

English Progression Model

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Engagement Curriculum

Pre Entry Level	English is integrated with maths. Learners build upon pre KS1 English skills through everyday practical situations and role play e.g. in the community. Pupils follow this qualification for 2 years working towards gaining EL 1.	Upper 1 Upper 4
Language Partners	English is experienced as part of a SCERTS based curriculum that focuses on learners improving their communication, and independent skills, whilst developing emotional regulation strategies to allow them optimum access to learning. Learners are stimulated appropriately through song, play and sensory input to develop skills through exploration and	Class 10
Social Partners	A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). English skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem	Class 8 Class 9

Qualifications

GCSE/ Functional Skills Level 1/2	English is taught as a discrete subject. English skills are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of a standardized test in controlled conditions.	Group K
Functional Skills Entry Level	English is taught as a discreet subject. Repetition and consolidation; building on the ELC qualification post-16 pupils follow the program for 2 years, preparing for an on-demand standardized test in	Group J
Entry Level Certificate (Gold)	English is taught as a discreet subject. Learners consolidate and develop KS1 English skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group I
Entry Level Certificate (Silver)	English is taught as a discreet subject. Learners consolidate and develop early KS1 English skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group H

National Curriculum (iASEND)

D (NC KS3)	English is taught as a discrete subject. The learning environment is formal, most pupils can regulate their emotions independently. Concepts from the N curriculum are built upon and learners develop their English skills at a National Curriculum KS3 level.	
N (NC KS2)	English is taught as a discrete subject. Formal learning is recognisable much of the time; drama activities are used to increase the depth of learning. Concepts from the E curriculum are built upon and learners develop their English skills at a National Curriculum KS2 level.	Group G
E (NC KS1)	English is taught as a discrete subject and formal learning is blended with practical activities. Use of rewards and visuals is on an individualized basis where necessary. Concepts from the S curriculum are built upon and learners develop their English skills at a National Curriculum KS1 / Pre-Key Stage Standards 2-4 level.	Group F Group E Group D
S (NC Pre KS1)	English is taught as a discrete subject. Learners begin to access formal learning, but many activities are play based and skills are developed through sensory and outdoor learning. Rewards and visuals are vital motivators to learning. Concepts from Cherry Garden are built upon and learners develop their English skills at a Pre-Key Stage Standards 1-2 level.	Class 7 Group C Group B Group A

Cleaswell Hill Early Years (Cherry Garden)

Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. English skills are taught through development of Communication & Language, Attention & Understanding, Reading and Writing . Intensive learning takes place on a 1:1 basis with pupil and staff member and is practiced through experimentation and exploration.	Class 3
Cherry Garden is a unique, child centered assessment framework, which follows the Early Years model to track lateral progress.	Class 2
	Class 1

English Progression Model

CPD: Phonics training (HM), iASEND Training (PFH), Qualifications training (DE, ES), Target setting training (DE,PFH), Early Years Moderation (SO, AT), Phase Development (SO, PFH, CDf, HAp, JM, ES), Launchpad to Literacy (HAp, AMc), Reading Plus (KH, CC, GB, HM, ES), Writing moderation within Bed partnership (JB, JWh, KH, VC, LC, HAp), Sound Reading (CG, HM), SCERTS Training (CDf, SO, ES, JM,) Talk Boost (SC, HM) Phonics Screening (HM, SO)

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical , communication and sensory needs. Targets are set to reflect this and pupils are set using a stage not age approach so they can access a curriculum that is specific and appropriate to their needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is can be used functionally across different contexts. Teaching and learning takes place within a range of contexts in order to improve literary aspects of learning across all contexts.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical , communication and sensory needs. Reward systems and visual aids are used to motivate learning where appropriate. Ability grouping ensure pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories, Letters and Sounds and Sight Reading.

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful knowledge for cumulative sufficiency. Assessment checks content is remembered long term, identifying pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications and future pathways , allowing challenging targets to be set.

English, Communication and Reading: Appropriate feedback is given dependent on the needs of individuals and next steps are identified. Pupils use appropriate texts to stretch learning and which create interest. Pupils widen their vocabulary at an appropriate level with support from outside agencies (SaL, Metis, Jigsaw). Pupils have a plethora of opportunities to ask and answer questions and this is supported through the; blanks model, colourful semantics and SCERTS.

English Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	<p>Pathway from Cherry Garden to iASEND curriculum mapped to show continuous progress.</p> <p>Moderation to ensure accurate assessment using Cherry Garden within phase 1</p> <p>Use of Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories, Letters and Sounds and Sight Reading.</p>	<p>Objectives from iASEND & Cherry Garden to be linked where appropriate.</p> <p>Moderation of baselines using Cherry Garden framework for learning</p> <p>Embed use of Tapestry to track and monitor assessment across relevant phases.</p>	<p>Map Cherry Garden to iASEND (Jan 2021)</p> <p>Baseline pupils moving from CG to iASEND (April 2021)</p> <p>Begin use of Tapestry as an assessment measure (Oct 2021)</p>	SO, TMc, AT, PFH	Progression model the enables learning to be tracked and progress monitored from Cherry Garden to iASEND.
Engagement	<p>Progress assessed using pre-key stage standards in English language, reading, writing. (replacement of P scale 5 to 8)</p> <p>Assessment links across phases by developing a framework to support older, pre-entry level students</p> <p>Methods of learning and adaptations made to ensure effective access to the curriculum.</p> <p>Use of PLIMs to monitor and support holistic literacy development.</p>	<p>Termly update against pre-key stage standards.</p> <p>Development of a framework for learning that is built upon prior learning in phase 1 and 3.</p> <p>Embed use of Tapestry to track and monitor assessment across relevant phases.</p>	<p>Progress in Pre KS standards (Dec 2020)</p> <p>New framework for learning (Jan 2021)</p> <p>Tapestry embedded in to assessment (Nov 2020)</p> <p>New planning framework for pre-entry level group (Mar 2021)</p>	CD, KT, CAp, JM, ES	Smaller steps of progress in English captured and planning informed to enable a highly engaging curriculum that flows through phases.
National Curriculum	<p>Staff knowledgeable on content, progression, challenge and assessment. Further support in explicitly linking to PLIM/EHCP.</p> <p>Sequenced learning following progression model clearly evident.</p>	<p>Planning is clear and linked to iASEND framework</p> <p>Evidence of challenge within learning through books, PLIM targets</p> <p>Moderation between classes at different curriculum levels to ensure consistency between phases/classes.</p>	<p>Moderation of books and levels between classes (Jan 2021)</p> <p>Shared planning to ensure engaging and challenging learning (Dec 2021)</p>	All iASEND groups	Consistency and support for all staff where appropriate to deliver lessons of high quality that are meaningful
Qualifications	<p>Staff could describe content, progression, challenge and assessment. Further support in explicitly linking to PLIM/EHCP.</p> <p>Use of tracker to track non-statutory subjects such as BTECs, ASDAN and PSHEE objectives.</p> <p>Qualifications match and challenge pupil ability.</p>	<p>Staff to ensure qualification tracker is up to date</p> <p>Learning walk to identify excellent T&L</p> <p>Meet to share best practice on exciting lesson content</p> <p>Explore the use of project based learning within functional skills and Entry Level to adopt a cross curricular approach that embeds literacy skillset.</p>	<p>Tracker up to date (Nov 2020)</p> <p>Project design template created (Jan 2021)</p> <p>Learning walk (Dec 2020)</p> <p>Meeting online (Jan 2021)</p>	All qualification groups	Pupils are on track to achieve predicted grades within engaging and focused English lessons.