

## **TALENTS Curriculum**

### **English – Speaking, Listening and Communicating; Reading; Writing – High Level Overview**

#### **Intent (Rationale)**

Speaking, Listening and Communicating; Reading; and Writing; are essential skills which our learners need to function independently in the world. Our intent for English aligns with our wider school vision which is enabling our learners to understand the world around them, become fulfilled individual's, active and compassionate citizens and have the tools to make a positive contribution to society. To do this successfully they need to be as competent as possible, in line with their ability, in each of the English strands.

We recognise that for learners at the early stages of their school journey and those who continue to work at early developmental stages and whom have complex needs, communication is the imperative foundation and fundamental building block onto possible access to, and success in, the other strands (Reading and Writing). Therefore, this strand holds great weight particularly at the early stages of a young person's learning journey, and throughout their pathway.

For those learners that can read (surpassing reading as a means of communication) and write words, we intend for them to have at least the basic reading and writing skills to function as independently as possible and to complete independent living tasks, as well as enabling access to employment, where appropriate. We aim for our learners, where appropriate, to be able to write in a way which is legible, fluent and fast. Equally, we recognise that we are living in an ever-changing society with technology being used in all environments, therefore we intend for our learners to be confident in typing on an electronic device, alongside ensuring the skill of writing by hand is not lost or impacted. For those learners who are verbal, we intend for them to have the vocabulary to say what they want to say and the ability to structure their thoughts so that they make sense to others.

We recognise all learners at Kennel Lane as individuals, with varying needs and abilities, therefore intent can be explained with greater accuracy when talking about learners on an individual basis. We support learners where they are in their learning journey, ensuring our expectations are realistic yet ambitious.

#### **Implementation (How)**

##### **Pre-formal learners: All strands**

For the majority of learners in EYFS, KS1 & The Woodlands Hub, English is not taught as a discrete subject but opportunities to teach, practice skills and provide experiences are delivered through a thematic curriculum. Opportunities for communication (including reading) are planned for across the day; in all activities and experiences; across all environments; and with all adults and peers. There are multiple opportunities for fine motor development; tactile experiences and early mark making.

For learners in The Woodlands Hub who require a more semi-formal approach and are at the learning stage to access some discrete Read Write Inc. teaching, these lessons or access to these lessons are planned for and included in learner's individual timetables.

##### **Speaking, Listening and Communicating**

Outside of the pre-formal curriculum there is limited discrete teaching of communication, speaking and listening, rather it is embedded within all subjects. Some colleagues (with further training and cascading planned) have been trained in Oracy. Key Stage 4 and Key Stage 5 have two discrete Oracy lessons weekly where they learn both to talk and through talk. This includes talking, and listening, to different audiences, for different purposes and within different contexts. This could be

exploratory talk or presentational talk. Oracy is also embedded across the curriculum, with different subjects lending themselves to different types of talk, for example informing or explaining may be more likely to be used in Math and recitation more likely to be used in English.

In Key Stage 5 learners have opportunities to practice, apply and develop their Speaking, Listening and Communicating skills through accredited modules (Functional Skills). In particular, learners are supported to ensure they have the necessary Speaking and Listening and Communicating skills to be 'next-step ready', for some of our learners this means supported employment or employment. These learners have careers lessons where they are supported with interview preparation.

All teachers and LLSAs, at a minimum, receive the necessary training and support to confidently deliver the correct programmes (Read, Write Inc.; Talk for Writing; Oracy). Support is also given by the English subject leader to ensure quality first teaching. Parents also receive the necessary level of training to enable them to support their young person with their Home Learning.

### **Reading**

Reading is taught predominately through the Read, Write, Inc. programme. Classes have Read, Write, Inc. lessons four times a week. These groupings are based on ability and learners are regularly assessed, and moved if necessary, to ensure they are placed in the most appropriate group. Where Read, Write, Inc. is not appropriate for a small minority of learners, alternative strategies are used to match individual needs, such as 'See and Learn'. In Key Stage 2 & Key Stage 3, learners have opportunities to practice, apply and develop their reading skills through their Cornerstones topic curriculum. In Key Stage 4 & 5, learners have opportunities to practice, apply and develop their reading skills through accredited modules (WJEC and/ or Functional Skills), each module has varying coverage of reading knowledge and skills. Learners in the secondary department, where relevant, use Lexia.

