



Doubletrees School English Curriculum Responsibility Statement **(To be read in conjunction with Doubletrees English Policy)**

What are we trying to achieve?

One of our principle aims at Doubletrees is to provide a curriculum that is appropriate to the needs of each individual learner. It is essential that Communication, English and Literacy are properly addressed as key elements of that Curriculum. Our focus is on facilitating the acquisition of new expressive and receptive communication skills that will have a positive impact on our learners' everyday lives. This is reflected in the commitment of the staff to promoting language development as one of the school's main priorities. Every teacher will promote and support the development of learners' communication, talking, listening, reading, writing and thinking skills in a variety of meaningful contexts in all curricular areas of learning

The intended outcome is to provide learners with opportunities to:

- ✓ Develop the ability to listen, to process and respond.
- ✓ To interact and communicate effectively with others in a range of social situations.
- ✓ Obtain information, question and make choices.
- ✓ Have access to a wide range of literature and activities to enrich and broaden their experiences.
- ✓ Experience a broad, balanced and creative approach to the teaching of English both in discreet literacy sessions and across the curriculum appropriate to age and cognitive ability
- ✓ Use symbols, words, photos and objects to aid understanding.
- ✓ Access the curriculum through multi-sensory styles of teaching.

The curriculum extends across all aspects of the school day. Teaching is not confined to the timetabled lessons and opportunities are sought at any time to capitalise on the right moment to teach, reinforce or develop a new skill. For example, motivation is often high during a tuck session, lunchtime, playtime or visit into the community.

How do we organise learning?

English is delivered as an integral part of learner entitlement to a broad, balanced and relevant curriculum. It is our expectation that English will make up 30% of taught time as outlined in class timetables.

Distinct areas of learning structure teachers' planning and enable us to monitor curriculum breadth. These are: **Communication, Reading and Comprehension, Writing.**

Communication covers the ability and motivation to communicate in a widening range of situations, interacting, co-operating and working with other people. It includes the development of receptive and expressive language through speech and/or sign.

Reading and Comprehension includes exploring, enjoying and learning about sounds, words and text and experiencing a rich variety of books and stories. (Letters and Sounds programme)

Writing ranges from mark making in its widest sense using a variety of media through to more formal letter formation, vocabulary, spelling, grammar and punctuation. (Write from the Start/Rainbow Road)

How do we teach Reading?

At Doubletrees it is our aim that all learners should achieve their full potential in English and Literacy. The teaching of reading in our school reflects the importance of this aim and our learners' access reading in its broadest sense throughout their school careers.

Our PMLD learners encounter reading activities and experiences based on a multi-sensory or 'Inclusive Literacy' approach. They encounter different textures and sensory stories to which they may react or from which they may withhold attention. Later on, they may show awareness of familiar songs and rhymes and familiar objects of reference connected to them.

Conventional literacy is not open to learners with profound learning difficulties as they are not going to learn to read and write. However, if we conceive literacy as 'inclusive', there are ways in which even the most profoundly disabled can take part. We use a range of activities for learners with complex needs that we argue are legitimately identified as '**Inclusive Literacy**' even where there is no use of text at all, and many of these can include those with profound learning disabilities. For example TACPAC and On body signing.

This cohort of learners follow a Strand and Phase scheme:

Strand A Talking and Communicating	Strand B Listening and Interpreting	Strand C Reading and Visual Awareness	Strand D Writing and Recording
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For this cohort, following a phonics scheme with the goal of being able to read is not appropriate. However exposure to letter sounds is embedded across the school. For example under the advice of Hearing Support, teachers of learners with HI can be seen using Ling 6 sounds to build listening and speaking skills. (Appendix 3)

As they progress, learners may share a book with a familiar adult, briefly looking at pictures and helping to turn pages.

For our main cohort, learners will show an understanding of how books work; there are pages to turn and pictures to look at as a story is read. Later on, learners will recognise some familiar pictures, symbols or words and attach meaning to them. They will match them to objects or pictures and to other words or symbols. They will learn to follow the conventions of reading: movement from left to right, top to bottom and one page after another in sequence.

Some learners will recognise a number of familiar words and know many of the letters and sounds they make. They will learn to blend and segment letters in simple cvc words.

Some learners continue to develop reading skills into National Curriculum levels. Our aim is that they should:

- Read confidently, fluently and with understanding. It is vital that comprehension develops alongside reading.
 - Be able to use a range of reading skills, for example phonics, gaining meaning from pictures and understanding the use of words and the story to further their reading and to self-correct their errors.
- Have an increasing vocabulary
- Use a range of fiction and non-fiction books to widen their knowledge and understanding of the world and for pleasure.

The delivery of reading

Learners will access most or all of these activities, as much as their individual levels will allow:

- Whole Class Teaching: Text level activities and Phonics and spelling activities. (Letters and Sounds)
- Individual Reading with an adult
- Shared Reading – reading with peers and an adult
- Reading across the curriculum
- Home reading

With the support of the speech and language therapists a functional reading programme has been written which focusses on whole word recognition. Once learners are consistent in their understanding of the meanings of words they will then access an appropriate reading scheme. We use several reading schemes for those learners who are learning to read as well as key words that may be encountered in the community from the social sight vocabulary.

- Wellington Square - Levels 1-5
- Oxford Reading Tree – Stages 1-4

- Alphakids – Levels 1-10
- Phonics Bug – Phases 1-5
- Read on Plus – Stages 1-5
- Dandelion Readers – Sets 1-3

Phonics is taught following the DfE Letters and Sounds programme.

We also have a range of books which are designed for older readers with a lower reading age so that we can maintain an appropriate level of interest. Each classroom has a selection of books that are appropriate to the cohort of learners. 'Reading for Pleasure' is a timetabled expectation within all classes, together with reading targets for each learner. The school has a library stocked with books on many subjects and is accessible to all learners.

How do we monitor, assess and accredit English and Literacy

Learners are baselined and assessed using a range of tools determined by their Primary Need and Key Stage. (Appendix 2) Identified learners have the opportunity to undertake York Assessments, Burt Sight reading assessment and British Picture Vocabulary Scale to enable teachers to set appropriate challenge and academic stretch.

Evidence of learners' understanding is recorded by the use of annotated photographs and work samples, and accreditation. (2Buildaprofile)

Moderation is built into the School and MAT wide CPD programme to ensure a common understanding of achievement and attainment.

KS5 learners follow the Equals 'Moving On' Scheme of Work and ASDAN which leads to external accreditation

More able learners in Year 14 follow Entry Level Programmes of Study, leading to accreditation in AQA Entry Level Certificate Step Up to English.

- Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award. These assessments are designed to inspire and motivate our learners, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to Entry Level students.
- The specification will encourage our learners to develop the skills they need to read and understand a range of texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.
- The qualification can be tailored to our learners needs through either Silver step or Gold step. Silver step is aimed at Entry 1 and Entry 2 students and Gold step is for Entry 3 students looking to progress to GCSE.
- The qualification offers non-exam assessment (NEA) which supports an engaging and supportive learning and assessment experience for our learners. The specification offers two components which each assess reading and writing. Spoken language is included in Component 1.

- The specification offers a skills-based approach to the study of English and Literacy. Assessment is on-demand which alleviates some of the fears and anxieties of our learners.

The English lead assesses learners' progress by monitoring standards and quality in English and Literacy by supporting classes across the School. The lead ensure support for planning and teaching to individual teachers, cohorts and Key Stages. Data will be used to inform future planning and School Improvement Plan milestones.

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