



English Intent, Implementation, and Impact Statement

This statement should be read in conjunction with our Phonics and Early Reading III document, the Communication and Interaction III document and the Genre overview document.

Intent

At Old Park School we understand that literacy and communication are key life skills. We know that the development of literacy skills is an entitlement of all learners and with clear links to individual Education Health Care Plan (EHCP) outcomes and Preparation for Adulthood (PfA). The development of these skills is, therefore, an essential element of all teaching and learning within our curriculum and underpins every aspect of our school life.

Our English curriculum is designed to support learners to develop knowledge and skills that will enable them to communicate effectively using their preferred means of communication, demonstrating their understanding of text both in terms of literature and the wider environment.

Reading, writing, speaking, and listening are integral to everything we do; hence English is taught both discretely and embedded through a thematically approached curriculum. Discrete lessons are taught following a sequential approach to a unit of work, which focuses on a planned genre and supporting texts. We recognise that reading includes accessing meaning from a wide range of contexts, not just from words in books. This could include text, objects, bag books, sensory stories, symbols, photographs, logos, pictures or interactions with people, families, the community, or the environment.

We are passionate in our aim that our learners are enthusiastic to read. We ensure that they have access to a wide range of quality reading materials and resources to ignite their interest and we are constantly seeking to enhance the resources available. This includes access to the school library, magazines, texts that tie in with TV shows, annuals, newspapers, catalogues etc. We also promote reading for pleasure through events which take place throughout the year. These include World Book Day, community library visits, storyteller visits, theatre group visits and reading clubs.

An awareness of early childhood development is embedded into our curriculum and personalised learning is central to all teaching and learning, with a focus on both curriculum targets and EHCP outcomes.

Implementation

We have a well-structured, sequential English curriculum framework that provides a range of purposeful opportunities across each Key Stage and Curriculum pathway. Our discrete English Long Term Genre Plan acts as the foundation for all discrete English lessons.

Old Park School English Long-Term Genre Plan

Lower Phase including EYFS.

	Autumn	Spring	Summer
Narrative	Traditional Stories/Fairy Tales	Stories with Patterned Language	Cartoon and Animation
Non-Fiction	<u>Instructions</u> How to... Personal Routines	<u>Recounts</u> Postcards	<u>Non-Chronological Reports</u> Animals
Poetry	<u>Reading Poetry</u> Action Rhymes and Poems	<u>Creating Poetry</u> Using the Senses	<u>Performance Poetry</u> Pattern and Rhyme

Middle Phase

	Autumn	Spring	Summer
Narrative	Fantasy Worlds	Familiar Settings	Film and Media
Non-Fiction	<u>Instructions</u> How to... Recipes	<u>Recounts</u> Letters and Emails	<u>Non-Chronological Reports</u> Sport and Hobbies
Poetry	<u>Reading Poetry</u> Patterns on the Page	<u>Creating Poetry</u> Poems on a Theme	<u>Performance Poetry</u> Riddles and Tongue Twisters

Upper Phase

	Autumn	Spring	Summer
Narrative	Myths and Legends	Stories from a Range of Cultures	Adventure and Mystery
Non-Fiction	<u>Instructions</u> How to... Construction	<u>Recounts</u> Diary	<u>Non-Chronological Reports</u> Famous Places
Poetry	<u>Reading Poetry</u> Shape Poetry	<u>Creating Poetry</u> Poems from Other Cultures	<u>Performance Poetry</u> Poems to Perform

Cycle A 14-19 Phase

English	<p>Fiction Pride and Prejudice- Jane Austen (Romance)</p> <p>Non-Fiction <i>EQUALS Literacy for Information</i> Magazines and Newspapers</p>	<p>Fiction The Iron Man – Ted Hughes (Science fiction)</p> <p>Non-Fiction <i>EQUALS Literacy for Information</i> Following Instructions</p>	<p>Fiction The Hobbit- JRR Tolkien (Fantasy)</p> <p>Poetry <i>EQUALS Creating an Interest</i> Poetry, Plays and Songs</p>
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Cycle B 14-19 Phase

English	<p>Fiction Pay it Forward. (Realistic)</p> <p>Non-Fiction <i>EQUALS Literacy for the Future</i> Group Discussions and Debate</p>	<p>Fiction Harry Potter Series J. K Rowling (Contemporary Fantasy)</p> <p>Non-Fiction <i>EQUALS Literacy for Life and Leisure</i> Social Sight and Information, Signs including Shopping and Travel</p>	<p>Fiction Mary Poppins (Book to screen)</p> <p>Non-Fiction <i>EQUALS Sharing Information</i> Collecting and Using Information including Surveys and Opinions</p>
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The texts we study for each unit of English work have been carefully selected to ensure they provide a range of contexts, literature styles and layouts. This is a currently a work in progress with texts being reviewed regularly. School has worked in collaboration with Peter’s Book Store.

