



## English

### Long Term Plan



#### **Intent**

All children require an understanding and ability to communicate in order to access as full a life as possible. Literacy development depends on becoming confident and competent in learning and using key skills.

At Castle School we have designed an English curriculum which prepares children for life as caring and thoughtful citizens within the context of their SEND diagnosis and assessment of need. We use the child's Education, Health and Care Plan to build on prior learning in English to ensure the development of key concepts and knowledge. Within our school cohort a high percentage of EHCP, long term targets include the development of communication, comprehension and vocabulary. As such this has influenced our approach to the English curriculum. We intend to give every child the opportunity to access literacy/reading commensurate with their ability. We recognise the value of broadening children's vocabulary in support of independence and inclusion. We recognise literacy and English is fundamental to improving life-long opportunities.

#### **Implementation**

##### **Communication**

Communication is at the heart of everything we do within Castle school. Every opportunity will be used to embed communication targets into every aspect of the curriculum. A fundamental aspect of our provision is to provide a total communication environment through the use of: gesture, speech, vocal sounds, AAC, PEC's, Makaton, symbols, photos, real objects, and sensory clues. We endeavour to provide opportunities that allow the learners to practise and embed their skills and knowledge in a variety of practical and functional contexts and situations. Such an approach enables the children to apply their skills and knowledge in a relevant and purposeful manner, appropriate to their style of learning.

##### **Reading**

Across Key Stages, pupils have multiple exposures to story time sessions where, whenever possible, pupils read or are read to in relation to whole school shared texts. Rhymes, songs and drama may also be used to engage pupils individually or within a group. Many opportunities are created for pupils to become familiar with non-fiction texts, stories, and poetry through repetition, encouraging engagement and exposure to vocabulary and the language of texts.

All pupils at the Castle access the accredited Essential Letters and Sounds -ELS- phonics scheme or the Launchpad to Literacy approach which provides a systematic programme of sequentially planned learning opportunities. Launchpad encompasses early literacy in a sequential manner to develop pre-requisite skills in speaking and listening, reading and writing. ELS is taught to pupils who are ready to learn letters and sounds in a sequential and structured way. ELS and Launchpad provides an inclusive programme beginning with listening and attention and progressing through to all levels of decoding and encoding which subsequently supports reading fluency and accuracy.

### **Writing**

At Castle school writing is implemented in a range of ways. At the foundational stage with mark-making in a variety of ways, such as using multi-sensory approaches, use of different media, access to a range of equipment and environments to motivate and engage pupils, and development of fine motor skills that can support the physical skill of writing. The skills progress to students understanding that print conveys meaning, representational drawings and letter and word formation. Pupils who are ready, may move onto transcriptional skills (fluent handwriting, spelling and sentence structure) and towards the composition phase, which is the most demanding stage of all. Composition is when students synthesise separate skills: translating their own ideas and thoughts into writing, organising, editing and redrafting.

### **Impact**

The successful approach to the teaching of English at Castle School will result in a fun, engaging, high quality English education that provides children with the foundations in Early reading, writing, and speaking and listening. This progression from EYFS to Functional Skills ensures students develop a sound understanding of skills and knowledge that they can take with them once they complete their learning journey and move onto the next stages of life. The curriculum lends itself to teaching a variety of texts to foster a lifelong love of reading. The curriculum ensures that students' communication needs do not hinder progress. We believe a child's ability to communicate effectively is key to this vision.

## Early Years

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.

In planning and guiding what children learn, practitioners will reflect on the 3 characteristics of effective learning: playing & exploring, active learning, creating and thinking critically.

<b>Communication and Language</b> Children have opportunities to; Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Learn new vocabulary. Use new vocabulary through the day in different contexts Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.
<b>Personal, social and emotional development</b> Children have opportunities to; Select and use activities and resources, with help when needed. Work towards shared attention with groups of people, including adults and children Communicate needs and choices through their communication method. Act out a simple routine in pretend play.
<b>Understanding the world</b> Children have opportunities to; Talk about what they see, using a wide vocabulary. Talk about events in their own experiences. Identify sounds in their environment.
<b>Expressive Arts and Design</b> Children have opportunities to; Join in with songs and rhymes, making some sounds. Copy a simple sound pattern. Experiment with shapes, colours and marks. Begin to draw representations to communicate.

**Literacy**

Children have opportunities to;

Enjoy songs and rhymes, tuning in and paying attention.

Handle books and printed material with interest.

Match identical photos, pictures and symbols.

Engage in sensory experience of mark making.

**Maths**

Children have opportunities to;

Join in with songs and rhymes.

Begin to understand the concepts of 'now' and 'next'.

Match identical objects.

Begin to select tools for a purpose in play situations, including for mark making.