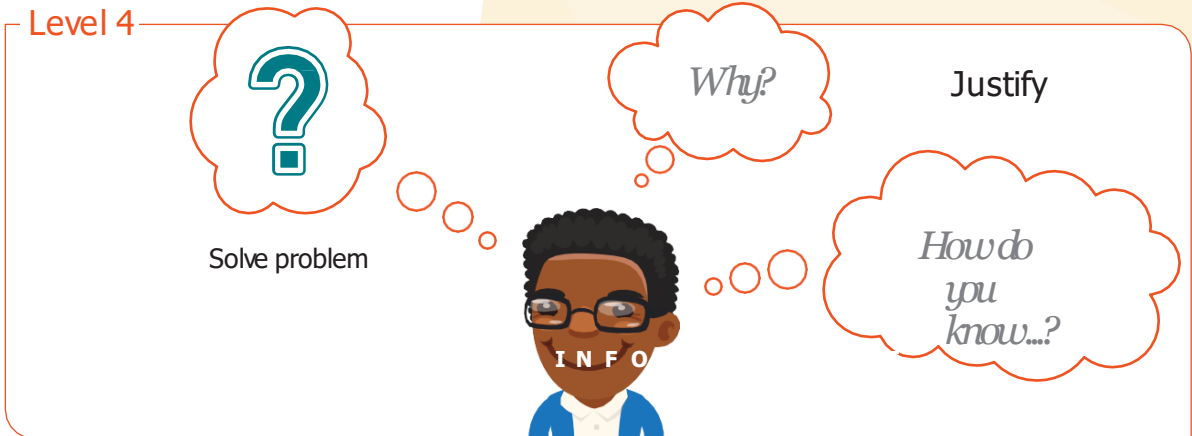
## Level 2



## Level 3



## Level 4



# Curriculum Progression Map



Key Stage 1

## Curriculum Intent:

- The curriculum focuses on children's communication, reading and early writing skills.
- Speech language and communication needs are supported across the day – through activities such as group stories, play opportunities and circle time.
- Children's engagement with books and the written word is promoted through fun and inspiring literacy activities.
- TWINKL phonics is used alongside whole word and sensory strategies to support children's learning to read.
- Fine motor skill activities are used to support children's early writing skills and children are encouraged to record their ideas in ways which are purposeful for them.
- Children are encouraged to use their developing communication skills functionally, within the school environment and on community visits.

<b>Year 1</b>	<b>Autumn Dinosaurs</b> (TWINKL Dinosaurs E-Book)	<b>Spring Once Upon a Time...</b> Traditional Tales	<b>Summer Pirates</b> Pirate Stew by Chris Riddle Poetry
<b>Year 2</b>	<b>Incredible Me!</b> See inside your Body by Katie Daynes + Colin King	<b>No Place Like Home</b> Don't hog the hedge. Twinkl original book WORDSMITH TEXT Who Lives Here NON FICTION	<b>The Seaside</b> TWINKL TEXT The Under the Sea Cleaning Spree (Fiction) A first book of the Sea by Nicola Davies Poetry

## Learning Specific Skills:

### Most students in Key Stage 1 are:

- Developing a phonological awareness and beginning to read sounds, words and short texts.
- Developing an interest in written texts and stories.
- Expanding their vocabulary and using words and sentences to communicate.
- Demonstrating early writing skills in their preferred medium.

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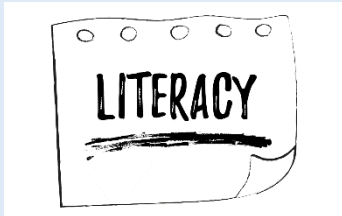
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# Curriculum Progression Map



Key Stage 2

## Curriculum Intent:

- At KS2, there is further development of speaking and listening opportunities through more challenging discussions and comprehension.
- Children are taught to read using a variety of strategies including the TWINKL Phonics programme.
- Children read daily and make choices about the text they would like to read.
- There is an expectation for teaching to be taught through multi-sensory, motivating, relevant texts and hands on learning experiences.
- Texts include a combination of fiction, non-fiction, poetry and multi-media from a diverse range of authors
- Children have opportunities to produce texts of their own based on their experiences of texts and also real-life functional experiences. Texts are written for real-life purposes such as for their own book corners, posters or emails.
- Communication in the community progresses in KS2 to effective choice making such as reading product labels and menus at the swimming pool to buy snacks or in cafes.