We encourage all of our learners across the school to read, or listen to stories and other literature, for pleasure. We do this by ensuring classrooms have high quality literature, which are both appropriate for their developmental level and targeted towards their level of interest and engagement. There is a Core Reading Spine which runs across the whole school. This includes 10-15 core texts for each class as well as texts linked to termly topics, where appropriate. We have a whole school celebration for World Book Day, and other Literacy events, ensuring we provide stimulating and meaningful experiences, for example visiting authors and storytellers.

### **Writing**

Writing is taught predominantly through weekly English or Writing lessons and the Read, Write, Inc. programme. The English long term plans have been carefully designed to ensure coverage of all text types, both fiction and non-fiction: Narrative, Recount, Instruction, Information, Explanation, Persuasion and Discussion. These text types have been sequenced based on difficulty level; the model text used in class will also determine the expected outcomes.

Learners in Key Stage 2 & Key Stage 3 are engaged in the Talk for Writing framework. Learners also have opportunities to practice, apply and develop their writing skills through their Cornerstones topic curriculum. In Key Stage 4 & 5, learners have opportunities to practice, apply and develop their writing skills through accredited modules (WJEC and/ or Functional Skills), each module has varying coverage of writing knowledge and skills.

Like all of the English strands, opportunities for writing are embedded across the curriculum. Colourful Semantics, Shape Coding and Read, Write, Inc. strategies (for example spelling fingers, air punctuation) are strategies and resources which are used consistently across the board, as and when appropriate.

### **Impact (Benefits to learners)**

Our learners with complex needs will demonstrate less negative behavior, and greater mental wellbeing, due to their ability to access and successfully use a communication system which enables them to communicate their needs and wants and get these met.

Our learners following semi-formal or formal pathways will gain qualifications which will supplement their applications to college, a supported internship or employment.

Our learners, at each stage of their learning pathway, will have the skills and knowledge to be next-step ready, whether that is entering their next class or Key Stage or leaving Kennel Lane School after Year 9, Year 11 or Year 14. This will look different for each individual, and includes but is not limited to; college, supported living, independent living, supported internship, employment.

### Measuring Progress

Formative	Summative
<ul style="list-style-type: none"> <li>Questioning and verbal discussion</li> <li>Marking of work / Book checks</li> <li>Observations &amp; Learning Walks</li> <li>Progress towards short term targets</li> <li>Self/ Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Final pieces of work (end of topic)</li> <li>Progress towards relevant (English) EHCP Outcomes</li> <li>Progress towards English Assessment criteria, relevant to each individual on Earwig</li> <li>End of year reports</li> <li>RWI Assessments</li> <li>Accredited courses and exam results</li> </ul>

### Knowledge & Skills over time

The table below outlines general progression for each curriculum pathway between each Key Stage. However, not all individuals progress within the below model in a linear way, as we recognise many progress through developmental stages, not age. When looking at progress on an individual basis, Earwig outlines where learners are currently working, and their next steps.

Topic / Area	EYFS & KS1	KS2	KS3	KS4	KS5
<b>Speaking, Listening and Communicating</b>	<b>Pre-formal</b>	<b>Pre-formal</b>	<b>Pre-formal</b>	<b>Pre-formal</b>	<b>Pre-formal</b>
	<b>Immediate, concrete objects &amp; actions</b> <ul style="list-style-type: none"> <li>Real objects</li> <li>Objects of reference</li> <li>Transition songs</li> <li>Gestures, facial expression, eye contact</li> <li>Visual First, Next, Then</li> <li>PECS</li> <li>Communication boards</li> <li>Let's Connect</li> <li>Bucket group</li> <li>Intensive Interaction</li> <li>Understanding and following instructions (1 key word)</li> </ul>	<b>Immediate, concrete objects &amp; actions</b> <ul style="list-style-type: none"> <li>Real objects</li> <li>Objects of reference</li> <li>Transition songs</li> <li>Gestures, facial expression, eye contact</li> <li>Visual First, Next, Then</li> <li>PECS</li> <li>Communication boards</li> <li>Let's Connect</li> <li>Bucket group</li> <li>Intensive Interaction</li> <li>Understanding and following instructions (1 key word)</li> </ul>	<b>Immediate, concrete objects &amp; actions</b> <ul style="list-style-type: none"> <li>Real objects</li> <li>Objects of reference</li> <li>Transition songs</li> <li>Gestures, facial expression, eye contact</li> <li>Visual First, Next, Then</li> <li>PECS</li> <li>Communication boards</li> <li>Let's Connect</li> <li>Bucket group</li> <li>Intensive Interaction</li> <li>Understanding and following instructions (1-2 key words)</li> </ul>	<b>Immediate, concrete objects &amp; actions</b> <ul style="list-style-type: none"> <li>Real objects</li> <li>Objects of reference</li> <li>Transition songs</li> <li>Gestures, facial expression, eye contact</li> <li>Visual First, Next, Then</li> <li>PECS</li> <li>Communication boards</li> <li>Let's Connect</li> <li>Bucket group</li> <li>Intensive Interaction</li> <li>Understanding and following instructions (1-2 key words)</li> </ul>	<b>Immediate, concrete objects &amp; actions</b> <ul style="list-style-type: none"> <li>Real objects</li> <li>Objects of reference</li> <li>Transition songs</li> <li>Gestures, facial expression, eye contact</li> <li>Visual First, Next, Then</li> <li>PECS</li> <li>Communication boards</li> <li>Let's Connect</li> <li>Bucket group</li> <li>Intensive Interaction</li> <li>Understanding and following instructions (1-2 key words)</li> </ul>

