

ENGLISH

Intent

At Welburn Hall School we aim for our pupils to be the best readers, writers and communicators they can be.

We want all our pupils to be able to make choices and express opinions. Within English lessons we help our pupils to question and understand the world around them.

We, as a school, promote and share our love of reading and aim to make English lessons enjoyable, captivating and inspiring. We aim for our classrooms to be vocabulary rich and in line with the understanding and comprehension of our pupils

We promote reading, writing and speaking and listening throughout our whole curriculum.

The pupils acquire skills in English so that they become individuals who can express themselves confidently and articulate thoughts and opinions.

We aim to have assertive and successful learners who enjoy learning, make progress and achieve their aspirations and can live safe, healthy and happy lives, becoming active citizens who make a positive contribution to society and their communities. We build on functional English skills throughout school and College so that pupils can become as independent as possible. We aim for our pupils to be functional readers and writers. We ensure our English lessons are grounded in real life experiences.

Pupils working at our 'engage' and 'semi formal' levels follow a cross curricular and contextualised learning environment, an environment that responds to their needs and enables all learners to communicate, think and problem solve in a range of contexts. The curriculum follows a thematic approach where subject areas focus on a theme to excite and engage pupils in learning. EHCP targets form a central part in these personalised learning journeys.

The English curriculum builds connections, develops problem solving skills and coherence and is alive with opportunities for active cross-curriculum contextualised learning and enabling the pupils to communicate.

Assessment is fit for purpose, an integral part of teaching and learning and drawing on wide evidence of learning. It looks at each learner individually and captures holistic progress, identifying learners' achievements and their next steps, maximising progress and development.

The pupils who follow a 'formal pathway' have more subject based learning. Activities and learning opportunities are bespoke and develop aspirations, skills and needs outlined in their EHCPs. The curriculum follows a blend of academic and life skill experiences, building strong foundations to secure positive future destinations when they leave school. Themes are overarching and have significance for individuals and society, providing relevant learning over a 3-year rolling programme. We have a supportive environment, promoting independence, social, emotional skills, positive behaviour and respect for peers and property.

Pupils can explore different perspectives, themes and genres and have cultural appreciation when reading and sharing different texts. The pupils become involved in English lessons and appreciate language, the art of storytelling and the power of words.

By carefully selecting literature in line with pupils' understanding and interests, we can explore moral dilemmas and the consequences of human actions. Pupils are prompted to reflect on their own values, ethics, and decision-making processes.

Please note our 'Nurture group' curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal Pathway			
Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable pupils to access the curriculum through a 'theme' based approach. • Provide pupils with a 'language rich' environment. • Adopt a 'total communication' approach. • Work closely with Speech and Language therapists to ensure approaches and 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Build on previous skills and knowledge. • Enable pupils to access the curriculum through a themed based approach. • Provide pupils with a 'language rich' environment. • Adopt a 'total communication' approach. developing the 	<p>Our curriculum will...</p> <p>Develop English and Learning skills using The Achievement Continuum.</p> <p>English skills will also be embedded via cross curricular links. Focus on developing functional communication skills.</p> <ul style="list-style-type: none"> • Build on previous skills and knowledge. 	<p>Our curriculum will...</p> <p>Develop English and Learning skills using The Achievement Continuum.</p> <p>English skills will also be embedded via cross curricular links. Focus on developing functional communication skills.</p>

<p>strategies are bespoke to the pupil.</p> <ul style="list-style-type: none"> • Give the pupils opportunities to adopt 'reading behaviours' e.g. looking at a book, accessing the library and sensory stories. • Access 'pictures and symbols. • Read words and simple phrases. • Access the phonics programme Read, Write, Inc if appropriate. • Handwriting and mark making opportunities will be offered through sensory activities and with advice for occupational therapy and be based upon current themes and topics • Explore ways of expressing needs, likes and dislikes • Recognise some rhymes, syllables, and sounds • Respond to texts, identifying favourite stories, authors, and illustrators • Listen to and respond orally to texts 	<p>communication skills of all pupils.</p> <ul style="list-style-type: none"> • Work closely with Speech and Language therapists to ensure approaches and strategies are bespoke to the pupil. • Give the pupils opportunities to adopt 'reading behaviours' e.g. looking at a book, accessing the library and sensory stories. • Develop a love for reading and literature and give opportunity to explore literature based around current genres or focuses within other subjects. • Access pictures and symbols. Use of colourful semantics. • Read words and simple phrases. • Give the pupils handwriting and mark making opportunities will be offered through sensory activities and with advice for occupational therapy and be based upon current themes and topics. 	<ul style="list-style-type: none"> • Develop functional vocabulary. • Pupils will build upon their communication skills through functional skills and social communication. • Work closely with Speech and Language therapists to ensure approaches and strategies are bespoke to the pupil. • Give the pupils opportunities to adopt 'reading behaviours' e.g. looking at a book, accessing the library and sensory stories. • Enable pupils to access pictures and symbols. Use of colourful semantics. • Enable pupils to read words and simple phrases. Use of ICT if required. • Enable all pupils to write as clearly as possible with the use of ICT if required. • Encourage pupils to develop a love for reading and literature and give them the opportunity to explore literature based around current genres or focuses within other subjects. 	<ul style="list-style-type: none"> • Build on previous skills and knowledge developed in KS4. • Develop functional vocabulary. • Enable learners to continue to develop functional communication skills. • Enable students to access pictures and symbols. Use of colourful semantics. • Enable students to read words and simple phrases. Use of ICT if required. • Enable all College students to write as clearly as possible with the use of ICT if required. • Continue to develop a love for reading and literature and give students the opportunity to explore literature based around current genres or focuses within other subjects. • Allow students to use interaction skills including listening while others speak, using appropriate voice levels, articulation (if appropriate), body language, gestures, and eye contact.
--	---	--	---