English Long-Term Text Overview

Book	
1	Sensory (text can be adapted to deliver in a multisensory approach)
2	Easy read, early language development
3	Key Stage aligned

Cycle A Lower Phase including EYFS:

	Autumn	Spring	Summer
Narrative	<u>Traditional Stories/Fairy Tales</u> 1- Goldilocks and the three bears, Ronne Randall and Emma Dodd (Illustrator) Goldilocks and the three bears by Ronne Randall (9781409304470) (peters.co.uk) 2-Goldilocks and the three bears, Natascha Rosenberg Goldilocks and the three bears (9781509821044) (peters.co.uk) 3-Goldilocks, Stephen Tucker and Nick Sharratt Goldilocks by Stephen Tucker (9781529068948) (peters.co.uk)	<u>Stories with Patterned Language</u> Journey 1- We’re going on a Bear Hunt Michael Rosen We're going on a bear hunt by Michael Rosen (9781406391350) (peters.co.uk) sound patches 2- We’re going on a Bear Hunt Michael Rosen We're going on a bear hunt by Michael Rosen (9781406357387) (peters.co.uk) Sound buttons 3- We’re going on a Bear Hunt Michael Rosen We're going on a bear hunt by Michael Rosen (9780744523232) (peters.co.uk) paperback	<u>Cartoon and Animation</u> 1.Thomas and Friends Thomas & friends (9781405247641) (peters.co.uk) touch and feel 2. Thomas and friends – The lost sheep The lost sheep (9780008510817) (peters.co.uk) lift the flap 3.The story of Thomas the tank The story of Thomas the tank engine by Jane Riordan (9781405297448) (peters.co.uk) paper back
Non-Fiction	<u>Instructions</u> How to... Personal Routines 1- How to brush your teeth with Snappy Croc Jane Clarke How to brush your teeth with Snappy Croc by Jane	<u>Recounts</u> Postcards 1- Maisy goes on holiday Lucy Cousins Maisy goes on holiday by Lucy Cousins (9781406329513) (peters.co.uk)	<u>Non-Chronological Reports</u> Woodland Animals 1. Woodland sounds by Sam Taplin (9781474936811) (peters.co.uk) (sound, push/pulls)

	<p>Clarke (9781782953951) (peters.co.uk)</p> <p>2-Let's brush our teeth Maria Kyprianou Let's brush our teeth (9781529086928) (peters.co.uk)</p> <p>3-Why should I brush my teeth? Suzie Harrison Why should I brush my teeth? by Katie Daynes (9781474968935) (peters.co.uk)</p>	<p>2- Meerkat Mail Meerkat mail by Emily Gravett (9781509836130) (peters.co.uk)</p> <p>3- Paddington's Post Michael Bond Paddington's post by Michael Bond (9780008357245) (peters.co.uk)</p>	<p>2. Welcome to the woodland by Ruth Owen (9781910549759) (peters.co.uk) (simple)</p> <p>3. My first book of woodland animals by Zoe Ingram (9781406391572) (peters.co.uk) (more detailed)</p>
Poetry	<p><u>Reading Poetry</u> Action Rhymes and Poems</p> <p>Pat-a-cake</p> <p>1. Pat-a-cake Ailie Busby Pat-a-cake (9781786284112) (peters.co.uk)</p> <p>2. Pop a little pancake! Annie Kubler (Illustrator) and Sarah Dellow (Illustrator) Pop a little pancake! (9781786285812) (peters.co.uk)</p> <p>3. Rock-a-bye rumpus Julia Donaldson Rock-a-bye rumpus (9781529038996) (peters.co.uk)</p>	<p><u>Creating Poetry</u> Using the Senses Exploring nature</p> <p>1. Tap the Magic tree Tap the magic tree by Christie Matheson (9780062274465) (peters.co.uk)</p> <p>2. Woods Anne-Kathrin Behl Woods (9781839941801) (peters.co.uk)</p> <p>3. Nature trail Nature trail by Benjamin Zephaniah (9781408361269) (peters.co.uk)</p>	<p><u>Performance Poetry</u> Pattern and Rhyme</p> <p>1. Stomp, chomp, big roars! Here come the dinosaurs! by Kaye Umansky (9780140569353) (peters.co.uk)</p> <p>2. Farmyard hullabaloo by Giles Andreae (9781841215631) (peters.co.uk)</p> <p>3.</p>

