



English

Curriculum Expectations

Intent

In Barndale, we believe that ability to communicate is fundamentally the single most important skill to our children succeeding; enabling them to access the community, the wider curriculum and a richness of life. Our Curriculum has been designed to ensure that pupils have opportunities to develop a love of reading and writing, as well as develop the key skills needed to become able readers, writers and communicators.

Implementation

English is broken into 3 strands; Reading, Writing and Communication.

- Word recognition skills are taught through RWI sessions.
- Language comprehension skills are taught through guided reading sessions.
- Writing skills are explored, when possible, through the wider curriculum and during RWI sessions.
- Communication skills are supported throughout the whole curriculum, while if a greater need is present, pupils are supported by the SaLT.

Impact

To evidence that our pupils can do more and know more in English we will:

- ✓ Collate evidence to monitor progress
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Follow achievements through progression skills maps
- ✓ Accreditation pathways

Coverage

The national curriculum for English is extensive and for each of our pupils they will progress along this at the most appropriate pace to them. Our assessment system allows staff to baseline and develop their pathway in respect of what 'Step' they are working on. These steps mesh from Early Years through to post -14 and accreditation routes. Spoken Language is referred to as Communication to reflect the needs of some of our learners.

Engage

Activate

Consolidate

Communication and Language

- Vocabulary Learning.
- Ask and answer questions.
- Communicate ideas thoughts and needs.
- Listen and talk about fiction stories.
- Listen to and talk about non-fiction writing.

(delivered through focussed sessions & continuous provision)

Reading

- Phoneme / Grapheme correspondence.
- Decoding / Blending
- Word Reading
- Comprehension.

Writing

- Transcription / Handwriting.
- Spelling and Grammar.
- Composition.

Communication

- Comprehension of communication.
- Production of communication (Talking, signing, PECs, etc.)

We currently offer courses from the Northern Council of Further Education for Entry Level 1 –Level 2. With specific teaching following the strands below:

Reading

Speaking listening and communication

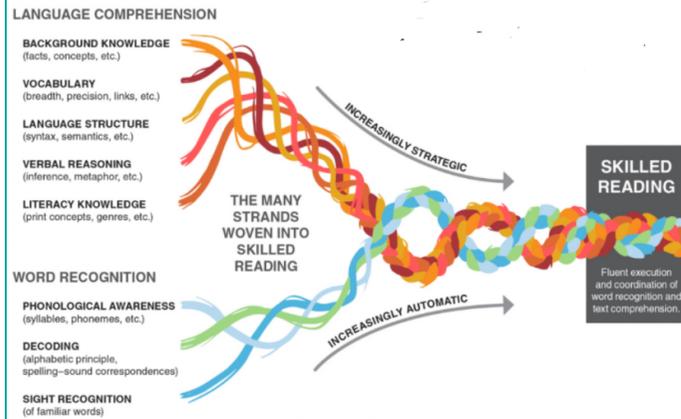
Writing

Curriculum reviewed annually to identify the needs of pupils and identify any need for further nationally recognised qualifications.

Curriculum Design & Progress

Reading

Reading is at the heart of everything we do at Barndale. Our reading curriculum considers the strands of Scarborough's Reading Rope (2001).



Word Recognition

The Read, Write Inc. scheme and resources are used to meet the needs of our pupils. Pupils progress through a range of groups with a small number of peers with a focus placed on phonic awareness, decoding and sight reading. Pupils that have progressed beyond the Read, Write, Inc. stage continue to practice their word recognition as they read across the curriculum.

Language Comprehension

The Read, Write, Inc. scheme supports the development of comprehension skills. These skills are also taught and honed through guided reading sessions, where comprehension takes president.

Reading for pleasure

A range of books are available in the school library for children to choose from. Including books which supplement the RWI. scheme for pupils who are working at this level. Pupils are encouraged to read at home frequently and given weekly independent reading time to read for pleasure within school. All classes also have a timetabled 'story time' each day, to further inspire a love of reading.

Writing

Handwriting

Handwriting is taught as part of the RWI phonics programme, with specific handwriting time allocated during every session. Pupils beyond the RWI programme are expected to complete handwriting sessions weekly.

Spelling and Grammar.

SPaG is primarily taught during RWI. sessions as pupils follow the get writing programme which runs alongside the reading programme. RWI sessions run on a two week cycle, week one has a reading focus, while week two has a writing focus. Within writing sessions focus is given to SPaG and



Composition.

Composition

During composition sessions pupils respond to text, innovating writing based on what they have read. Extended writing is also explored in the wider curriculum as opportunity to invent is given termly. A different focus is given each term to ensure a range of genres and styles are explored through the academic year.

Termly Focus

Communication.

Read, write, Inc.

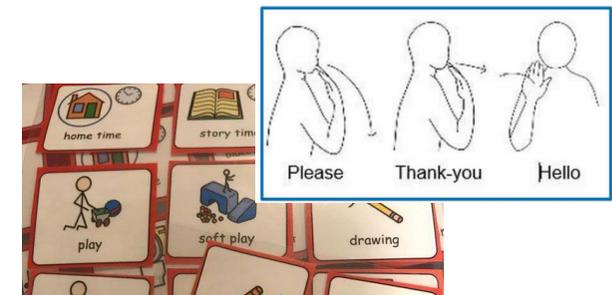
Within Read, Write, Inc. sessions pupils are supported in their pronunciation of appropriate phonemes and correct production of speech. Pupils build up phonetical awareness which they can apply to a range of situations.

Wider Curriculum

Pupils are presented with opportunities to communicate in a range of settings within the school day. Pupils work in small groups, have class debates and discussions as well as question and answer sessions within school. As appropriate, some pupils work on communication interventions to support turn taking within speech.

Special Educational Needs.

Staff have received training on the picture exchange communication system, and carry appropriate cards to support communication with pupils with specific language need. Staff also use Makaton, when appropriate, to communicate with pupils who have this needs. It is vital that pupils that use PECS and Makaton continue to communicate effectively with those around them and engage fully with their respective curriculum. Pupils with additional needs relating to communication have frequent contact with the SaLT to support development in this area.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional Tales	Instructional and lists	Modern Fiction	Explanation Information	Cultural Stories	Recounts and Reports