

## English Intent

At Wargrave House School, we understand the importance of functional, receptive and expressive literacy and oracy. We also understand that it is vital to fulfil National Curriculum requirements in a staged and well-planned manner as well as fulfilling the needs of our autistic learning community, developing their use of verbal and non-verbal communication; literal and non-literal understanding; comprehension of fictional and non-fictional texts; their understanding of writing purposes and structures and develop an enjoyment of Reading. As such, we have carefully manicured the programmes of study to plan for statutory coverage of essential skills as well as repetition of these skills through our KS1-4 English curriculum which ranges from adapted P scales, Pre-Key Stage 2 standards and KS1-4 National Curriculum. Each learning overview ensures that there is a link to specific Reading, Writing and Speaking & Listening skills linked to the autistic profiles of our learners, to develop their life skills and communication. We ensure that our learners in KS1-4 access at least 3 English lessons a week to cover Reading, Writing & Speaking and Listening and participate in ERIC activities daily to encourage an appreciation of reading.

## Implementation

### KS1-3

#### Baselining

All learners in KS1-3 complete a set of baseline assessments on entry, at the start of each academic year and at the end of each term:

- **SWST spelling comprehension**
- **Phonics assessments/ Salford Reading/ Accelerated reader STAR test as appropriate per learner**
- **Big write assessment**

This baseline assessment helps to establish the correct reading pathway for each learner and the need for intervention support.

#### Reading

Reading is a passionate priority at Wargrave House School. Our Reading curriculum is structured to support Reading fluency, understanding, inference and prediction. This journey starts with developing a secure knowledge of phonics through a systematic approach using Read Write Inc. early phonics program. This is accessible in a stage over age manner which means learners continue to access this program to support their individual confidence and need level rather than at an age level. For learners that have completed the phonics program, but require a bridging program, they access Read, Write Inc. Fresh start to encourage more independence and develop literal & figurative understanding. After this, learners can access the Accelerated reader program to develop their comprehension skills linked to both Fictional & Non-fictional texts. All learners regardless of their reading pathway, access an enriched National curriculum program that promotes social awareness, morals, empathy and compassion.

#### Writing

Our English Writing curriculum aspires to promote writing in all forms and formats. The first stage in this journey starts with identify which writing tools or augmented technologies that are required to help each learner to formulate and express their ideas. The second part of this journey encourages our learners to access writing tasks in an appropriate format regularly to improve their willingness to engage and improve their confidence when engaging. Interwoven through these stages, is the promotion of spelling, punctuation grammar, different structures and styles of writing. This is promoted through the use of

modelling, scaffolding and a clear success criterion. We also consolidate these skills in functional situations within the local, and wider community.

## Speaking & Listening

We have adopted a total communication approach to encourage and support both receptive and expressive language interactions. This is reflected in our Speaking and Listening programme of study which has a functional and life skills-based focus, whilst also fulfilling the National Curriculum criteria. This is strengthened further by opportunities to practice these communication skills in our community based and outdoor learning partnerships.

English Key Stage 1 Standard																		
A G E	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L
1	The Gruffalo	Writing to Describe	Rhymes & Sounds	The Gruffalo's Child	Writing in the first person	Spontaneous responses	Fairy Stories & traditional Tales	Reporting an event	Retelling an event/experience	Fantasy stories	Describing different settings	Story telling	Traditional Tales	Instructions	Giving and receiving instructions	Stories about families	Compliments	Complimenting other
2	Cat in the Hat	Writing to argue	Express yourself	The Grinch who stole Christmas	Writing to connect ideas	Questioning & answering	Fantasy stories	Writing to entertain	Respond to the experiences of others	Diaries	Dairy Record	Asking about the past	Stories from the same author	Perspective writing	Making comparisons	Quest adventures	Imagery	Pretending to be someone/something else

English Key Stage 2 Standard																		
A G E	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L
3	Alien's love underpants	Justifying an opinion	Reading aloud	Monsters love underpants	Writing to recount: Letter writing	Conversations on etiquette	Myths & Legends - Greek Myths	Writing to compare	Making comparisons	Myths & Legends - Arthurian Legends	Explanations	Justifying yourself	Adventure Stories	Writing to Persuade	Presenting in different mediums	Plays & dialogues	Script writing	Performing in role
4	The Twits	Writing to compare	Performing in role	The Twits	Sequencing ideas	Justifying a viewpoint	Myths and Legends	Writing to reflect	Expressing my ideas	Stories by the same author	Non-chronological reports	Speeches	Humorous stories	Persuasive writing	Telling jokes	Stories from other cultures	Making comparisons	Story telling