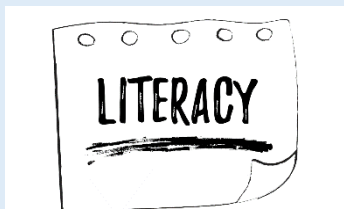
<b>Year 1</b>	<b>Autumn Space</b> WORDSMITH TEXT Man on the Moon (Fiction)	<b>Spring Animation</b> Comics (The Beano)	<b>Summer</b> <b>Animals: WORDSMITH TEXT</b> All about Elephants (Non Fiction)
<b>Year 2</b>	<b>Helping Ourselves</b> Mr Men Little Miss Find Calm	<b>Julia Donaldson</b> Rotation of Texts (Fiction)	<b>Superheroes</b> Supertato presents Jack and the Beanstalk
<b>Year 3</b>	<b>Toys and Games</b> Instructional Texts (Lego Instructions, Board Game Instructions)	<b>Magic</b> (TWINKL Book A Magical Muddle)	<b>Minibeasts</b> Lifesize Creepy Crawlies by Sophie Henn

## Learning Specific Skills:

### Most students in Key Stage 2 are:

- Building on their KS1 foundation of initial sounds to reading and writing words with vowel phonemes and CVCC words, progressing through the levels of the Twinkl phonics program.
- Discussing and comprehending written texts and stories.
- Developing vocabulary and using adjectives and connectives in their spoken and written sentences to communicate.
- Developing writing to includes sentences which are clearly demarcated with some simple punctuation and have been rehearsed.





Key Stage 3

## Curriculum Intent:

-In Key Stage 3 the literacy curriculum supports students to become more fluent and confident in their reading, communication and writing skills.

-Students continue to develop their reading and writing skills through teachers' effective and judicious use of the schools' phonics, spelling and reading schemes.

-Class texts reflect a broad range of literature and our diverse cultural heritage. Literature provides opportunities for students to access a range of frequently spoken language, whilst introducing and solidifying learning around age-appropriate themes and topics. The sequencing of literature takes into consideration seasonal factors and key events in the community.

-Literacy skills are central to the whole curriculum as they enable pupils to acquire knowledge and to build on what they already know. Students will apply their reading, writing and the spoken language into functional tasks and activities to help them develop the skills they need in to adulthood.

Key Stage 3	Autumn	Spring	Summer
Year 1	Two Sides King John AA MILNE	Non- Fiction Biographies	Beowulf The Jabberwocky
Year 2	Treasure Island	Coming to England Poems by Edward Lear	Storm 20'000 Leagues Under the Sea
Year 3	The Canterbury Tales	Iron Man The lady of Shallot	Christophe's Story (WORDSMITH)

## Learning Specific Skills:

Most students will be able to use their speaking and listening skills functionally and for a wide range of purpose. Students will understand and use a widening vocabulary in their interactions. Students will be more practiced and confident using pragmatic skills (taking turns in conversation, volume, speed etc.)and non verbal skills (body language, eye contact) in communication.

Most students are able to read a wide range of texts that are both interesting and challenging for them. Pupils read whole books, as well as shorter texts and information. Reading is for a range of purposes including for pleasure and functional skills.

Most students are able to write longer texts (several sentences or more), with an improving awareness of spelling punctuation and grammar. Students can write for a variety of purposes and audiences across a range of contexts. Pupils have a broadening vocabulary that they can use in their writing.





## Key Stage 4

### Curriculum Intent:

Students will have access to differentiated accreditation opportunities, including functional skills- literacy qualifications. The curriculum will be classroom and community based so that the development of literacy skills is broad, relevant and functional.

Throughout the curriculum there is a focus on developing functional literacy based activities such as CV writing, interview skills, making phone calls, using technology for research and communicative purposes to prepare them for future employment and independent living.