Cycle A Middle Phase:

	Autumn	Spring	Summer
Narrative	<p>Fantasy Worlds</p> <p>1- Ellie's Magic Wellies Amy Sparkes Ellie's magic wellies by Amy Sparkes (9781405273794) (peters.co.uk)</p> <p>2- The Flying Bath Julia Donaldson The flying bath by Julia Donaldson (9781509892440) (peters.co.uk)</p>	<p>Familiar Settings Forest</p> <p>1. Gruffalo Growl Gruffalo growl by Julia Donaldson (9781035004591) (peters.co.uk)</p> <p>2. Gruffalo sound book The Gruffalo by Julia Donaldson (9781035004584) (peters.co.uk)</p>	<p>Film and Media</p> <p>1. Peter Pan (9781035000814) (peters.co.uk) push, pulls and slides</p> <p>2. Peter Pan by Joy Cowley (9781921790584) (peters.co.uk)</p> <p>3. Peter Pan by J M Barrie (9781789891270) (peters.co.uk)</p>

	3- Wizard in Training Simon Phillip Wizard in training by Simon Philip (9781471190957) (peters.co.uk)	3. The Gruffalo Julia Donaldson The Gruffalo by Julia Donaldson (9781509804757) (peters.co.uk)	
Non-Fiction	<p><u>Instructions</u> How to... Recipes</p> <p>1. Bake it! Carly Gledhill Bake it! (9780241538845) (peters.co.uk)</p> <p>2-Make a Cake Katie Woolley Make a cake by Katie Woolley (9781445175201) (peters.co.uk)</p> <p>3-My First Baking Book David Atherton My first baking book by David Atherton (9781529505504) (peters.co.uk)</p>	<p><u>Recounts</u> Letters and Emails</p> <p>1. The day the crayons quit by Drew Daywalt (9780007513765) (peters.co.uk)</p> <p>2. Letters to anyone and everyone by Toon Tellegen (9781914912207) (peters.co.uk)</p> <p>3. Letter to Pluto by Lou Treleven (9781848862319) (peters.co.uk)</p>	<p><u>Non-Chronological Reports</u> Sport and Hobbies</p> <p>1. Busy sports day (9781529022650) (peters.co.uk) push and sliders</p> <p>2. Ready, set, go! by Celeste Cortright (9781782859918) (peters.co.uk)</p> <p>3. Sports heroes by Clare Lloyd (9780241412688) (peters.co.uk)</p>
Poetry	<p><u>Reading Poetry</u> Patterns on the Page</p> <p>1. Anything but a Grabooberry Anushka Ravishankar Anything but a grabooberry by Anushka Ravishankar (9788186211434) (peters.co.uk)</p> <p>2- Apes to Zebras Liz Brownlee Apes to zebras by Roger Stevens (9781472929525) (peters.co.uk)</p> <p>3-The trying flapeze and other puzzle poems The trying flapeze and other puzzle poems (9780192763143) (peters.co.uk)</p>	<p><u>Creating Poetry</u> Poems on a Theme (Animals)</p> <p>1. The hippo disco and other animal poems by Brian Moses (9781471877285) (peters.co.uk)</p> <p>2. Jungle jingles and other animal poems by Dick King-Smith (9780552567398) (peters.co.uk) or Animal poems & rhymes (9781911419068) (peters.co.uk)</p> <p>3. Animal poems (9781407158815) (peters.co.uk)</p>	<p><u>Performance Poetry</u> Riddles and Tongue Twisters</p> <p>3. Poems aloud by Joseph Coelho (9780711263925) (peters.co.uk) (example pg4,22)</p>

Cycle A Upper Phase:

