

## INTENT:

In teaching English we aim to:

- Support pupils to show awareness of and respond to their environment.
- Give pupils the skills to be able to make their own choices.
- Develop a love of books and storytelling.
- Expose pupils to a range of genres and variety of texts.
- Develop powers of imagination and invention – allowing pupils to be immersed in other worlds, both real and imagined.
- Develop reading skills for independence, to support pupils to use their skills in a functional way.
- Develop strategies to be able to use phonics skills to aid reading and spelling.
- Develop understanding of language and how to use it for meaning.
- Empower pupils to make the link between their marks and meaning.
- Enable pupils to communicate with others.
- Support the process of learning to read by teaching reading and writing simultaneously.
- Develop language and comprehension.
- Empower pupils to be creative, think of their own ideas, find their own voice and become stronger and more confident individuals.

## IMPLEMENTATION (Pathways – EYFS – PMLD – COMPLEX NEEDS - SEMI-FORMAL & FORMAL):

Implementation of English is through a variety of methods and teaching styles to accommodate the needs and abilities of all pupils. Teaching should be tailored to the needs of the individuals and teachers should use a variety of styles, strategies, presentation and class organisation, including the use of learning partners, to support this.

The teaching of English will be incorporated into timetables depending on the needs of individual classes.

Specific work is not designated for a particular year group, since ability varies from group to group and year to year. Each year the work is adapted to suit the needs of the pupils. However, genres are plotted across rolling programmes in each department and across each phase of learning to ensure breadth of coverage.

### Curriculum Phases and Stages

		EYFS	PMLD				KS4
			Complex Needs				
			Semi Formal			Formal	
			L1-3	L4-6	L7-9	L10-12	L13-16
Reading for Pleasure		Daily reading/story time appropriate to pupil need. Topical, age-appropriate books in each classroom. Department libraries/reading areas. Topic related class texts – shared on class doors. Use of visual communication systems around school. The Masked Reader – celebrated in assembly each week					
Reading Phonics	Pupils working in EYFS access English using the Birth to 5 Matters outcomes, covering reading and writing. These outcomes are developmental and support pupils to progress across early reading and writing. EHCP outcomes are set and covered through all aspects of the school day.	Pre-Phonics – taught using a cross curricular approach, through a range of sessions, such as sensory stories, story massage, objects of reference, topic activities, TACPAC etc.	Pre-Phonics – 4 stages are implemented throughout the week to include 3x attention and listening sessions 3x focused phonics sessions 3x mark making sessions 3x story time sessions	Pre-Phonics – taught more formally using 3x per week sessions, each including 4 stages (attention and listening, focused phonics teaching, mark making and story time)	Read, Write Inc – taught through 3x weekly (1 hour each) streamed sessions following the RWI scheme with school wide adaptations	Fluent Readers – taught through 3x per week sessions focusing on spelling strategies and widening reading and comprehension skills	In Key Stage 4, pupils follow one of three routes:  Informal – following pathways and EHCP outcomes, adding in ASDAN units as appropriate.  Semi-Formal – following pathways and remaining in reading groups, with an additional focus on preparing for adulthood.  Formal – working towards completing formal qualifications in English. Learning outcomes and content are taken directly from the qualification specifications.
Reading Decoding		Understanding and exploring the world around me. Real life/meaningful experiences as a tool for teaching early vocabulary. Sensory cues.	Beginning to attribute meaning to people and things around me. Making choices.	Developing understanding and recognition of familiar words/symbols within environment.	Using taught phonics skills to decode appropriate texts. Using familiar words/symbols within environment to gain information.	Widening reading experiences. Using reading to gain information in a variety of contexts.	
Reading Comprehension		Breath of multi-sensory experiences.	Beginning to anticipate cues, showing early understanding of meaning.	Uses familiar words/symbols within tasks. Shows basic understanding of a shared (usually orally) text by answering questions.	Reads an increasingly wide variety of texts including fiction and non-fiction. Develops understanding of relevant texts by growing an increased vocabulary.	Exploring an extended variety of texts and text-types. Develops understanding of texts using taught strategies to understand meaning. Uses reading skills functionally to find out required information using a range of sources.	