English Key Stage 2 Standard																			
A G E	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2			
	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	
5	How to train your Dragon	Creating Imagery	Expressing humour	How to train your Dragon	Re-contextualise writing	Turn taking & responding	Spooky stories	Writing to argue	Debating an issue	Dramatic plays	Writing to inform	Tour guide commentary	Classical fiction	Letter writing	Directing others	Modern fiction	Writing to persuade	Persuasive speeches	
6	Diary of a wimpy kid	Sensory writing	Giving directions	Diary of a wimpy kid	Writing to recount	Commenting respectfully	Diary of a wimpy kid Roderick Rules	Writing to impress	Compliment others	Diary of a wimpy kid Roderick Rules	Writing to express	Expression & fluency	Diary of a wimpy kid last straw	Writing to argue	Challenging others respectfully	Diary of a wimpy kid last straw	Writing to persuade	Delivering a manifesto	

English Key Stage 3 Standard																			
A G E	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2			
	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	R	W	S&L	
7	Cor alin e	Cre atin g sett ings	Res pon din g to the situ atio n	Cor alin e	Per spe ctiv e writ ing	In ter vie w ing oth ers	Our day out	Writ ing to per sua de	Mo no logu es	War poe try	Writ ing to <u>adv ise</u>	Com men tary	In the news	Writ ing to entert ain	Creat ing humor	Toy adv erts	Writ ing to chall enge	Justi fying my point	
8	Abomin ation	Writ ing to argue	Deliver a speech	Abomin ation	Writ ing to compl ain	Makin g a com plai nt	Romeo & Juliet	Writ ing to inform	Makin g a statem ent	Pro test poe try	Writ ing to per sua de	Gain ing <u>some one's</u> trust	Tabloid s	Letter writing	Express ing my feelings	Charity adv erts	Writ ing using <u>different regist ers</u>	Diale cts	
9	Har ry Pot ter & the <u>philoso pher's</u> stone	Travel writing	Hot seating	Har ry Pot ter & the <u>philoso pher's</u> stone	Blogs & Twitter		Macbeth	Facebook & linked in	Sell yourself	relationships hip poetry	Diary writing	Express emotions	Broads heets	Police reports	Interview ing others	Food adv erts	<u>Eye witness</u> accounts	Recount an event	

## KS4

### Baselining

All learners in KS4 complete a set of baseline assessments on entry, at the start of each academic year and at the end of each term:

### Functional skills test in-line with their achievements in KS3:

- Stages 1-2 (E1)

- **Stages 3-4 (E2)**
- **Stages 5-6 (E3)**
- **Stages 7-8 (L1)**
- **Stages (L2)**

This will allow staff to identify the correct accredited learning platform for each learner to access in **NCFE Essential English in everyday life**.

## **NCFE Essential English in everyday life**

### **E1-L2**

This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained at KS3. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with the skills they can use in their everyday life, or to support them to progress on to the next entry level, Functional Skills or GCSE in English.

### **NCFE content**

All learners access units in Reading, Writing and Speaking & Listening regardless of which Entry level or level that they are accessing.

#### **E1**

Unit 02 Listening and responding to information (F/650/1818)  
 Unit 03 Speaking with others (A/650/1843)  
 Unit 04 Introduction to reading skills (D/650/1844)  
 Unit 05 Reading words and short texts (F/650/1845)  
 Unit 06 Introduction to essential writing skills (H/650/1846)  
 Unit 07 Writing and spelling words (J/650/1847)  
 Unit 08 Participating in short discussions (K/650/1848)  
 Unit 09 Introduction to alphabetical order (L/650/1849)

#### **E2**

Unit 01 Listening and responding (M/650/1859)  
 Unit 02 Introduction to discussing with others (D/650/1862)  
 Unit 03 Introduction to speaking to be understood (F/650/1863)  
 Unit 04 Reading skills (H/650/1864)  
 Unit 05 Introduction to reading to understand (J/650/1865)  
 Unit 06 Alphabetical order (K/650/1866)  
 Unit 07 Essential writing skills (L/650/1867)  
 Unit 08 Writing and spelling words and phrases (M/650/1868)

