



Dedicated to delivering inspiration learning experiences.

Subject Philosophy: English

Intent

English lessons are planned with the diverse learning needs of students, developing reading skills. This involves decoding and comprehension, writing and communication offering a range of experiences in reading that motivate and inspire students.

Each pathway teaches the knowledge, understanding and skills needed to communicate, understand the symbolic and written world around them.

Reading is a multi- strategy approach to understand the written word. It involves the ability to read alongside being able to understand what has been read and applying this knowledge throughout the different genres of texts available to them. Competence in reading will enable the learners to take ownership of their learning and become independent learners. Success in reading will have a direct effect on progress in all areas of the curriculum and is crucial in developing the self - esteem, confidence and motivation to learn for all learners

The Reading Rope of learning intends to develop strands of reading with comprehension and decoding skills. Our curriculum offers pupils the opportunities to develop their understanding of texts and the ability to read words for themselves.

The English Curriculum and Philosophy is to provide a highly personalised and differentiated approach to learning that takes into account pupil's previous learning, preferred forms of communication, reading, writing, speaking and listening where children will develop and give pupils;

- An ability to communicate and express themselves across the curriculum using their preferred methods.
- To have transferable skills in reading, writing, speaking and listening and or using their own forms of communication e.g. facial gestures, vocalisation, eye pointing, signing, speaking listening, reading, writing in varying and highly personalised levels across school.
- To have a rich and broad curriculum with resources differentiated to meet pupil need.
- To encourage pupils' active engagement in their learning and extends levels of independence.

English Lessons intend in their planning and instruction:

- To have purposeful teaching of English that is set at pupil's level of understanding and preferred learning styles, developing enjoyment and engagement in lessons.
- To teach skills that are transferable and develop pupil's independence and skills in all other curriculum subjects.
- To ensure each pupil has the opportunity to realise their potential and make the most of their strengths in terms of communication and written words/symbols.
- To give pupils the language, symbols and signs to express themselves.

- To provide equal opportunities to learning in the teaching of English.
- To promote and use a range of communication strategies used by students both verbal and non-verbal including body movement, facial expressions, eye pointing, signing, speaking, and listening.
- To promote a wide range of reading approaches accessible to students; books, picture books, signs, symbols and sensory stories considering stages of development in reading.
- To use, learn and develop a range of reading strategies and resources to give pupils access to a reading program that they can all access.
- To teach pupils about different cultures and festivals through story, reading using words, symbols and pictures as well as spoken word and sensory storytelling.

Programme of Study

Pathways: The Explorers and The Discoverers:

In both pathways students will respond to text/stimuli, explore resources, develop language comprehension and their own language skills. Gross motor to fine motor skills for pre-writing skills. They will attend to a story, explore resources related to text, show understanding of text, communicate using a preferred method and participate in writing activities related to the story. Progress for this cohort of students is rarely linear, often students present with a 'spikey profile'. Therefore, the curriculum for each student is sequential depending on prior learning and the next essential step for them in their learning journey.

Pathway: The Venturers

Reading

By the end of KS3 most students will start to show some appropriate book behaviour, and be phonic sounds. Most of the students will have some sight vocabulary of words personal to them i.e. name. Most of them will recognise initial sounds of words. Most of the students will engage in group stories / sensory / drama. Most of them will be attentive to a short story/range of text types.

Writing

By the end of KS 3 most students will with support choose symbols to convey meaning in the right context. They will be able to trace over simple shapes with increasing pencil control using a preferred hand. They will know that their mark making has meaning.

Pathway: The Investigators

Reading

By the end of KS4 most students will – say sight words and phonics, grapheme digraphs (at their own levels of attainment and understanding). Enjoy listening and re-sounding to story, drama / creative. Can read pictorial symbols. Enjoy storyteller. Answer questions about pics where, who, what, then closed questions join in anticipate familiar words in environment.

Writing

By the end of KS 4 most students will sequence 2-3 symbols/pictures/words with support to recount an event/story. Most will be able to make a simple choice about the content of their writing. Most will be able to attempt to write their name using letters. Will be able to attempt to copy write with letter formation being recognisable. They will mark make with intent.

Literacy Opportunities

Reading opportunities – Reading a range of texts:

Social stories, sensory stories, story boxes and book bags, relatable reading, etc.
Specific books depending on the areas of interest.
Reading for Pleasure.
Promoting a passion for reading across all subjects. Identified texts within subjects.

Numeracy Opportunities

Development of key learning strategies with focus on key vocabulary, developing an understanding of their meaning. Reading numbers, resolving problems, geometry, scales, measurement, etc.

Personal Development

The English curriculum intends to develop student's own forms of communication and self-expression using gesturing, vocalisation, symbols, signing and use of the written/spoken word. Students interact with staff and take cues from what they see and hear.

Functional skills are embedded within the English curriculum allowing students to develop key learning skills and gaining knowledge and understanding about their World in order to have the fullest potential to take part in activities and life skills in and out of school.

Student Outcomes

We will know we are operating successfully when it becomes apparent that most of our students:

We will know we have achieved these broad goals when all students, commensurate with their abilities, are able to:

- Communicate more effectively and purposefully using their own methods to develop functional skills in a wide variety of situations.
- Use communication skills in a variety of lessons and social settings, applying learning to social situations.
- Show interest and some forms of understanding in sensory stories, interactive stories, images, symbols and reading books.
- Have expectations for engaging in lessons and developing an understanding of sharing a story within their own forms of learning.
- Use strategies taught to complete tasks set within a wide variety of lessons.
- Build upon prior teaching and interest from engagement in lessons to completing a task with greater levels of independence.
- Use and develop fine and gross motor skills in order to mark make and write with increasing levels of independence, holding and grasping writing materials with support when required.

Substantive Knowledge:

- Experience being read to /and reading a wide range of texts to learn about the outside world.
- Develop book and reading behavior to understand more about the written world
- have knowledge and understanding about a wide range of subjects and interests using reading skills.

Disciplinary Knowledge:

- experience the use of a range of teaching approaches using phonics, listening skills, reading materials
- develop confidence to read and write using their own stages of development.

Development Strategies

In order to achieve our goals and bring about these outcomes we will endeavour to:

- Give students the opportunities to experience and read a wide range of texts at pupil's own levels of interest and understanding.
- To give pupils the opportunities to listen to a wide range of stories being read, poetry, rhymes and structures of reading materials
- To express themselves through symbols, labels, words and sentences.
- To enrich learning with real life experiences, developing functional English.
- To celebrate pupil's development in reading and writing at their own levels of experience and achievement.