



## English

### Intent, Implementation, Impact:

### Reading

Intent	Implementation	Impact
<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• have regular access to a wide variety of books which are appropriate to their levels and age</li> <li>• foster an interest in books, sensory stories and reading for pleasure</li> <li>• develop reading skills through the use of sign and symbols, ICT, objects, pictures and words</li> <li>• able to apply their reading skills to enable them to access the wider world</li> <li>• value reading as a key life skill, and enabled to become confident and competent lifelong readers</li> <li>• have a thirst for reading a range of genres including poetry</li> <li>• participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• access to sensory stories; reading for pleasure; wide range of books - 'Starbooks' Café and Learning Den; phonics lessons, book resources related to topic-based learning, daily story time</li> <li>• Read Write Inc synthetic phonics programme (at least 4 times a week)</li> <li>• lively phonic books in Read Write Inc are closely matched to their increasing knowledge of phonics and 'tricky' words</li> <li>• use of colourful semantics to develop reading skills</li> <li>• opportunities to practise functional reading skills in real life situations - life skills trips, cooking activities, shopping, travelling in the community</li> <li>• use of ICT and on-line learning platforms in school and at home such as Kindles, I-Pads, Fast phonics, Reading Eggs, Lexia, Ed Shed, Oxford Owl etc)</li> <li>• appropriate reading materials matched to age / developmental level</li> <li>• regular reading of a wide variety of texts (recipes, instructions, signs, instructions, radio show scripts etc.</li> <li>• group/guided reading sessions</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• experience success from the very beginning</li> <li>• learn the English alphabetic code</li> <li>• learn one way to read the 40+ sounds and blend these sounds into words</li> <li>• learn to read the same sounds with alternative graphemes</li> <li>• fluency increases, through re-reading the stories,</li> <li>• enjoy books and reading and have a good understand text on different levels</li> <li>• develop the resilience to attempt to read a wide variety of texts read with a deeper understanding from a wide range of different text types including fiction and non-fiction publications, as well as real life texts such as sign posts, labels, captions and lists</li> <li>• can decode, blend and encode</li> <li>• are enriched by cultural opportunities to broaden understanding of the wider world</li> </ul>

## Writing

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>develop writing skills through the use of sign and symbols, ICT, objects, pictures and words</li> <li>access an extensive, age-appropriate range of literary materials and experiences through writing for a variety of purposes</li> <li>able to plan, draft, proof read, evaluate and edit their writing.</li> <li>leave school being having developed their best handwriting in terms of fluency and legibility</li> <li>develop the ability to work out and clarify the meanings of unknown words and words with more than one meaning</li> <li>develop awareness of the audience, purpose and text type for a piece of writing as well as an increasingly wide knowledge of vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>development of fine motor skills and mark making through messy play, and approaches such as 'Dough Disco', 'Squiggle While You Wiggle'</li> <li>through the use of the Read Write Inc Phonics programme:</li> <li>write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know</li> <li>practise handwriting every day: sitting at a table comfortably</li> <li>learn correct letter formation</li> <li>learn how to join letters speedily and legibly</li> <li>use of colourful semantics to develop reading skills</li> <li>scaffolding frames</li> <li>use of ICT - such as Clicker, emails</li> <li>drafting, redrafting; explicit teaching of SPaG</li> <li>analysing pieces of writing (WAGOLL, presentational features of functional texts)</li> <li>composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read</li> <li>writing; during topic work and literacy lessons</li> <li>exploring functional writing (formal / informal, emails, letters, application forms)</li> <li>spelling, vocabulary, grammar, punctuation; as part of daily writing activities</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>develop their writing firstly through play, talk and mark making</li> <li>develop their writing skills, producing structured legible script using correct letter formation</li> <li>writing shows the correct use of spelling, punctuation and grammar,</li> <li>will develop the structure of their writing</li> <li>the meaning of their writing will be clear to the reader</li> <li>develop the resilience to attempt to use the written word</li> </ul>

## Speaking and Listening

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>be able to speak clearly, fluently and coherently</li> <li>to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively</li> <li>be able to confidently express themselves through the use of language (verbal and non-verbal)</li> <li>develop communication skills so that learners are able to access the wider world at a level appropriate to their needs</li> <li>be able to communicate effectively with others in a range of social situations and interact with their peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>giving our learners confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions</li> <li>encourage a respect for the views of others</li> <li>total communication approaches - Intensive Interaction (promote spontaneous communication), Objects of Reference, Eye Gaze, Makaton, symbols</li> <li>attention time</li> <li>SCERTS sentence structures</li> <li>circle time</li> <li>specialist programmes assessed and developed by SALTs, delivered by teachers and LSAs</li> <li>time, space and opportunities for spontaneous social interaction</li> <li>speaking in front of groups - assemblies, talent show, church services etc</li> <li>structured social times, student council</li> <li>restorative principles employed - everyone has a voice</li> <li>presenting radio show</li> <li>work related learning contexts - mock job interviews, visiting speakers</li> <li>supported to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately</li> </ul>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>can initiate an interaction</li> <li>successfully communicate their basic needs and wants</li> <li>speak clearly and confidently to familiar and less familiar people in a range of situations</li> <li>listen attentively and value the contribution of others</li> </ul>