#### **E3**

Unit 01 Developing listening and responding skills (R/650/1869)  
 Unit 02 Discussing with others (A/650/1870)  
 Unit 03 Speaking to be understood (D/650/1871)  
 Unit 04 Developing reading skills (H/650/1873)  
 Unit 05 Reading to understand (J/650/1874)  
 Unit 06 Developing an understanding of alphabetical order (L/650/1876)  
 Unit 07 Developing essential writing skills (R/650/1878)

## Unit 08 Essential spelling and writing (T/650/1879)

### **L1**

Unit 01 Listening, understanding and responding to others (T/650/1940)

Unit 02 Communicating with others (Y/650/1941)

Unit 03 Participating in discussions (A/650/1942)

Unit 04 Introduction to knowledge and application of punctuation grammar and spelling (D/650/1943)

Unit 05 Composing texts (F/650/1944)

Unit 06 Interpreting straightforward functional texts (H/650/1945)

Unit 07 Introduction to understanding prose writing and poetry (J/650/1946)

### **L2**

Unit 01 Listening, understanding and using constructive feedback effectively (K/650/1947)

Unit 02 Participating in and contributing to discussions within formal and informal settings (L/650/1948)

Unit 03 Knowledge and application of punctuation, grammar and spelling (M/650/1949)

Unit 04 Composing written texts (Y/650/1950)

Unit 05 Interpreting straightforward and complex functional texts (A/650/1951)

Unit 06 Understanding prose writing and poetry (D/650/1952)

Some learners will access a Pearson GCSE English language course. They will explore the following:

Learning outcomes	Students should:
<b>1.1 Reading</b>	1.1.1 read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts.
	1.1.2 <i>critical reading and comprehension</i> : identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	1.1.3 <i>summary</i> : identifying the main theme or themes; summarising ideas and information from a single text.
	1.1.4 <i>evaluation of a writer's choice of vocabulary, form, grammatical and structural features</i> : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

Learning outcomes	Students should:
<b>1.2 Writing</b>	1.2.1 <i>produce clear and coherent text</i> : write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; use information provided by others to write in different forms; maintain a consistent point of view; maintain coherence and consistency across a text.
	1.2.2 <i>write for impact</i> : select, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

## **Enrichment**

To enrich our learners' journey further, we provide a variety of opportunities for them to practice, develop and extend their speaking and listening skills further. Therefore, all learners can participate in student council meetings and events, if elected, and feedback to their peers. Alongside this, learners can practice their customer service skills if appointed to a job role at our school shop and bank. Our KS4 learners can become a sports coach to support our KS3 cohort. This supports them to develop their interpersonal skills and language usage for a specific purpose. All learners in KS2-KS4 access an enrichment activity 3 times a week. They can choose their activity based on their likes. This provides an opportunity to mix and communicate with different peers and staff across the provision.

## **Community learning**

To develop our learners' understanding of functional communication skills, all learners access different venues within the community weekly to practice their reciprocal language. Venues include Aldi, the local community centre and restaurants in the local area.

### **Preparation for life**

To develop our learners' functional communication skills, we have developed our own bespoke preparation for life curriculum. This supports the development of specific targets outlined in a learner's EHCP to prepare them for adulthood, in particular, functional communication. This may include the following:

- Developing friendships
- Developing relationships
- Following instructions
- Responding to injury and illness
- How to use different technologies to communicate for different functional purposes

### **Capital of culture**

To develop a palpable and meaningful cultural experience all our learners, we provide a diverse, neuro diverse affirming variety of activities to widen their performance and communication skills. At Christmas, all learners are invited to be a part of our Christmas video production. This takes many forms and is done in a variety of autism friendly mediums. Similarly, learners are encouraged to speak meaningfully with the wider members of the school community. As such, the introduction of the buddy bench in the yard, will encourage peer to peer conversations to support each other's mental health. In addition to this, we invite a theatre company in at least once a year to perform with our learners. This cultural broadening is echoed in the abundance of theatre, cinema and music trips that happen throughout the school calendar.

### **Complimentary courses**

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of work-based communication.

At Entry level 1, the learners can cover the following modules:

- Engaging in new situations
- Following given instructions
- Contributing to customer service
- Participating in a performance

At Entry level 2, the learners can cover the following modules:

- Adapting to new situations
- Following instructions to carry out a task
- Providing customer service
- Contributing to a performance

At Entry level 3, the learners can cover the following modules:

- Presenting to others
- Providing customer service
- Supporting other individuals

- Responding to a situation