	Autumn	Spring	Summer
Narrative	<p>Myths and Legends</p> <p>1. My first pop-up mythological monsters Owen Davey My first pop-up mythological monsters by Owen Davey (9781406392371) (peters.co.uk)</p> <p>2. Where is the dragon? Leo Timmers Where is the dragon? by Leo Timmers (9781776573127) (peters.co.uk)</p> <p>3. The Macmillan collection of myths and legends Michael Morpurgo The Macmillan collection of myths and legends by Michael Morpurgo (9781529082098) (peters.co.uk)</p>	<p>Stories from a Range of Cultures</p> <p>1. A gift for Amma by Meera Sriram (9781646860623) (peters.co.uk)</p> <p>2. From my window by Otavio Junior (9781782859789) (peters.co.uk)</p> <p>3. The magic paintbrush by Julia Donaldson (9781509830466) (peters.co.uk)</p>	<p>Adventure and Mystery</p> <p>1. Alice in Wonderland by Ronne Randall (9780723292180) (peters.co.uk)</p> <p>2. Alice's adventures in Wonderland by Jeanne Willis (9781529043143) (peters.co.uk)</p> <p>3. Alice in Wonderland by Nadia Fabris (9788868606879) (peters.co.uk)</p>
Non-Fiction	<p><u>Instructions</u></p> <p>How to... Construction</p> <p>1. Materials Mignonne Gunasekara Materials by Mignonne Gunasekara (9781839271205) (peters.co.uk)</p> <p>2. Seasonal Crafts Emily Kington Seasonal crafts by Emily Kington (9781914087660) (peters.co.uk)</p> <p>3. Create with cardboard Heidi Thompson and Marcy Morin Create with cardboard by Heidi E Thompson (9781398223455) (peters.co.uk)</p>	<p><u>Recounts</u></p> <p>Diary</p> <p>1. My exercise diary by Alison Hawes (9780007186693) (peters.co.uk)</p> <p>2. Man on the moon by Simon Bartram (9781840114911) (peters.co.uk)</p> <p>3. The Meltdown by Jeff Kinney (9780241389317) (peters.co.uk)</p>	<p><u>Non-Chronological Reports</u></p> <p>Famous Places</p> <p>1. Lost in London bag book Bookshop Bag Books provides multi-sensory books and storytelling for people with severe or profound disabilities. OR Pop-up London (9781760343392) (peters.co.uk)</p> <p>2. Pop-up London by Fiona Watt (9781474939584) (peters.co.uk)</p> <p>3. Look inside London by Jonathan Melmoth (9781409582076) (peters.co.uk)</p>

<p>Poetry</p>	<p><u>Reading Poetry</u> Shape Poetry</p> <p>1. Anything but a Grabooberry Anushka Ravishankar Anything but a grabooberry by Anushka Ravishankar (9788186211434) (peters.co.uk)</p> <p>2. Firewords Rian Hughes Firewords (9780192762443) (peters.co.uk)</p> <p>3. The World's greatest space cadet James Carter The world's greatest space cadet by James Carter (9781472929464) (peters.co.uk)</p>	<p><u>Creating Poetry</u> Poems from Other Cultures</p> <p>1. Around the world by James Carter (9780007186587) (peters.co.uk)</p> <p>2. Fruits by Valerie Bloom (9781529007565) (peters.co.uk)</p> <p>3. Let's celebrate! (9781847804792) (peters.co.uk)</p>	<p><u>Performance Poetry</u> Poems to Perform</p> <p>Poems out loud! (9780241370704) (peters.co.uk)</p> <p>Ready for spaghetti by Michael Rosen (9781406377644) (peters.co.uk)</p> <p>Chocolate cake by Michael Rosen (9780141379203) (peters.co.uk)</p> <p>I am angry by Michael Rosen (9781406396652) (peters.co.uk)</p>
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Cycle A 14-19 Phase

<p>English</p>	<p>Fiction Pride and Prejudice- Jane Austen (Romance)</p> <p>Non-Fiction EQUALS Literacy for Information Magazines and Newspapers</p>	<p>Fiction The Iron Man – Ted Hughes (Science fiction)</p> <p>Non-Fiction EQUALS Literacy for Information Following Instructions</p>	<p>Fiction The Hobbit- JRR Tolkien (Fantasy)</p> <p>Poetry EQUALS Creating an Interest Poetry, Plays and Songs</p>
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Cycle B 14-19 Phase