	<ul style="list-style-type: none"> • Pupils to access a phonics programme appropriate to their level and learning needs. Access to the phonics programme Read, Write, Inc if appropriate. • Recognise that texts are made up of words and groups of words that make meaning • Use interaction skills including listening while others speak 	<ul style="list-style-type: none"> • Allow pupils to share feelings and thoughts about the events and characters in text • Retell familiar text through performance • Use interaction skills including listening while others speak, using appropriate voice levels, articulation (if appropriate), body language, gestures, and eye contact. 	<ul style="list-style-type: none"> • Give students opportunities to express their needs, likes and dislikes as independently as possible • Develop confident communicators within a varied audience.
Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC):			
<ul style="list-style-type: none"> • Attention Autism (Bucket time) • TACPAC • Sensory stories • Intensive interaction • Colourful Semantics • RWI Phonics • Augmentative and Alternative communication (AAC) • Fine motor interventions • SALT interventions • Sensory circuits • Community visits • School library • World Book Day 	<ul style="list-style-type: none"> • TACPAC • Sensory stories • Intensive interaction • Colourful Semantics • Augmentative and Alternative communication (AAC) • RWI Phonics • Fine motor interventions • SALT interventions • Sensory circuits • Community visits • School library • World Book Day • Roald Dahl Day • National Poetry Day 	<ul style="list-style-type: none"> • Colourful Semantics • Fresh Start • Augmentative and Alternative communication (AAC) • Fine motor interventions • SALT interventions • Sensory circuits • Community visits • School library • World Book Day • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school 	<ul style="list-style-type: none"> • Learning through life skills • Visits to the local area • Access to the school grounds to extend learning opportunities • Listening and responding in real life situations for example in a cafe or supermarket • Communicating with people in the local community in a variety of ways • Theatre visits • Cinema • Meeting authors

<ul style="list-style-type: none"> • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school • Sensory theatre workshops • Puppet shows • Pantomime 	<ul style="list-style-type: none"> • National Storytelling week • Visitors to school • Theatre visits • Cinema • Meeting authors • Links with local libraries and book shops 	<ul style="list-style-type: none"> • Theatre visits • Cinema • Meeting authors • Links with local libraries and book shops 	<ul style="list-style-type: none"> • Links with local libraries and book shops • Broadening experiences and choices • Visits to colleges • Work experience • Learning in a different environment – transferral of skills • Meeting other people • Speaking and communicating with unfamiliar adults
---	--	--	--

The Impact of our curriculum opportunities will be that pupils will:

<ul style="list-style-type: none"> • Develop their ability to learn through play and a continuous provision approach. • Explore and make choices in a 'language rich' environment. • Adopt a 'total communication' approach, using a range of strategies to make their needs known. 	<ul style="list-style-type: none"> • Build on previous skills and knowledge. • Access the curriculum through a themed based approach. • Make progress within a 'language rich' environment. • Adopt a 'total communication' approach, developing the communication skills of all pupils. 	<p>Develop English and Learning skills using The Achievement Continuum.</p> <p>English skills will also be embedded via cross curricular links. Focus on developing functional communication skills.</p> <ul style="list-style-type: none"> • Build on previous skills and knowledge. • Develop functional vocabulary, with a focus on developing their ability to 	<p>Achieve an Open Award in Skills for Further Learning and Employment.</p> <p>Develop English and Learning skills using The Achievement Continuum. English skills will also be embedded via cross curricular links. Focus on developing functional communication skills.</p> <ul style="list-style-type: none"> • Build on previous skills and knowledge developed in KS4.
--	--	--	--