	<p><b>Semi-formal</b>  <b>Immediate, concrete objects &amp; actions</b></p> <ul style="list-style-type: none"> <li>• Transition songs</li> <li>• Gestures, facial expression, eye contact</li> <li>• Visual First, Next, Then</li> <li>• PECS</li> <li>• Communication boards</li> <li>• Let's Connect</li> <li>• Bucket group</li> <li>• Understanding and following instructions (2 key words)</li> </ul>	<p><b>Semi-formal &amp; Formal Communication</b>  Expressive</p> <ul style="list-style-type: none"> <li>• Use a single word, two words or a short phrase, verbal or non-verbal</li> <li>• Ask simple questions using words, signs or symbols</li> </ul> <p>Receptive</p> <ul style="list-style-type: none"> <li>• Understand simple sentences, in and out of context</li> <li>• Respond to simple directions</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Physical <ul style="list-style-type: none"> <li>○ Speaking clearly at an appropriate volume</li> <li>○ Looking at who you are talking to</li> </ul> </li> <li>• Linguistic <ul style="list-style-type: none"> <li>○ Speaking in sentences</li> <li>○ Answer what, where and when questions</li> </ul> </li> <li>• Cognitive <ul style="list-style-type: none"> <li>○ Answers match what has been asked</li> <li>○ Simply retell stories and experiences</li> </ul> </li> <li>• Social and Emotional <ul style="list-style-type: none"> <li>○ Wait for a turn</li> <li>○ Listening and responding appropriately</li> </ul> </li> <li>• Using language to express needs and</li> </ul>	<p><b>Semi-formal &amp; Formal Communication</b>  Expressive  Receptive</p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Physical <ul style="list-style-type: none"> <li>○ Using the 'right' voice and being able to adapt tone</li> <li>○ Use voice to show expression</li> </ul> </li> <li>• Linguistic <ul style="list-style-type: none"> <li>○ Start to answer how and why questions</li> <li>○ Using joining connectives for longer sentences</li> <li>○ Use of sentence stems to build and challenge (agree, disagree, give reason)</li> </ul> </li> <li>• Cognitive <ul style="list-style-type: none"> <li>○ Build and challenge others points of view</li> <li>○ Offer reasons for opinions</li> <li>○ Recognise when they haven't understood something and ask a question to clarify</li> </ul> </li> <li>• Social and Emotional <ul style="list-style-type: none"> <li>○ Take turns in group discussion</li> <li>○ Confidently deliver a short prepared material, e.g. show and tell</li> </ul> </li> </ul> <p><b>Social Skills group – selected learners</b></p>	<p><b>Semi-formal &amp; Formal Communication</b>  Expressive  Receptive</p> <p><b>WJEC Entry 2 or 3 Qualification -</b></p> <ul style="list-style-type: none"> <li>• Communicating experiences</li> </ul> <p><b>Functional Literacy – taught through English &amp; Careers</b></p> <ul style="list-style-type: none"> <li>• Presentation speech</li> <li>• Debates</li> <li>• Interview techniques</li> <li>• Talking on the phone</li> <li>• Appropriate conversations in the workplace</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Physical <ul style="list-style-type: none"> <li>○ To use gestures to support meaning</li> <li>○ Vary tone of voice</li> </ul> </li> <li>• Linguistic <ul style="list-style-type: none"> <li>○ Use specialist, subject-specific language and vocabulary</li> <li>○ Use varied sentence openers</li> </ul> </li> <li>• Cognitive <ul style="list-style-type: none"> <li>○ To make connections between what has been said</li> </ul> </li> <li>• Social and Emotional <ul style="list-style-type: none"> <li>○ Start to develop an awareness of an audience</li> </ul> </li> </ul>	<p><b>Semi-formal Communication</b>  Expressive  Receptive</p> <p><b>Functional Literacy – taught through English &amp; Careers</b></p> <ul style="list-style-type: none"> <li>• Presentation speech</li> <li>• Debates</li> <li>• Interview techniques</li> <li>• Talking on phone</li> <li>• Appropriate conversations in the workplace</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Physical <ul style="list-style-type: none"> <li>○ Consider position and posture when presenting</li> <li>○ Gestures and facial expressions become increasingly natural</li> <li>○ To pause for effect</li> </ul> </li> <li>• Linguistic <ul style="list-style-type: none"> <li>○ Use more complex sentence structures</li> <li>○ To use a range of sentence stems</li> </ul> </li> <li>• Cognitive <ul style="list-style-type: none"> <li>○ To be able to summaries a discussion</li> <li>○ To reflect on their own and others talk</li> <li>○ To reach shared agreement</li> </ul> </li> <li>• Social and Emotional</li> </ul>
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				<ul style="list-style-type: none"> <li>○ Ensure that everyone makes a valid contribution</li> <li>○ To speak with confidence in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>○ To respond to an audience reaction (judge when to stop speaking)</li> <li>○ To be able to engage in small talk</li> <li>○ To not take different opinions personally</li> </ul>
					<p><b>Formal</b> Continuation of above for some formal learners, and:</p> <p><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>• Entry Level 1</li> <li>• Entry Level 2</li> <li>• Entry Level 3</li> <li>• Level 1</li> <li>• Level 2</li> <li>• GCSE English <ul style="list-style-type: none"> <li>• This will be looked at on an individual basis, if and when needed</li> </ul> </li> </ul> <p><b>Application of learnt text types within Functional Skills exam</b></p> <p><b>Work experience/ supported internships – application of Literacy</b></p>

