

English Vision

Our Learning

Our Vision

Language and communication skills are essential for *all* our pupils and we recognise that the skills developed in English promote learning across the curriculum. We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

We teach pupils the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication, reading and writing. Cross-curricular themes have been developed to incorporate National Curriculum objectives and functional independent objectives whilst meeting the individual learning styles of our pupils. Phonics also forms an important part of the literacy curriculum.

Implementation

Lower School KS3-4

Daily

- Good morning communication
- Read write Inc. Phonics session
- Using schedule / timetables
- Reading sessions where YP will be given the opportunity to engage in a chosen text with an adult (accelerated reader book)
- Shared reading, including use of the interactive white board, choice boards and functional reading opportunities.

Weekly

- Story Session linked to Power of Reading and lower school termly topic.
- One text per term and sessions follow the lower school scheme of work.
- Accelerated reader quiz sessions.
- Functional reading opportunities (Shopping, local community etc.)
- Sensory experiences
- Letters home

Termly

- Library visits

Yearly

- World book day

Upper School KS4-5

Daily

- Good morning communication
- Read write Inc. Fresh Start session
- Using schedule / timetables
- Reading sessions where YP will be given the opportunity to engage in a chosen text with an adult (accelerated reader book)
- Shared reading, including use of the interactive white board, choice boards and functional reading opportunities.

Weekly

- Age appropriate text study session.
- One text per term and sessions follow the upper school scheme of work linked to 'Preparing for adulthood'.
- Sensory experiences
- Functional reading opportunities (Shopping, local community etc.)
- Letters home
- Accelerated reader quiz sessions.
- ASDAN target work

Termly

- Library visits

Yearly

- World book day

Our English curriculum aims to:

Writing

- Develop an understanding of sequencing through a range of differentiated communication modes.
- Develop core functional skills through the use of photographs and symbols e.g. letters home.
- Develop skills in using objects photos and symbols to organise and sequence events of the day across the 24 hour curriculum, e.g. using schedules, 'now and then' boards etc.
- Develop fine motor skills through use of, manipulative toys, games and activities.
- Develop hand/eye co-ordination through tracking activities, exploring patterns, forming shapes and letters, colouring, developing and practising handwriting.
- Develop skills through tracking, over-writing, copying and tracing using variety of mediums to allow mark making to take place if functional and meaningful.
- Develop symbol processing skills through the use of technology (clicker 5).

Reading

- Discriminate between different representations.
- Develop symbolic representation, through objects, photographs, symbols or text.
- Developing skills in sequencing, with a specific focus on left to right to aid reading.
- Develop functional reading skills appropriate to individual needs in a range of environmental contexts.
- Developing reading for pleasure from a range of sources.

Communication

- Make their wants and needs known.
- Engage and interact with staff in order to develop relationships and social skills.
- Engage in meaningful activities.
- Develop functional and intentional communication skills.
- Develop communication methods which replace socially inappropriate functionally equivalent communicative behaviours.
- Communicate their opinions and emotions.
- Use functionally appropriate, aided and non-aided communication tools (photographs, objects of reference, symbols, Makaton signs, gesture, and electronic communication devices).

Assessment

Writing

- Evidence is collected from teacher/staff observations.
- Teachers input date and evidence into SOLAR on a termly basis
- 'I can'/progression statements are used to assess learners understanding.
- Daily schedules are evaluated to identify if learners have met their planned learning outcomes
- Tasks and activities are differentiated to meet the needs of our learners identified in their IEPs and EHCPs.
- Writing moderation is carried out termly to ensure writing is assessed confidently and consistently.

Reading

- Initially, our young people will take the STAR reading test to determine their reading "zone". This is the reading range from which they should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice.
- Once their "zone" is determined the students must take AR quizzes in their "Zone" and/or reading range.
- Each book is assigned a point value accordingly.
- When a student finishes an AR book (or it has been read to him aloud), they can take the accompanying computer test, either by iPad or computer.
- If the student passes the quiz, he/she will earn points that enable them to receive different reading incentives.
- Data is then collected and class teachers have the ability to monitor any changes.
- Class teachers then use this information to plan accordingly based on the pupil needs.

Communication

- On entry, the majority of our young people are already known to Speech and Language (SaLT) services. The young people automatically receive input from the SaLT team in the form of initial assessment, program development and allocation of individual resources to support understanding and expressive communication.
- The young people's speech, language and communication needs are assessed within the school setting using a combination of individual assessment, classroom and home observations and through liaison with parents and the multidisciplinary team including educational and residential staff and the SaLT. The SaLT and OT complete a joint assessment using the Social Communication Emotional Regulation (SCERTS) framework which is reviewed yearly with the MDT in line with the young person's annual review.
- Communication targets are set jointly and reviewed with the class teacher, home manager and SaLT. This occurs at the end of each term and as part of the annual review process.
- Communication targets are embedded across all areas of the 24 hour curriculum. All staff working with the young person are responsible for implementing them so that generalisation and consolidation occurs across a range of contexts.

I can statements

ASDAN

Accelerated Reader

SOLAR

EHCP Outcomes

Annual targets

IEP targets

IMPACT