












### English Curriculum Rationale

“At Rosehill School we believe that all pupils deserve an education of the highest standard and every pupil is entitled to a broad, balanced and enriched curriculum through which their reading and writing skills will be developed; an education that is mindful of the individuality of each pupil’s learning style and recognises the need for a holistic and personalised teaching approach, supported by a range of engaging multi-sensory activities” (from English Reading and Writing Policy)

Intent		Implementation		Impact	
 <p>Curriculum</p>	<p>A high-quality education in English will allow pupils to acquire core skills essential to enhance their lives; it will enable learners to communicate their ideas and emotions to others and to understand other people’s communication and views. Through reading in particular, pupils have an opportunity to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know.</p> <p>All pupils will develop skills in Reading through accessing a range of fiction, non-fiction texts and poetry. They will improve their understanding of texts and answer appropriate questions through the use of objects, photos, symbols, words and sentence building. They will learn to express their thoughts and feelings by using correct writing tools (symbols, words) and use their writing skills in real life context to support their independence required for adult life.</p> <p>The long-term plan for Reading and Writing is mapped out as a 3-year Programme of Study. The English Lead adopts units each term from within the above core areas, which also link with topics, ensuring learning remains sequenced and there is a broad and balanced English curriculum delivered.</p>	 <p>Pedagogical Approaches</p>	<p>We provide structure and organization through using our modified teaching environment, routines and teaching styles.</p> <p>Pupils will initially learn to focus on objects and then photographs, pictures, symbols and words so that they are able to relate the abstract concept of words to concrete objects and experiences.</p> <p>We teach pupils to read and write using a range of approaches, tailoring teaching to the individual needs of every learner. While some autistic children read phonetically, many are natural sight readers, therefore both approaches are used in teaching reading and writing. Children are taught sounds through the use of music, games and phonics sessions. Whole word approach is taught through access to symbols, key words, Spelling arc, visual discrimination resources and Colourful Semantics.</p> <p>New words are presented in a variety of contexts particularly in real and meaningful situations. We use written form and symbols where possible to support teaching new vocabulary.</p> <p>Independent mark making is developed through many other curriculum areas including art, computing, maths and structured play. We provide regular opportunities for pupils to experiment with a range of different media, including technology such as the Interactive boards, to encourage independent mark making and value the contributions of each pupil. We teach correct letter formation using the correct direction and sequence of movements from the outset.</p>	 <p>Approach to Assessment</p>	<p>Monitoring children’s progress throughout their school life is vital in order to establish their acquisition of knowledge. At Rosehill School, learning always starts with the children’s prior knowledge and any misconceptions that they may have. Baseline assessments are used to initially guide teaching to read and write and learning is always built upon lesson by lesson. Termly assessments will monitor individual children’s progress longer term and beyond.</p> <p>Pupils’ learning is monitored through:</p> <ul style="list-style-type: none"> <li>• Conducting book scrutinies – ‘book looks’ - annually</li> <li>• Evaluating classroom’s provision through learning walks and lesson observations - annually</li> <li>• Subject deep dives</li> <li>• English planning scrutinies – annually</li> <li>• Progress data analysis</li> <li>• Meetings with teachers</li> </ul>

