# English, Literacy and Communication Progression Model

## Engagement Curriculum

**Phase 5**

**Pre Entry Level**

**Functional Communication**
Literacy skills are developed through non subject specific teaching in a more functional learning environment. Learners build upon previous communication skills through everyday practical situations and role play e.g. community awareness and volunteering.
Pupils gain accreditation appropriate to their pathway for life.

**Phase 2,3 4**

**Engagement Profile**

**SCERTS**
A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS).
Language Partners
Literacy skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem solving.
Social Partners
Literacy skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem solving.

**Symbolic Awareness**
objects of reference, photographs, coloured symbols, black and white symbols, written words (sight)

**Blank Levels 1**
**Engagement Profile Targets**

**Launchpad to Literacy**
Launchpad for Literacy is an approach to literacy readiness. It also gives practitioners a tool to clarify what children can do, and identify developmental skill gaps by bridging the gap between spoken language and literacy through focussing on incremental sequences of skills (that may not be at the child's chronological age.)

**Phase 1**

**Engagement Profile**

**Cherry Garden**

Learners access a socially and emotionally secure environment, with a child-led focus in which they can learn successfully and play purposefully. Literacy skills are taught through the development of Communication & Language, Attention & Understanding, Reading and Writing . Focussed learning takes place on a 1:1 basis and is practiced through experimentation and exploration. Cherry Garden is a unique, child centered assessment framework, which follows the Early Years model to track lateral progress. Learners also begin their systematic preparation through the launchpad to literacy.

## Core Curriculum

**Phase 5**

**Pre Entry Level / EL1**

**Functional English**
English is taught as a discreet subject. Learners consolidate and develop English skills at pre-entry level in everyday practical contexts. Pupils follow an accreditation/ qualification preparing for an on-demand standardized test at entry level 1, if applicable.

**Phase 2,3,4**

**iASEND (E)**
English is taught as a discrete subject and formal learning is blended with practical activities. Use of rewards and visuals is on an individualised 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.

**iASEND (S)**
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 environments. 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.

**ELS**
Phonics is taught as a discrete subject 5 days a week to classes identified as ready to start their reading/phonics journey. The programme incorporates segmenting, blending, fluency and expression. Reading books are carefully matched to children's learning and are fully decodable ensuring success, engagement and enjoyment.

**Launchpad to Literacy**
Launchpad for Literacy is an approach to literacy readiness. It also gives practitioners a tool to clarify what children can do, and identify developmental skill gaps by bridging the gap between spoken language and literacy through focussing on incremental sequences of skills (that may not be at the child's chronological age.)

**Phase 1**

**Cherry Garden**

Learners access a socially and emotionally secure environment, with a child-led focus in which they can learn successfully and play purposefully. Literacy skills are taught through the development of Communication & Language, Attention & Understanding, Reading and Writing . Focussed learning takes place on a 1:1 basis and is practiced through experimentation and exploration. Cherry Garden is a unique, child centered assessment framework, which follows the Early Years model to track lateral progress

## Extended Curriculum

**Phase 5**

**Entry Level/ GCSE**

**GCSE English**
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 GCSE Exam for both English Literature and English Language in controlled conditions. Skills are built upon from KS3 in writing analysis and creative writing as well as writing for a purpose.

**Functional Skills EL3-L2**
English is taught through formal learning and functional concepts in the Pearson specification are taught.

**Phase 4**

**iASEND (D)**
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. They are introduced to Shakespearean texts and 19th-21st Century novels. SPaG is developed through broadening access to a variety of texts and skills of writing analysis are developed e.g. language and structural techniques.

**Phase 3, 4**

**iASEND (N)**
English is taught as a discrete subject. Formal learning is see all of the time; drama activities are used to enhance breadth and 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.

**Phase 2,3,4**

**iASEND (E)**
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.

**ELS**
Phonics is taught as a discrete subject 5 days a week to classes identified as ready to start their reading/phonics journey. The programme incorporates segmenting, blending, fluency and expression. Reading books are carefully matched to children's learning and are fully decodable ensuring success, engagement and enjoyment.

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**AAC**—PECS, VOCA, Communication books, Boards, Makaton, Talk to Type, Assistive technology, Eye gaze, OT strategies, SaLT

# 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, HAp, HMcI, JM, ES), Launchpad to Literacy (AMc) NELI (HM, SM, AMc), SCERTS Training (RH, SO, ES) Talk Boost (HM) Phonics Screening (HM), Blanks Levels and Colourful Semantics (RH, JW) GCSE English (ES), Special School Phonics Working Party (HM)

**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 situations and environments.

**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 ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. For pupils working in the engagement pathway, the following strategies are used to develop shared attention: Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories.

**Assessment and Progression (Impact):** Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Ongoing assessment identifies pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications/accreditations for pupils to access in order to plan for future pathway opportunities , allowing challenging targets to be set in line with life goals. Some pupils (Engagement Pathway) make smaller steps of progress and this is accounted for and monitored through the specific assessment system (MAPP).

Phonics Assessment: Pupils are assessed the penultimate week of a every half term, which allows for the final teaching week to be used to address any gaps in understanding and knowledge. This also ensures that direct in-class intervention can take place before any upcoming school holidays. The final teaching week will therefore be personalized to the needs of each pupil cohort. This ensures pupils keep up rather than catch up.