Topic / Area	EYFS & KS1	KS2	KS3	KS4	KS5
Reading	<p><b>Pre-formal</b> <b>Pre-Phonics strands:</b></p> <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Visual memory</li> <li>• Auditory discrimination and memory</li> <li>• Key book skills</li> </ul> <p><b>(See Pre-Phonics overview and</b></p>	<p><b>Pre-formal</b> <b>Pre-Phonics strands:</b></p> <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Visual memory</li> <li>• Auditory discrimination and memory</li> <li>• Key book skills</li> </ul> <p><b>(See Pre-Phonics overview and</b></p>	<p><b>Pre-formal</b> <b>Pre-Phonics strands:</b></p> <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Visual memory</li> <li>• Auditory discrimination and memory</li> <li>• Key book skills</li> </ul> <p><b>(See Pre-Phonics overview and</b></p>	<p><b>Pre-formal</b> <b>Pre-Phonics strands:</b></p> <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Visual memory</li> <li>• Auditory discrimination and memory</li> <li>• Key book skills</li> </ul> <p><b>(See Pre-Phonics overview and</b></p>	<p><b>Pre-formal</b> <b>Pre-Phonics strands:</b></p> <ul style="list-style-type: none"> <li>• Visual discrimination</li> <li>• Visual memory</li> <li>• Auditory discrimination and memory</li> <li>• Key book skills</li> </ul> <p><b>(See Pre-Phonics overview and</b></p>

