

English Curriculum Statement

Subject Content for the academic year 2020 - 2021

Early years and Key stage 1 will develop their understanding and use of language through exploration of different texts which fall under the topics of; Look at me, A splash of colour, In my garden, Walking through the jungle and Under the sea. Where appropriate, pupils will be introduced to 'Jolly phonics' and the 'Letters and Sounds' phonics scheme.

Key Stage 2 will study a range of texts linked to their topics of Inventions, Festivals and Celebrations, Pirates, India, On the Farm and Holidays. These will include visual literacy, information texts, poetry and fictional stories on a common theme. Key Stage 2 students will also follow the Letters and Sounds phonics scheme where appropriate.

Key Stage 3 will study; Contemporary authors (David Walliams and Julia Donaldson), Brochures and leaflets - informative texts, Non-fiction, recounts, shape poetry and animal stories from different cultures.

Pupils on the Alternative Curriculum across Key Stages 2 and 3 will primarily focus on developing their communication and language skills, and will be encouraged to explore stories and texts using a range of sensory resources. Stories will be linked to the topics of Travel, Senses, Under the Sea, Farming, The World Around Me and Space.

14 – 19 provision – OCNWM in English Entry level 1, 2, 3.

What are we trying to achieve?

At Pitcheroak School we aim to;

- To develop our cross departmental links in order to further improve our standards in Literacy.
- To ensure that all pupils achieve through our commitment to developing literacy at all levels including an Augmentative and Alternative Communication environment.
- To ensure that students build on and develop English skills throughout their school lives and leave Pitcheroak as confident as they can be, within their reading, writing and communication skills.
- To increase pupil's self-esteem and ensure that every child has the opportunity to succeed, progress and fulfil their full potential
- To develop a love of literature through widespread reading for everyone, and to enable children to read with understanding.
- To develop competence in the use of 'standard' English.
- To access a wide range of literature by providing opportunities to make valuable use of the school library and local libraries
- To have opportunities to extend skills and improve development through the use of ICT
- To help to acquire a wide vocabulary.
- To develop and secure effective speaking and listening skills.

- To support a love of literature by exploring books and stories using a range of sensory stimuli.

How is learning organised?

Early Years Foundation Stage – children within this area of school follow the seven key areas including Communication and Language, and Literacy. Within our Early Years department, children will be introduced to key basic skills within English. They will experience a range of age appropriate texts and develop their confidence and skills in speaking and listening. Where necessary the children will use Sign-along, PECS and Communicate in print to aid their communication. Children will start to mark make in their first steps to writing and will experience phonics and letter sound activities.

Key Stage 2 – The children within these classes consolidate their learning from the Early years foundation stage and move onto developing and extending their skills by using Year 1 and 2 objectives from the National curriculum which are split into specialised Pitcheroak Steps using our SOLAR assessment tool. We follow these principles to ensure continuity and progression within these key stages. The children will continue to follow a synthetic phonics programme and will develop further skills in group and individual reading, handwriting, speaking and listening. The children will use and experience a range of poetry, fiction and narrative texts.

Key Stage 3 – Pupils within this area of the school have demonstrated that they still require a supportive curriculum offering consolidation and development of skills taught within Key Stage 2. Within this department, pupils are taught their English skills through cross-curricula experiences and develop skills from Year 2 & Year 3 as identified in the new National Curriculum but adapted into specialised Pitcheroak steps using our SOLAR assessment tool. Pupils continue to follow a Primary curriculum due to their need to continue with skills and build on what they already know in a successive manner. Pupils have the opportunity to work with some texts from the Key Stage 3 reading list, but in a more relevant and appropriate programme.

14-19 Progressing from Key Stage 3, the students within our 14 – 19 department embark on accredited courses including Entry Level English from the Open College Network West Midlands. Depending on their levels as they leave Middle school will inform as to whether the students are working at Entry Levels 1, 2 or 3. (Equating to National Curriculum Levels 1, 2 or 3). During their time, students continue to work on their English skills in a way that is relevant to their lives post school. They build on the key skills within English, such as reading signs and labels in shops and their everyday environments, they write for purpose and learn to fill in forms, write CV's and letters and they develop their speaking and listening skills when learning to work with others and prepare for interviews.

Alternative Curriculum

Pupils in Key Stage 2 or 3 who are working towards the Alternative Curriculum will develop their early literacy skills during Communication sessions, and will be primarily assessed using the recently developed Pitcheroak Communication Steps. Pupils will be provided with opportunities to interact with stories and texts in ways that are appropriate to their needs, often through the use of sensory stimuli to enhance their understanding and engagement. They also will be provided with opportunities to practice early mark making skills.

How is this achieved?

- Pitcheroak works closely with speech and language team in order to further develop effective communication skills.
- Children are assessed using the Pitcheroak Steps in the SOLAR assessment tool which is used to monitor and track progress.
- Phonics assessments are completed each term to monitor progress. This information guides reading and phonics grouping across lower and middle school.
- Children have the opportunity to access a broad curriculum and range of experiences and an enriched curriculum.
- Reading and Writing moderation takes place both internally and externally. This is carried out through big write activities and moderation of work completed in English time.
- Reading and guided reading are prioritised across the school and every child and young person spends time reading and completing reading activities daily.
- Every class has a focus text which supports the teaching of reading, writing and speaking and listening.