The English Functional Skills qualification aims to help learners to understand and respond to verbal communication in different situations, understand the definitions of everyday words and know how to use them, read accurately and to write documents with clarity, demonstrating strong spelling, grammar and punctuation skills.

The curriculum will also encourage an ethos for reading for pleasure and wellbeing and include high-quality texts.

Key stage 4	Autumn	Spring	Summer
Year 1	Talking Turkeys	Othello	David Copperfield
Year 2	War Poetry A Christmas Carol	Windrush Child	Jane Eyre

### Learning Specific Skills:

Most students will be competent in composing sentences and short paragraphs, using punctuation, a broad vocabulary and appropriate aids in their writing.

Students will progress in their reading and read fluently with pace and comprehension a variety of text both functionally and for pleasure.

Students will be confident in speaking and listening and use these skills functionally and with purposes using appropriate language including body language, eye contact and gesture to access independence.



Key Stages 1 to 4

## ASSESSMENT AND IMPACT

B Squared Progression Steps is used to record and measure student's progress in reading, writing and speaking and listening. The framework is sequenced to introduce key skills, build on prior knowledge and then implement learning over the course of the year. Formal assessment of attainment takes place 3 times yearly in order to establish progress.

Baseline assessments for literacy skills, reading and synthetic phonics are used to gauge starting points for students.

Moving into KS4 and students will have the opportunity to access accreditation and certificates by recognised Awarding Bodies, including City and Guilds Functional Skills and OCR Life and Living Skills qualifications.

Interventions are used across the key stages for English to close any gaps highlighted by school data. Interventions can be either set for catch up support or to stretch and challenge secure knowledge (either on a 1:1 basis or in a small group environment).

## OAK PATHWAY

### Speech, Language and Communication Support Strategies



Strategies to support students' speech, language and communication are embedded in the curriculum across the Oak Pathway. The majority of teaching staff have completed Eklan training and other specialist approaches to support student's communication needs.

Some students will require specific and specialist speech and language support from the NHS ITACC team or the KENT KM-CAT service.

Universal support is organised around the following areas of speech, language and communication need

<p><b><i>Attention and Listening</i></b></p> <ul style="list-style-type: none"><li>-Environments are clutter free</li><li>-Routines and schedules are predictable</li><li>-Timers are used to provide predictable end points</li><li>-Learning activities are short and focused.</li><li>-Activity breaks are used to maintain engagement</li><li>-Activities and adults are engaging to support student learning.</li></ul>	<p><b><i>Verbal Learning and Memory</i></b></p> <ul style="list-style-type: none"><li>-Opportunities to over-practice skills and revise content.</li><li>-New learning carefully 'chunked' and presented at a slower pace.</li><li>-Students supported with sequencing and following instructions with visual supports/ written lists and chunked language.</li></ul>
<p><b><i>Semantics (Meaning of language)</i></b></p> <ul style="list-style-type: none"><li>- New vocabulary in subjects is pre-taught.</li><li>- Questioning is appropriately pitched, using the BLANKS model.</li><li>- Mind Maps</li><li>- Students are provided sufficient processing and planning time.</li><li>-Visual supports to aid meaning and understanding.</li></ul>	<p><b><i>Grammar and Syntax</i></b></p> <ul style="list-style-type: none"><li>-Language Through Colour</li><li>-Structured phonics programme</li><li>-Narrative planning</li><li>-Adult modelling of language and sentence structures.</li><li>-Adult encouragement and positive feedback for pupil use of language.</li></ul>
<p><b><i>Pragmatics and Social Communication</i></b></p> <ul style="list-style-type: none"><li>-Modelling, teaching and role play of conversational skills, including the use of non-verbal communication, turn taking and staying on topic.</li><li>-Social Skills games and small group activities, inc. Lego Therapy</li><li>-Chat Cartoons</li><li>-Social Play</li><li>-Provide students with opportunities to work in pairs, to discuss and share ideas</li><li>-Explore issues through books with a focus on what is said and what they might be thinking.</li></ul>	