	<p><b>assessment framework for more information)</b></p> <p>Additional reading opportunities, including reading for pleasure</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Singing boxes/bags – including PECS folder of songs, along with their associated actions and vocabulary, in addition to a box of concrete objects/props for each song.</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<p><b>assessment framework for more information)</b></p> <p>Additional reading opportunities, including reading for pleasure</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Singing boxes/bags – including PECS folder of songs, along with their associated actions and vocabulary, in addition to a box of concrete objects/props for each song.</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<p><b>assessment framework for more information)</b></p> <p>Additional reading opportunities, including reading for pleasure</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<p><b>assessment framework for more information)</b></p> <p>Additional reading opportunities, including reading for pleasure</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p> <p><b>Community signs</b> Recognising and responding to signs in the community, including signs and fonts which mean the same but look different</p>	<p><b>assessment framework for more information)</b></p> <p>Additional reading opportunities, including reading for pleasure</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p> <p><b>Community signs</b> Recognising and responding to signs in the community, including signs and fonts which mean the same but look different</p>
	<p><b>Semi-formal</b></p> <p><b>Read, Write, Inc.</b></p> <ul style="list-style-type: none"> <li>• Continuation of pre-phonics strands (as above), where necessary</li> <li>• Read Write Inc. Set 1 sounds, assisted blending, independent blending</li> <li>• Read Write Inc. Set 2 sounds (where appropriate)</li> <li>• Individual intervention, where identified</li> </ul>	<p><b>Semi-formal &amp; Formal</b></p> <p><b>Read, Write, Inc.</b></p> <ul style="list-style-type: none"> <li>• Continuation of pre-phonics strands (as above), where necessary</li> <li>• Read Write Inc. Set 1 sounds, assisted blending, independent blending</li> <li>• Read Write Inc. Set 2 sounds</li> <li>• Read Write Inc. Set 3 sounds</li> </ul>	<p><b>Semi-formal</b></p> <ul style="list-style-type: none"> <li>• Read Write Inc. Set 1 sounds, assisted blending, independent blending</li> <li>• Read Write Inc. Set 2 sounds (where appropriate)</li> <li>• Read Write Inc. Set 3 sounds</li> <li>• Individual intervention, where identified, possibly including 'See and Learn' for learners who are not making progress</li> </ul>	<p><b>Semi-formal</b></p> <ul style="list-style-type: none"> <li>• Read Write Inc. Set 1 sounds, assisted blending, independent blending</li> <li>• Read Write Inc. Set 2 sounds (where appropriate)</li> <li>• Read Write Inc. Set 3 sounds</li> <li>• Individual intervention, where identified, possibly including 'See and Learn' for learners who are not making progress</li> </ul>	<p><b>Semi-formal</b></p> <ul style="list-style-type: none"> <li>• Targeted Read Write Inc. Set 1 -3 learners (where progress is still being recorded)</li> <li>• Comprehension skills using texts, Lexia and functional literacy</li> <li>• Fresh Start Modules – age appropriate texts</li> </ul> <p><b>Reading and Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Class stories – reading over a period of time</li> </ul>

	<p><b>Additional reading opportunities, including reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Rhymes</li> <li>• Action songs</li> <li>• Repetitive body &amp; voice sessions</li> <li>• Sensory Stories</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<ul style="list-style-type: none"> <li>• Individual intervention, where identified</li> </ul> <p><b>Additional reading opportunities, including reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Sensory stories</li> <li>• High quality adapted children's literature</li> <li>• Interactive whiteboard stories               <ul style="list-style-type: none"> <li>○ Oxford Owl</li> <li>○ Barefoot books</li> </ul> </li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<p><b>Reading and Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Class stories – reading over a period of time</li> <li>• Exploring poetry</li> <li>• Access to library</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p>	<p><b>Reading and Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Class stories – reading over a period of time</li> <li>• Exploring poetry</li> <li>• Access to library</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p> <p><b>WJEC Entry 2 Qualifications -</b></p> <ul style="list-style-type: none"> <li>• Exploring narratives</li> <li>• Exploring Shakespeare (Macbeth)</li> </ul> <p><b>Lexia – individual progression</b></p>	<ul style="list-style-type: none"> <li>• Exploring poetry</li> <li>• Access to library</li> </ul> <p><b>(See Core Reading Spine for Core texts and topic texts)</b></p> <p><b>Functional Literacy</b></p> <ul style="list-style-type: none"> <li>• Understanding signs in the community</li> <li>• Understanding and following instructions</li> <li>• Work related reading</li> </ul> <p><b>Functional Skills Qualification – Entry Level 1 or Entry Level 2</b></p> <p><b>Lexia – individual progression</b></p>
			<p><b>Formal</b></p> <p>Continuation of above for some formal learners, and:</p> <ul style="list-style-type: none"> <li>• Fresh Start Modules – age-appropriate texts</li> <li>• Comprehension RWI scheme</li> <li>• Literacy and Language – to develop an enjoyment of literature</li> </ul> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Class stories – reading over a period of time</li> <li>• Exploring poetry</li> </ul>	<p><b>Formal</b></p> <p>Continuation of above for some formal learners, and:</p> <ul style="list-style-type: none"> <li>• Fresh Start Modules – age-appropriate texts</li> <li>• Comprehension RWI scheme</li> <li>• Literacy and Language – to develop an enjoyment of literature</li> </ul> <p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Class stories – reading over a period of time</li> <li>• Exploring poetry</li> </ul>	<p><b>Formal</b></p> <p>Continuation of above for some formal learners, and:</p> <p><b>Echo reading</b></p> <p>Using a my turn, your turn approach, modelling appropriate fluency.</p> <p><b>Reading with ERIC</b></p> <p>ERIC activities (explain, retrieve, interpret, choice) to complete high level comprehension. Using texts, Poetry, music, speeches etc.</p> <p><b>Lexia – individual progression</b></p>