<p>English</p>	<p>Fiction Pay it Forward (Realistic)</p> <p>Non-Fiction EQUALS Literacy for the Future Group Discussions and Debate</p>	<p>Fiction Harry Potter Series J. K Rowling (Contemporary Fantasy)</p> <p>Non-Fiction EQUALS Literacy for Life and Leisure Social Sight and Information, Signs including Shopping and Travel</p>	<p>Fiction Mary Poppins (Book to screen)</p> <p>Non-Fiction EQUALS Sharing Information Collecting and Using Information including Surveys and Opinions</p>
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English Unit Sequence of Learning

Sequence	Pathway 1 Foundations We are Learning to...	Pathway 2 Nurture We are Learning to...	Pathway 3 Roots We are Learning to...	Pathway 4 Shoots We are Learning to...
<p>Read, React and Explore</p> <p>Experiences Engagement Prediction</p>	<ul style="list-style-type: none"> -Experience and engage with a multisensory experience linked to a story, poem or text, demonstrating interest and/or recognition -Experience and participate, when reading a text with repetitive phrases. -Experience rhythm and rhymes read in different ways. -Demonstrate anticipation of a familiar sensory experience 	<ul style="list-style-type: none"> -Experience and engage with poems, stories and non-fiction using an early reading approach e.g. Story sack, small world. -Listen to stories read in different ways (e.g. animal sounds, environmental sounds) -Repeats words or phrases from familiar stories. -Recognise key words from the text -Imitate and repeat phrases from a familiar repetitive text. -Understand a small number of words/signs for familiar objects or people linked to the text. -Shows interest in illustrations and print in books and print in the environment. -Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. -Anticipate what might happen next. 	<ul style="list-style-type: none"> -Listens to and joins in with a range of stories and poems, one-to-one and also in small groups. - Begin to read words and simple sentences using my phonic knowledge. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. -Beginning to be aware of the way that simple texts are structured. - Joins in with repeated refrains and anticipates key events and phrases in whole class texts including poems and rhymes. - Make early predictions about how a story might end. - Accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. 	<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Discuss the significance of the title of the text. -Discuss the significance of events. -Apply phonic knowledge and skills to decode words -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far. -Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read books to build up fluency and confidence in word reading, checking that the text makes sense as they read and correcting inaccurate reading. -Read non-fiction books that are structured in different ways.

				<ul style="list-style-type: none"> -Build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. -Predict what might happen on the basis of what has been read so far.
<p>Respond, Recognise and Discuss</p> <p>Explore Choices/responses/opinions Comprehension Characters Events Settings Sequence Features</p>	<ul style="list-style-type: none"> -Show recognition of a particular object, character or event during the telling of a story. -Demonstrate engagement and response to similar multisensory experiences over a period of time e.g. day to day, week to week -Respond to a now/next sequence within the context of a story, poem or text. -Respond to rhythm and rhyme. -Make a simple choice based on the text that has been read. 	<ul style="list-style-type: none"> -Make a choice of objects, images or symbols that link to the text, when contrasted with less familiar items. -Explore key features from the text e.g. settings, events, characters. - Use language to imagine and recreate roles and experiences in roleplay situations. -Shows awareness of rhythm, rhyme and alliteration. -Share simple responses based on understanding of what has been read. 	<ul style="list-style-type: none"> -Answer simple literal questions. -Retell a simple past event in correct order. -Describes main story settings, events and principal characters. -Extend their vocabulary, exploring the meaning and sounds of new words. -Demonstrate a simple opinion based on something read from the text. -Identify some key features of a text. 	<ul style="list-style-type: none"> -Ask and answer a wide range of questions based on what is being said and done within a text (including inference). -Retell key stories (including Fairy Tales and Traditional Tales) considering their particular characteristics. -Link what is read or heard to own experiences. -Discuss favourite words and phrases from a text. -Discuss word meanings, linking new meanings to those already known. -Participate in discussion about what is read, taking turns and listening to what others say -Discuss and express views about characters, settings and events. -Discuss the features of a text and how items of information are related.
<p>Rehearse</p> <p>Practise skills Planning Generating ideas</p>	<ul style="list-style-type: none"> - Respond to the properties of an item, exploring items of the same type, colour, size etc... 	<ul style="list-style-type: none"> - Contribute to a shared plan for writing (symbols and/or sensory). 	<ul style="list-style-type: none"> -Contribute to a shared plan for writing (symbols or written). -Select key words/vocabulary from a bank of ideas. 	<ul style="list-style-type: none"> -Plan or say out loud what they are going to write about. -Compose a sentence orally before writing it.