**English, Literacy and Communication Interventions:** Small group literacy support from academic mentor, ELS, sight reading, handwriting formation, Early Talk Boost, Talk Boost KS1, Talk Boost KS2, Nuffield Early Language Intervention (NELI), Colourful semantics, VOCA group, Communication book group, Lego based therapy.

**Cultural Capital:** Cultural capital is intrinsically bound up with phonics and the study of language and literature. The use of various literature and the development of our school cultural reading spine allows for the exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. It is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society and their future pathway.

**Integrated Therapies:** There is strong collaboration between Speech and Language Therapy (SaLT), and senior teachers in identifying the most appropriate programmes, for example sight reading, an their implementation. Many children with developmental difficulties find handwriting very challenging and the occupational therapist (OT) works closely with teachers to develop pre-writing and hand writing skills through multi sensory and carefully graded approaches. There is also a strong focus towards developing access to information and communication technology (ICT) and the use of a range of software to ensure that pupils are able to record their learning and at a level commensurate to their ability.

**Pupil Premium::** Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

# English Action Plan

| Area | Deep Dive | Action | Time (aim) | Who | Impact |
|------|-----------|--------|-----------|-----|--------|
| **Early Years** | One EY pupil currently accessing phonics. Other pupils accessing starting to access Launchpad to Literacy.<br><br>Emphasis on attending to stimulus with an adult and lots of progress made within Intensive Interaction.<br><br>Communication & Interaction targets are tracked through tapestry and EY curriculum tracked through Cherry Garden. | Create a tracker for Intensive Interaction to monitor pupils progress in the different areas of this.<br><br>Develop Launchpad to Literacy and integrate through a variety of approaches<br><br>Develop the use of sensory stories as a resource to promote the love of literacy | February 2022<br><br>January 2022<br><br>December 2022 | SO,CS, MB<br><br>SO<br><br>SO, ES | Staff are able to track and monitor progress within intensive interaction to show patterns and levels of development in attention.<br><br>LtL is integrated into the curriculum for every child build on prior learning and address any gaps using various sensory approaches.<br><br>Sensory stories are an integral part of literacy learning and taught in an impactful and timely way. |
| **Engagement** | Pupils are working towards PLIM targets with communication & interaction being their key link with literacy outcomes.<br><br>Pupils follow a functional, multi sensory approach to learning with therapies integrated throughout the school day. | To design a personalised word bank of functional sight words to support independence and community awareness.<br><br>To implement the use of Launchpad to Literacy as an alternative programme to prepare pupils for and embed basic literacy skills, identifying and addressing gaps in knowledge. | September 2022 | ES, HM, RH | Pupils are equipped to read key familiar words and/or symbols to support their understanding of their environment and independence within the community.<br><br>Launchpad to Literacy programme is embedded and staff are appropriately trained to deliver the content and make progress in filling any literacy knowledge gaps. |
| **Core** | Phonics is integrated into the literacy lesson, however, retention has been recognized as a barrier to success.<br><br>Need to further investigate the effective use of reading books being used consistently to support the learning taking place in the classroom, ensuring success for all.<br><br>Complexity of the core pathway means that some pupils need another programme to support literacy learning at a pre-phonic level. | To update literacy materials inclusive of assistive technologies to allow access of reading material for all.<br><br>To implement the use of Launchpad to Literacy as an alternative programme to prepare pupils for and embed basic literacy skills, identifying and addressing gaps in knowledge. | September 2022<br><br>February 2022 | ES, HM, AMc , JR | Application is made to The Foyle Foundation to allow for the purchase of high quality resources allowing all students to access reading and promote a love of reading throughout school.<br><br>Launchpad to Literacy programme is embedded and staff are appropriately trained to deliver the content and make progress in filling any literacy knowledge gaps |
| **Extended** | All pupils currently begin a qualification if applicable to their pathway. Need to investigate the flow between qualifications ensuring appropriate challenge for every pupil. | Qualifications to be reviewed and assessed as to accuracy , and matched to pupil ability in the cohort ensuring  it supports progress towards future pathways. | October 2021 | ES, JB, | Qualification is robust and up-to-date with pupil accessing courses appropriate to their needs an future goals. |
| **Whole School** | Access to whole school library for all pupil s. Need to develop the offer of texts with more cultural significance to develop cultural capital within literacy.<br><br>Currently using Letters and Sounds phonics programme. Not endorsed by the DfE anymore so need to change and investigate new SSP and whole school training to ensure fidelity to the programme.<br><br>A range of books available, but relating to different schemes and possibly confusing.<br>New reading framework guidance has meant that teachers need to rethink methods ensuring that phonics teaching is direct and not diluted with fun activities. | To create a cultural reading spine accessible for pupils across all phases and within all pathways.<br><br>To adopt and embed a new phonics programme including applicable resources.<br><br>To ensure high quality teaching and learning of phonics and literacy including recommended teaching strategies based on government guidelines (The Reading Framework) | April 2022<br><br>February 2022<br><br>March 2022 | AMc<br><br>HM<br><br>ES, HM, AMc | A wide range of culturally diverse material is available for students through school across all phases allowing for a broader understanding world cultures and material.<br><br>A new government approved SSP programme is embedded into the curriculum teaching phonics to students for which it is applicable, with the use of up-to-date and high quality resources.<br><br>High quality teaching strategies are in place along with timetable adjustments to maximise provision and learning outcomes against individual targets. Whole school training to take place on this. |