			<ul style="list-style-type: none"> <li>Access to library</li> </ul> <p><b>Reading for pleasure</b></p> <p>(See Core Reading Spine for Core texts and topic texts)</p> <p><b>Lexia – individual progression</b></p>	<ul style="list-style-type: none"> <li>Access to library</li> </ul> <p><b>Reading for Pleasure</b></p> <p>(See Core Reading Spine for Core texts and topic texts)</p> <p><b>Lexia – individual progression</b></p> <p><b>WJEC Entry 3 Qualifications -</b></p> <ul style="list-style-type: none"> <li>Exploring narratives</li> <li>Exploring Shakespeare (Macbeth)</li> </ul>	<p><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>Entry Level 1</li> <li>Entry Level 2</li> <li>Entry Level 3</li> <li>Level 1</li> <li>Level 2</li> <li>GCSE English <ul style="list-style-type: none"> <li>This will be looked at on an individual basis if and when needed</li> </ul> </li> </ul> <p><b>Application of learnt text types within Functional Skills exam</b></p> <p><b>Work experience/ supported internships – application of Literacy</b></p>
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Topic / Area	EYFS & KS1	KS2	KS3	KS4	KS5
Writing	<p><u><b>Pre-formal</b></u></p> <p><b>Development of gross and fine motor skills –</b></p> <ul style="list-style-type: none"> <li>Dough Disco</li> <li>Squiggle while you Wiggle</li> <li>Tactile experiences</li> </ul> <p><b>Experiential writing</b></p> <p><b>Mark Making</b></p> <p><b>Early letter writing</b></p>	<p><u><b>Pre-formal</b></u></p> <p><b>Development of gross and fine motor skills –</b></p> <ul style="list-style-type: none"> <li>Dough Disco</li> <li>Squiggle while you Wiggle</li> <li>Tactile experiences</li> </ul> <p><b>Experiential writing</b></p> <p><b>Mark Making</b></p> <p><b>Early letter writing</b></p>	<p><u><b>Pre-formal</b></u></p> <p><b>Development of gross and fine motor skills</b></p> <p><b>Experiential writing</b></p> <p><b>Mark Making</b></p> <p><b>Early letter writing</b></p>	<p><u><b>Pre-formal</b></u></p> <p><b>Development of gross and fine motor skills</b></p> <p><b>Experiential writing</b></p> <p><b>Mark Making</b></p> <p><b>Early letter writing</b></p>	<p><u><b>Pre-formal</b></u></p> <p><b>Development of gross and fine motor skills</b></p> <p><b>Experiential writing</b></p> <p><b>Mark Making</b></p> <p><b>Early letter writing</b></p>
		<p><u><b>Semi-formal &amp; Formal</b></u></p> <p><b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>Letter formation – using RWI ditties</li> <li>Hold a sentence</li> <li>Edit a sentence</li> <li>Build a sentence</li> </ul>	<p><u><b>Semi-formal</b></u></p> <p><b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>Letter formation – using RWI ditties</li> <li>Hold a sentence</li> <li>Edit a sentence</li> <li>Build a sentence</li> </ul>	<p><u><b>Semi-formal</b></u></p> <p><b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>Letter formation – using RWI ditties</li> <li>Hold a sentence</li> <li>Edit a sentence</li> <li>Build a sentence</li> </ul>	<p><u><b>Semi-formal</b></u></p> <p><b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>Letter formation – using RWI ditties</li> <li>Hold a sentence</li> <li>Edit a sentence</li> <li>Build a sentence</li> </ul>