<ul style="list-style-type: none"> • Make progress within their individualised Speech and Language targets. • Use Makaton to aid understanding. • Make choices using a range of strategies. • Access the library and sensory stories. • Access 'pictures and symbols. • Read words and simple phrases. • Access the phonics programme Read, Write, Inc if appropriate. • Develop their ability to mark make and progress to handwriting. 	<ul style="list-style-type: none"> • Make progress within their individualised Speech and Language targets. • Practise 'reading behaviours' e.g. looking at a book, accessing the library and sensory stories. • Develop a love for reading and literature and give opportunity to explore literature based around current genres or focuses within other subjects. • Access pictures and symbols. Use of colourful semantics. • Read words and simple phrases. • Develop handwriting and mark making through sensory activities. Ability to make marks which are understood. • Make progress within a programme appropriate to their level and learning needs. • Access the phonics programme Read, Write, Inc if appropriate. 	<p>communicate and access the community e.g. travel programme.</p> <ul style="list-style-type: none"> • Make progress within their individualised Speech and Language targets. • Build upon their communication skills through functional skills and social communication. • Adopt 'reading behaviours' e.g. looking at a book, accessing the library and sensory stories. • Access pictures and symbols. Use of colourful semantics. • Read words and simple phrases. Use of ICT if required. • Write as clearly as possible with the use of ICT if required. • Continue to develop a love for reading and literature and give opportunity to explore literature based around current genres or focuses within other subjects. 	<ul style="list-style-type: none"> • Develop functional vocabulary. • Develop functional communication skills. • Access pictures and symbols. Use of colourful semantics. • Read words and simple phrases. Use of ICT if required. • Write as clearly as possible, with the use of ICT if required. • Continue to develop a love for reading and literature and give opportunity to explore literature based around current genres or focuses within other subjects.
--	---	--	--

Formal classes

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Start the learning journey for each child at the stage they arrive at Welburn Hall. • Prepare the child for the next step in life. • Develop an interest and curiosity in English in the wider world. • Begin to lay the foundations of English knowledge. • Equip all pupils with the skills to begin to express themselves and communicate with others, using communication aids if required. • Ensure all children have access to bespoke RWI provision suitable for each individual child. • Provide pupils with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Equip pupils with the skills they need to communicate and express themselves with others, including using communication aids if required. • Ensure all children have access to bespoke RWI provision suitable for each individual child. • Enable all learners to begin to read to the best of their abilities using RWI phonics. • Enable all pupils to write as clearly, accurately, and coherently as they can. • Develop vocabulary, with an emphasis on functional vocabulary for some. • Provide learners with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable pupils to leave with a qualification in English which is appropriate to their level. • Ensure aspirational accreditation choices and prepare pupils for their next stage of learning. • Enable all pupils to express themselves and communicate with others. • Enable all pupils to read to the best of their ability. • Enable all pupils to write as clearly, accurately, and coherently as they can. • Develop functional vocabulary. • Provide pupils with a wide range of texts of different text types and from a range of authors, time periods and cultures. • Develop a rich and varied vocabulary. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable all pupils to leave with a qualification in English. • Enable all learners to move to the next stage of their lives. • Enable all learners to confidently express themselves and communicate with others, in a range of settings, using communication aids if required. • Enable all learners to read to the best of their abilities. • Enable all learners to independently write as clearly, accurately, and coherently as possible • Develop a rich and varied vocabulary. • Provide learners with access to a wide range of texts of different text types and from a range of authors, time periods and cultures.

<p>e.g. songs, rhymes, sensory stories</p> <ul style="list-style-type: none"> • Learn to listen and respond appropriately to adults and their peers. • Give the pupils opportunities to ask questions and build on their knowledge. 	<ul style="list-style-type: none"> • Allow pupils to continue to build on their vocabulary when communicating. • Gain the interest of the listener. 	<ul style="list-style-type: none"> • Take part in the Fresh Start programme to boost reading skills if appropriate. • Give opportunities to articulate answers, arguments, and opinions • Develop pupils' ability to gain, maintain and monitor the interest of the listener(S) • Allow pupils to participate in discussions, presentations performances, role play, improvisations, and debates. 	<ul style="list-style-type: none"> • Enable learners to confidently apply their English skills to new situations in their life and work. • Enable learners to show an understanding of the role English plays in the world so that they can function as effective citizens. • Give opportunities to develop well-structured descriptions, explanations and narratives for different purposes including for expressing feelings • Develop pupils' ability to maintain interest and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Learning Opportunities including Cultural Capital and Spiritual, Moral, Social and Cultural (SMSC):			
<ul style="list-style-type: none"> • Colourful Semantics • Clicker 8 • RWI Phonics • Fine motor interventions • SALT interventions • Sensory circuits • Community visits 	<ul style="list-style-type: none"> • Colourful Semantics • Clicker 8 • RWI Phonics • Fine motor interventions • SALT interventions • Sensory circuits • Community visits 	<ul style="list-style-type: none"> • Fresh Start programme • Colourful semantics • Clicker 8 • Internet research • Preparation for Adulthood activities • Sensory circuits 	<ul style="list-style-type: none"> • Fresh Start • Colourful Semantics • Clicker 8 • Focus on reading and writing – skills based e.g. writing a CV / letter • Internet research