Shared writing		<ul style="list-style-type: none"> -Select key symbols from a small selection to contribute to the plan. -Begin to suggest ideas linked to own lived experiences. 	<ul style="list-style-type: none"> -Begin to suggest own ideas linked to experiences from the text. 	<ul style="list-style-type: none"> -Write down ideas and/or key words, including new vocabulary.
Communicate and Write Symbols Assisted technology Supported writing Independent writing	<ul style="list-style-type: none"> -Show a preference, consistent response or make a choice -Use technology to communicate my ideas -Mark make in tactile substances 	<ul style="list-style-type: none"> -Use words, photographs and symbols to convey ideas -Recognise that movements can have an effect on the medium being used -Sustain interaction in mark making for a purpose -Handle writing tools 	<ul style="list-style-type: none"> -Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. -Recognise and use simple punctuation -Begin to form simple phrases related to the genre. -Attempt to use features of different forms (e.g. lists, stories instructions, poetry). -Attempt to write for various purposes. 	<ul style="list-style-type: none"> -Use sentences with different forms: statement, question, exclamation, command. -Use expanded noun phrases to describe and specify [e.g. the blue butterfly]. -Use the present and past tenses correctly and consistently including the progressive form. -Use subordination (when, if, that, or because). -Use co-ordination (or, and, or but). -Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes
Review Share Celebrate Self/peer assessment	<ul style="list-style-type: none"> -Show recognition for something that has happened in the past e.g. by responding to photographs or videos of themselves or by reacting when seeing a familiar item. 	<ul style="list-style-type: none"> -Use videos, photographs and symbols of previous learning to celebrate success. 	<ul style="list-style-type: none"> -Use words, photographs and symbols of previous learning to celebrate success. -Use words, photographs and symbols of previous learning to self or peer assess against a simple criterion. 	<ul style="list-style-type: none"> -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Make simple additions, revisions and corrections to their own writing -Evaluating their writing with the teacher and other pupils

				<p>-Proof-reading to check for errors in spelling, grammar and punctuation</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>SPAG</p> <p>Opportunities should be embedded in the unit planning for pupils to rehearse and embed the phonic skills being taught at an individual level. The Old Park School phonics checklist should be used as a guide.</p>			<p>EYFS Development Matters Early Learning Goal (60months)</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Pre-key stage standards Standard 2 Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> -say a single sound for 10+ graphemes. -read words by blending sounds with known graphemes, with help from their teacher. <p>Standard 3 Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> -say a single sound for 20+ graphemes 	<p>KS1 National Curriculum Programme of Study</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -Recognising alternative sounds for graphemes <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> -Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones -Distinguishing between homophones and near-homophones -Learning to spell common exception words

			<p>-read accurately by blending the sounds in words with two and three known graphemes.</p>	<p>-Learning to spell more words with contracted forms -Learning the possessive apostrophe (singular) [for example, the girl's book] -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p>
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Impact

Education Health Care Plans

There are clear links from our English Unit that impact across all four areas of the EHCPs.

Communication: learners will have used and developed their communication systems to read and comment on texts. They will have worked on their speaking, listening and interaction skills within the context of meaningful activities linked to the texts they were studying. Some learners' EHCP targets will directly link with objectives they could work on within their English Unit sessions such as choosing between two objects or commenting on a picture.

Cognition and Learning: learners will have developed crucial skills during their English unit sessions such as visual, gross and fine motor, auditory, exploratory, problem-solving, memory, communication and comprehension will then support cognition and learning across the curriculum. Skills related to reacting to stimuli and to then understanding and responding to it is a fundamental skill needed for learning across both the pre-subject and subject specific pathways. Developing the ability to read and understand a wide variety of different texts will also help support and enable learning across the curriculum. In addition, skills related to sequencing events, stories, problem solving and exploration will be developed through the English Unit work which will all support learning in this area of the EHCP and beyond.