Writing	Explores multi-sensory cause and effect activities. Begins to explore mark-marking using body parts or objects.	Explores mark making with a range of tools, becoming more purposeful. Developing fine-motor skills.	Refines fine-motor skills by beginning to form legible pictures/letters. Shows understanding that marks have meaning and attributes meaning to own marks.	Clear attempts at writing familiar graphemes. Puts ideas together to write for a purpose, supported by teaching.	Confidently and accurately forms all letters to a legible standard. Writes using a range of skills, for a range of purposes. Uses writing skills functionally.
	The Milestone School Progression Pathway for <b>Communication</b>		Follows instructions (of increasing complexity). Takes part in a conversation about a familiar topic. Builds attention and focus – particularly with motivational activities.	Understands and follows conversation with increasing sentence structure. Understands and uses the conventions of conversation to engage with others. Asks questions.	Speaks fluently about a topic of interest. Follows social conventions when talking with others. Seeks out relevant/needed information.
Speaking and Listening	Total Communication – use of AACs, objects of reference, symbols, sensory cues, pictures, signing and writing				

**IMPLEMENTATION**

Teachers focus teaching on outcomes derived from the Birth to 5 Matters, as well as EHCP outcomes. English is taught through daily sessions using a combination of child-initiated learning and small group teaching. Child-initiated areas are set up within the classroom, linked to relevant outcomes and staff support learning in these.	Children focus on developing cognition and learning skills when working between levels 1 and 3 – these are broken down into early reading and early writing skills. Teachers focus their teaching on EHCP outcomes which forms the basis for their sessions. These are cross-curricular and are used as vehicles to support work towards EHCP outcomes and intentions.	Children focus on developing cognition and learning skills when working between levels 4 and 6 – these are broken down into early reading and early writing skills. Teachers focus their teaching on EHCP outcomes which forms the basis for their sessions. These are often taught through 1:1 teaching, following a structured approach. Where appropriate, teachers are able to use planning from Twinkl Phonics to support the teaching of early reading.	Pupils accessing these levels will usually be taught through explicit reading lessons, focused on delivery of Twinkl Phonics. These sessions are designed to build pupils understanding of pre-reading skills, including the seven aspects. Learning outcomes will be taken from the English progression pathway. In addition to this, pupils will engage in English sessions (using a Talk 4 Writing approach) where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.	Pupils working at these levels will be taught through explicit reading sessions. Pupils are grouped appropriately based on their reading level and this is reassessed three times per year. The chosen SSP is Read, Write Inc. and this is followed with fidelity with some consistent adaptations made to pace and/or language. These pupils also work on handwriting, using Nelson Handwriting. In addition to this, pupils will engage in English sessions (using a Talk 4 Writing approach) where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.	Fluent readers can confidently decode unknown words and have a secure comprehension level. These pupils choose books from the fluent reader collection to read at their leisure. These pupils will still access reading sessions as part of their curriculum, with two sessions based around reading for pleasure/comprehension and one session linked to spelling. In addition to this, pupils will engage in English sessions (using a Talk 4 Writing approach) where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.	Implementation for KS4 is dependant on the level of ability per pupil – please see implementation to the left.
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**ASSESSMENT FRAMEWORK**

Evidence is collected throughout the year using EFL. Reception baseline is completed within first 6 weeks of term using Birth to 5 Matters. Progress is observed and updated using SOLAR throughout the year. EYFS profile completed at the end of reception.	Evidence collected using EFL throughout the year. Engagement profiles – updated throughout the year. SOLAR – updated throughout the year using Cognition and Learning progression pathway (levels 1-3). EHCP outcomes – broken down into smaller steps and reviewed 3x per year.	Evidence collected using EFL throughout the year. SOLAR – updated throughout the year using Cognition and Learning progression pathway (levels 4-6). EHCP outcomes – broken down into smaller steps and reviewed 3x per year.	Evidence - collected using work in books, on evidence sheets and using EFL. SOLAR - throughout the course of the year using the English progression pathway (levels 7-16), for reading, writing and speaking and listening. EHCP outcomes – reviewed 3x per year.	Evidence - collected using work in books, on evidence sheets and using EFL. SOLAR - throughout the course of the year using the English progression pathway (levels 7-16), for reading, writing and speaking and listening. EHCP outcomes – reviewed 3x per year. RWI assessments using online portal 3x per year	Evidence - collected using work in books, on evidence sheets and using EFL. SOLAR - throughout the course of the year using the English progression pathway (levels 7-16), for reading, writing and speaking and listening. EHCP outcomes – reviewed 3x per year.	Informal – ASDAN units in English Semi-Formal – RWI assessments and ASDAN units in English Formal – Pearson English Entry Level (1,2,3)
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**IMPACT:**

Overall Endpoints:

*Empowering Learners:* The English curriculum is sequential and relevant to the needs and abilities of all pupils; this empowers them to achieve their full potential and prepare for successful futures beyond The Milestone School.

*Inclusive and Supportive:* Learning is planned and taught to ensure that all pupils work on and achieve outcomes at a relevant level for the individual.

*Lifelong Learning beyond the Classroom:* The English curriculum supports pupils to develop skills, as opposed to facts, which enable them to take their learning to wider places.

*College and Career Readiness:* Our English curriculum supports pupils to develop skills for use both inside and outside the classroom, focusing on life skills and learning relevant to the wider world.

*Individualised Success:* By tailoring the curriculum to each pupil's unique needs and aspirations, the English curriculum allows pupils to each reach their potential in areas specific and relevant to their needs.