<ul style="list-style-type: none"> • School library • World Book Day • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school • Author visits • Pantomime • Puppet shows • Sensory storytelling workshops 	<ul style="list-style-type: none"> • School library • World Book Day • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school • Author visits • Theatre visits • Cinema visit • Visiting local libraries 	<ul style="list-style-type: none"> • Community visits • School library • World Book Day • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school and links e.g. police officer/careers • Creative writing • Exploring moral themes in books and characters e.g. good will and kindness • Class readers cover topics such as race, homelessness, alcoholism, sexism • Compare fiction to real life scenarios • Listen to presentations and ask questions, encouraging pupils to think about the world outside of school • Be involved in school council and having their own voice. Represent others and respect opinions. Give logical arguments with respect, rationality, and thoughtfulness. • Develop an appreciation of the arts – theatre 	<ul style="list-style-type: none"> • SALT interventions • Sensory circuits • Community visits • School library • World Book Day • Roald Dahl Day • National Poetry Day • National Storytelling week • National writing day • Visitors to school • Visitors to school and links e.g. police officer/careers • Creative writing • Exploring moral themes in books and characters e.g. good will and kindness • Class readers cover topics such as race, homelessness, alcoholism, sexism • Compare fiction to real life scenarios • Listen to presentations and ask questions, encouraging students to think about the world outside of school • Be involved in school council and having their own voice. Represent others and respect opinions. Give logical arguments with respect, rationality, and thoughtfulness.
---	--	---	--

		<ul style="list-style-type: none"> • Develop spiritual development through discussion and debate e.g. consequences of right and wrong behaviour and applying this to their own lives 	<ul style="list-style-type: none"> • Develop an appreciation of the arts – theatre • Develop spiritual development through discussion and debate e.g. consequences of right and wrong behaviour and applying this to their own lives
The Impact of our curriculum opportunities will be that pupils will:			
<ul style="list-style-type: none"> • Access a theme-based curriculum. • Use a bespoke sensory programme to enable them to engage in learning. • Respond to a ‘language rich’ environment. • Adopt a ‘total communication’ approach. • Make choices using a range of strategies. • Make progress within their individualised Speech and Language targets. • Develop their ‘reading behaviours’ e.g. looking at a book, accessing the library and sensory stories. • Access ‘pictures and symbols. 	<ul style="list-style-type: none"> • Use the skills, they need to communicate and express themselves with others, including using communication aids if required. • Make progress in their reading with access to bespoke Read Write Inc programme. • Begin to read to the best of their abilities, using RWI phonics. • Write as clearly, accurately, and coherently as they can. • Develop vocabulary, with an emphasis on functional vocabulary for some. • Respond to a wide range of stimuli and texts of different 	<ul style="list-style-type: none"> • Gain a qualification in English which is appropriate to their level. • Express themselves and communicate with others. • Read to the best of their ability • Write as clearly, accurately, and coherently as they can. • Develop functional vocabulary. • Read a wide range of texts of different text types and from a range of authors, time periods and cultures. • Develop a rich and varied vocabulary. • Become as independent as possible. 	<ul style="list-style-type: none"> • Gain appropriate qualification(s) in English. • Move to the next stage of their lives with growing independence. • Confidently express themselves and communicate with others, in a range of settings, using communication aids if required. • Read to the best of their abilities. • Independently write as clearly, accurately, and coherently as possible. • Develop a rich and varied vocabulary. • Access and respond to a wide range of texts of

<ul style="list-style-type: none"> • Read words and simple phrases. • Access the phonics programme Read, Write, Inc if appropriate. • Develop their ability to mark make and progress to handwriting. 	<p>text types and from a range of authors, time periods and cultures.</p>	<ul style="list-style-type: none"> • Speak audibly and fluently (if able to) with an increased command of standard English. • Maintain interest and participate actively in collaborative conversations. 	<p>different text types and from a range of authors, time periods and cultures.</p> <ul style="list-style-type: none"> • Confidently apply their English skills to new situations in their life and work. • Show an understanding of the role English plays in the world so that they can function as effective citizens. • Use language to develop understanding through speculating, hypothesising, imaging, and exploring ideas. • Participate in presentations, discussions, performances, role play, improvisations, and debates. • Consider and evaluate different viewpoints, attending to and building on the contributions of others.
--	---	--	---