 <p>End Points</p>	<p>Pupils able to understand the world around them through reading and accessing a wide range of texts; Pupils have developed their love of literature through widespread reading for enjoyment;</p> <p>Pupils have developed the habit of reading and listening to others reading widely and often, for both pleasure and information;</p> <p>Through reading and engaging with the sensory stories, pupils have accessed experiences which they won't be able to experience otherwise;</p> <p>Pupils have engaged with a wide range of texts, for both pleasure and information, with the support of objects, sensory experiences, pictures, symbols and print;</p> <p>Pupils have developed receptive and expressive vocabulary;</p> <p>Where relevant learners have acquired an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;</p> <p>Pupils have developed comprehension skills, so they are able to extract information from different types of texts, including pictures and symbols for pre-readers;</p> <p>Pupils have engaged with means and opportunities to express themselves verbally and through the use of pictures, symbols and words;</p> <p>Pupil access to the future opportunities such as education, hobbies, volunteering and employment has been maximised through accessing English teaching.</p>	 <p>Teachers' Knowledge</p>	<p>All staff will have sufficient training on teaching English, including on how to use specific to Rosehill school reading and writing strategies.</p> <p>All new staff access Induction training and staff are able to engage in a refresher training annually.</p> <p>English lead accesses NST English subject network termly to follow most current research, which in turn is shared with staff through staff meetings and training events.</p> <p>English moderation sessions (including moderation with other schools) are conducted regularly.</p> <p>Teachers and TAs take part in at least one training session focussing on different strands of reading and writing, at least once a year.</p> <p>Teacher knowledge is assessed through lesson observations, learning walk, training feedback and individual conversations with the English lead.</p> <p>For pupils in Key stages 1, 2 and 3, a topic themed approach is adopted, so that cross curricular links can be used to reinforce and generalise learning. A more flexible, skills-based student centred 14-19 curriculum prepares students for post school life.</p>	 <p>Performance Data &amp; Pupil Progress</p>	<p>The English Subject Leader under supervision of the Governors, Headteacher and leadership team is responsible for ongoing monitoring and evaluation in order to ensure high standards of teaching and improved outcomes across the subject.</p> <p>Data from each term will be reviewed by the English lead. This data analysis will show patterns, track progress over time and show areas which may need to be improved upon.</p>
 <p>Sequencing</p>	<p>For EYFS and KS1 children Literacy aims to encourage pupils to develop a range of skills needed for reading and writing such as: matching, visual and sound discrimination, ordering, sequencing, comprehension, gross and fine motor skills for handwriting.</p> <p>In Key Stages 1-3 the teaching of reading and writing, along with spoken language and vocabulary development, form the English curriculum. The teaching delivery within these key stages will aim to encourage pupils to begin to develop their decoding and whole word reading skills to enable them to access print. It aims to develop their understanding of the text and appreciation of stories and non-fiction.</p> <p>At key stage 4 and beyond, functional skills in English are a key component of 16 to 19 study programme. At this stage Rosehill pupils have access to a range of age and level appropriate qualifications, such as AQA unit awards, ASDAN and Prince's Trust certificates.</p>	 <p>Enabling Environment &amp; Pupil Voice</p>	<p>The length of lessons may vary, according to the pupils' needs. For some of our students with more complex needs, sessions need to be a very short window of engagement, but others will be able to work for longer. For most pupils we will start with shortish sessions and gradually build up to longer ones until we are delivering the most literacy instruction that we can. Our pupils benefit from the inclusion of instructional routines that become quickly established and familiar, with a recognizable routine to lessons. A consistent approach to the way specific tasks are carried out and the way materials are presented is also beneficial. In a similar way, teacher dialogue associated with a task should be consistent and use language that is simple and easy to understand.</p>	 <p>Pupils' Work</p>	<p>The school has high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride Pupils work will be evidence in the form of videos and photos for the earlier pathways. Students working within pathways two and onwards will use the books and folders.</p>



The Need of all Pupils

All students at Rosehill School have autism and associated learning difficulties which is documented in their Education, Health, Care Plan. This policy reflects the teaching and learning required to support pupils develop their reading, writing and communication skills.

Learners with autism face a number of challenges when learning to read and write, including difficulties with attention, lack of motivation, and problems with word decoding. They tend to have difficulty with inferential questions and perform more positively with factual questions. Differences in social communication abilities are likely to impact on understanding an author's intentions or purpose for writing a text, which impedes learning from the text.

Learners with autism might focus on details rather than global meaning, leading to problems processing general meaning of a text, which in turn leads to difficulty recalling, retelling, and comprehending stories. They often have the tendency to have restricted or fixated interests, and this can limit exposure to situations where individuals learn about a wide variety of topics and develop oral language skills across multiple contexts.

Children with autism often have difficulties with fine motor skills and handwriting skills such as related to sensory differences or low muscle tone. Difficulties with executive function, planning and organisation add extra challenges to teaching children with autism the compositional element of writing.



Knowing More and Remembering More

The Rosehill English curriculum sets out two important dimensions:

- Broad areas and a range of tried and tested examples of different genres and types of texts to be covered in different phases/ key stages;
- Progression of skills in different strands of reading and writing.

Programme of study acts as a guide rather than a prescriptive document and within each key stage there is a flexibility to teach the genres and types of texts in any order, so they can fit with a whole- school topic. Some of the types of texts (e.g. labels, caption and instructions in non-fiction texts) re-occur frequently throughout school as they are crucially important for learners with autism to develop their sequencing skills and simple functional language whilst others are optional and accessible to a small number of pupils at Rosehill school (e.g. glossaries and indexes.) The appropriateness of such texts will be determined by the English lead, class teachers and department leads at the medium term planning stage dependent on the cohort of pupils.



Assessment

Both formative and summative assessments will be used to inform future planning and to quickly identify any child in need of same day additional support. Additional support will be implemented straight away and targeted at a specific child's needs.



Talking to Pupils

Teachers use a range of questioning techniques and scaffolding to support pupils in answering questions where needed.

The English lead talks informally and formally to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.