		<p><b>Nelson handwriting</b></p> <p><b>Talk for Writing – Short burst writing</b></p> <ul style="list-style-type: none"> <li>• Vocabulary generation</li> <li>• Shared writing</li> <li>• Making a simple substitution</li> <li>• Composition – simple sentences</li> </ul> <p><b>Talk for Writing framework</b></p> <ul style="list-style-type: none"> <li>• Text structure <ul style="list-style-type: none"> <li>○ Understanding beginning middle and end</li> </ul> </li> <li>• Sentence construction <ul style="list-style-type: none"> <li>○ Sequencing words into a sentence verbal</li> <li>○ Writing simple sentences</li> <li>○ Reading back a sentence</li> <li>○ Using simple connectives</li> <li>○ Being able to read a sentence back</li> </ul> </li> <li>• Word structure/ language <ul style="list-style-type: none"> <li>○ Use of some determiners (the, a)</li> <li>○ Use of some prepositions</li> </ul> </li> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul> </li> </ul>	<p><b>Nelson handwriting</b></p> <p><b>Talk for Writing – Short burst writing</b></p> <ul style="list-style-type: none"> <li>• Vocabulary generation</li> <li>• Shared writing</li> <li>• Making a simple substitution</li> <li>• Composition – simple sentences</li> </ul> <p><b>Talk for Writing framework</b></p> <ul style="list-style-type: none"> <li>• Text structure <ul style="list-style-type: none"> <li>○ Understanding beginning middle and end</li> </ul> </li> <li>• Sentence construction <ul style="list-style-type: none"> <li>○ Sequencing words into a sentence verbal</li> <li>○ Writing simple sentences</li> <li>○ Reading back a sentence</li> <li>○ Using simple connectives</li> <li>○ Being able to read a sentence back</li> </ul> </li> <li>• Word structure/ language <ul style="list-style-type: none"> <li>○ Use of some determiners (the, a)</li> <li>○ Use of some prepositions</li> </ul> </li> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul> </li> </ul>	<p><b>Nelson handwriting</b></p> <p><b>Talk for Writing – Short burst writing</b></p> <ul style="list-style-type: none"> <li>• Vocabulary generation</li> <li>• Shared writing</li> <li>• Making a simple substitution</li> <li>• Composition – simple sentences</li> </ul> <p><b>Talk for Writing framework</b></p> <ul style="list-style-type: none"> <li>• Text structure <ul style="list-style-type: none"> <li>○ Understanding beginning middle and end</li> </ul> </li> <li>• Sentence construction <ul style="list-style-type: none"> <li>○ Sequencing words into a sentence verbal</li> <li>○ Writing simple sentences</li> <li>○ Reading back a sentence</li> <li>○ Using simple connectives</li> <li>○ Being able to read a sentence back</li> </ul> </li> <li>• Word structure/ language <ul style="list-style-type: none"> <li>○ Use of some determiners (the, a)</li> <li>○ Use of some prepositions</li> </ul> </li> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul> </li> </ul>	<p><b>Nelson handwriting</b></p> <p><b>Talk for Writing – Short burst writing</b></p> <ul style="list-style-type: none"> <li>• Vocabulary generation</li> <li>• Shared writing</li> <li>• Making a simple substitution</li> <li>• Composition – simple sentences</li> </ul> <p><b>Talk for Writing framework</b></p> <ul style="list-style-type: none"> <li>• Text structure <ul style="list-style-type: none"> <li>○ Understanding beginning middle and end</li> </ul> </li> <li>• Sentence construction <ul style="list-style-type: none"> <li>○ Sequencing words into a sentence verbal</li> <li>○ Writing simple sentences</li> <li>○ Reading back a sentence</li> <li>○ Using simple connectives</li> <li>○ Being able to read a sentence back</li> </ul> </li> <li>• Word structure/ language <ul style="list-style-type: none"> <li>○ Use of some determiners (the, a)</li> <li>○ Use of some prepositions</li> </ul> </li> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul> </li> </ul>
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		<p><b>Talk for Writing text types covered:</b></p> <ul style="list-style-type: none"> <li>• Narrative – repetitive and predictable stories</li> <li>• Instruction</li> <li>• Description/ Poetry</li> </ul> <p>The difficulty level of the model text and success criteria/ toolkit, determines the expected output for groups of learners.</p>			<p><b>Entry Level certificate in English</b> – for learners who find working independently challenging and are not able to manage exam conditions.</p>
			<p><b>Formal</b> <b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>• Hold a sentence</li> <li>• Edit a sentence</li> <li>• Build a sentence</li> </ul> <p><b>Writing elements of Literacy and Language programme</b></p> <p><b>Nelson handwriting</b></p> <p><b>Talk for Writing framework</b></p> <ul style="list-style-type: none"> <li>• Text structure <ul style="list-style-type: none"> <li>○ Understanding five parts of a story</li> </ul> </li> <li>• Sentence construction <ul style="list-style-type: none"> <li>○ Planning for writing – characters, setting, events, etc.</li> <li>○ Writing different types of sentences –</li> </ul> </li> </ul>	<p><b>Formal</b> <b>Writing elements of RWI programme:</b></p> <ul style="list-style-type: none"> <li>• Hold a sentence</li> <li>• Edit a sentence</li> <li>• Build a sentence</li> </ul> <ul style="list-style-type: none"> <li>• <b>Writing elements of Literacy and Language programme</b></li> </ul> <p><b>Nelson handwriting</b></p> <p><b>WJEC Entry 2 or 3 Qualifications -</b></p> <ul style="list-style-type: none"> <li>• Creating narratives</li> <li>• Exploring narratives</li> <li>• Communicating experiences</li> <li>• Exploring Shakespeare</li> </ul> <p><b>Text types covered:</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Information</li> <li>• Recount</li> <li>• Explanation</li> </ul>	<p><b>Formal</b> <b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>• Entry Level 1</li> <li>• Entry Level 2</li> <li>• Entry Level 3</li> <li>• Level 1</li> <li>• Level 2</li> <li>• GCSE English <ul style="list-style-type: none"> <li>• This will be looked at on an individual basis if and when needed</li> </ul> </li> </ul> <p><b>Application of learnt text types within Functional Skills exam</b></p> <p><b>Functional Literacy</b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Read job adverts</li> <li>• Writing letters of application</li> </ul> <p><b>Work experience/ supported internships – application of Literacy</b></p>