Social, Emotional and Mental Health: the ability read and explore a wide variety of texts and print can have a big impact. This can help someone to feel understood, emotionally regulated and part of a community. There are implications for safety related to this, particularly developing expressive communication and the resulting ability to discuss and read about relationships, experiences and feelings. Another impact reading from different genres can have is a wider social circle and enjoying communicating with people by developing skills in engagement with adults and peers and communicating about shared interests. Skills in reading will also help develop confidence and a sense of belonging to the world around them and enable them to experience other worlds and roles in their imaginations. The ability to read and/or enjoy books also helps support our mental health and when our world is reflected back to us this can help with our self-esteem, confidence and promote pupil voice. When we read stories which offer windows into the experiences of others through engaging with characters, events and settings beyond our usual day to day life this

can broaden our own imagination and perception of the world. This can develop our empathy and understanding about what it is like to be someone else. English Unit sessions also involve exploring non-fiction texts which is an important way of exploring, creating, reflecting and understanding information relating to our social, emotional and mental health such as letters, emails, journals and diaries. Some English Unit lessons are taught across phases such as in 14-19 for English Unit work. This involves learners developing skills working in a small group, transitioning to other areas of the school, working with different peers from across school and turn taking including waiting and listening to others. These are all vital skills linked to this EHCP area.

Sensory and Physical: During English Unit learning there is a tactile exploration of a range of different media, textures and resources such as books, story objects and sensory resources. Gross and fine motor, hand-eye coordination, auditory processing, discrimination and visual skills will be developed and used frequently as part of work relating to the text studied. Vocalisation and speech development will also be encouraged and worked on. The ability to read and respond to social stories and instructions can help with this EHCP area skills such as dressing, toileting and feeding. Stimulation of the visual and auditory senses also help develop physical and sensory skills further, fine tuning learners vision and listening skills.

Pre-Subject Specific Learners

Pre-subject specific learners are able to engage with a sensory curriculum in which our English Unit curriculum plays a major role. Learners working at this level benefit from a range of experiences and stimuli which develop over time following the long-term structured sequence. This maximises the opportunity of these learners to respond expressively to a wide variety of different genres, resources, books and sensory experiences as they work through the English Unit Sequence of learning. This supports them to be active participants within the world that they are living. In line with their cognitive and physical development, learners develop emergent communication of their awareness of an interaction, responding consistently to the same familiar people or resources around them, and moving towards or away from others to indicate basic wishes to interact, seek comfort, or reject touch from another. They begin to respond consistently to preferred stimuli, for instance; different items presented alongside a sensory story. They also begin to make marks, tune into more sounds, develop their focus, attention and visual skills which opens up more experiences and helps them to learn and develop across all areas. This also

includes exploring different books and stories, visiting the library, sharing Bag books and Story Sacks and focused lessons experiencing aspects of phonological awareness. This could also include offsite visits, help to enrich their experiences and broaden their horizons, allowing them to be part of the wider community and world around them.

Subject Specific Learners

Subject specific learners develop their reading and writing skills. All will have experience of a wide variety of genres of texts including fiction, non-fiction and poetry. Some children will become emergent readers who can access some print and/or symbols. They will practise their decoding, prosody and comprehension skills by reading fully decodable books well-matched to their secure phonic knowledge. They will use these and their writing skills both to communicate expressively and to understand and comment on information they read. Some children will become fluent readers and may be able to use writing to communicate their ideas. They will read a range of high quality, chosen texts, with rich opportunities to develop their vocabulary and language comprehension skills by following the sequenced units of work. These learners will develop their skills and learn to read and understand text and the spoken word. Learners will communicate to a range of audiences in a variety of ways and develop their ability and confidence when interacting with others in different contexts.

Preparation for Adulthood

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The following are addressed through our English Unit curriculum. Some genres relate directly to specific items that were suggested such as our genres which focus on Following Instructions and Recipes.

- Expressing likes and dislikes.
- Expressing preferences and opinions
- To have developed an appropriate and functional means of communication which provides/gives maximum independence and self-expression.
- Have the confidence to have a voice.
- To be able to communicate in the wider community in various settings.
- To understand universal signs which are found within community settings. (toilets, traffic signs, college).

- Understand simple directions and be able to follow them.
- To understand core vocabulary, e.g. I, you, more, finish, again, yes, no, stop, verbs, adjectives.
- To understand signs and symbols in the community.
- To read menus, shopping lists, instructions and directions.
- To read for pleasure at the highest possible level.