			<p>statements, questions, exclamations</p> <ul style="list-style-type: none"> <li>○ Use of simple connectives</li> <li>○ Use of some openers</li> <li>○ Use of adjectives to embellish simple sentences</li> </ul> <ul style="list-style-type: none"> <li>• Word structure/ language <ul style="list-style-type: none"> <li>○ Use of further prepositions</li> <li>○ Use of alliterations and similes</li> <li>○ Use of regular plural noun suffixes</li> </ul> </li> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Exclamation marks</li> <li>○ Question marks</li> <li>○ Speech bubbles</li> </ul> </li> </ul> <p><b>Talk for Writing text types covered:</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Information</li> <li>• Recount</li> <li>• Description/ Poetry</li> <li>• Explanation</li> <li>• Instruction</li> </ul> <p>The difficulty level of the model text and success criteria/ toolkit, determines the expected output for groups of learners.</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Persuasion</li> </ul> <p>The difficulty level of the model text and success criteria/ toolkit, determines the expected output for groups of learners.</p>	
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## **Linked documents**

### **Curriculum Maps:**

- Read, Write, Inc.
- Total Communication
- The Woodlands Hub documentation (pre-formal curriculum)
- Nurture – Social communication
- Social Skills – Social communication

### **Subject documents:**

- English Long Term Plans
- English Medium Term Plans
- English Action Plan
- Literacy/ English policy
- Literacy: Teaching and Learning approaches
- Core Reading Spine
- Pre Phonics overview and assessment criteria
- Writing: text types covered

### **Earwig – Assessment system:**

- Earwig – KLS Pre-Phonics
- Earwig – KLS Academic RWI
- Earwig – KLS Academic Semi-Formal Writing
- Earwig – KLS Academic English Writing
- Earwig – KLS Academic Oracy
- Earwig – KLS Academic Functional Skills English