

English at Fox Wood School



Fox Wood School

Together we shine



FUNctional Skills

How can English support our pupils to be more independent in day to day activities?

All pupils access a timetabled FUNctional Skills lesson every week for all classes. During this session, English FUNctional skills can be applied through

- Writing lists—shopping lists, jobs lists
- Reading/ following instructions
- Pressing a switch to activate a kitchen resource—following visual/ verbal instructions
- Reading signs/ labels in the environment
- Reading a newspaper/ a news article
- Researching
- Form filling
- Writing for a purpose—writing a note/ reminder
- Planning a journey using timetables
- Reading for information



English



Fox Wood School



English at Fox Wood School

The intent of the English curriculum at Fox Wood School is to:

- Encourage and foster a love of reading and literature
- Develop communication skills to enable pupils to communicate and work cooperatively with others
- Build on Daily Basic Skills (DBS) sessions to develop phonics, writing and speaking and listening skills
- Build FUNctional skills and self-confidence to enable students to work with increasing levels of independence.
- Develop social skills to enable students to communicate, and work cooperatively, with others.



Sequence of learning

English is planned as a sequence of learning using Read Write Inc and Equals Schemes of work to support the progression of English skills. Teachers use these schemes, alongside their knowledge of the class both as a cohort and as individual pupils to plan suitable learning experiences. Using these schemes of work enables us to map the broad sequence of learning onto long term plans for each class. This ensures that we offer a rich and balanced curriculum with equal exposure to phonics, reading, writing and spoken language and ensures a rounded English experience for all pupils. This also supports in mapping out and revisiting key skills to ensure that there is a focus on maximising long term memory retention for our pupils. Re-visitation of key skills is both planned and based on teacher assessment.

Phonics

Read Write Inc Phonics is a proven synthetic phonics programme that ensures early success in reading, writing and spelling and is a validated systematic synthetic phonics teaching programme (SSP). All pupils are assessed at the beginning of the RWI journey and their learning is sequenced from their current starting point. Pre- Read write Inc, pupils study 'Pre Phonics' or 'Early Phonics' which are schemes of work, rich in sound work and discriminatory skills. Pre Phonics and Early Phonics has been written by the English Lead at Fox Wood and is based on current early phonics research.

EQUALS

Alongside RWI, the EQUALS scheme of work ensures breadth of study and access to a rich knowledge based English curriculum.

EQUALS is an evidence based scheme of work which breaks down English and its components—reading, writing, spoken language—into sequential steps. Teachers use the sequence of learning found in the EQUALS scheme of work, alongside Fox Wood Schools bespoke curriculum progression document, to help inform next steps and provide a sequence of learning. Teachers are free to apply this in any way that is suitable for their class; ensuring that it is based on pupils interests (individualised learning experiences) and routed in pupils progression data to plan an appropriate, individualised, learning experience which progresses in appropriate steps for the pupil.

The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.

Implementation

The implementation of the English curriculum is largely individual and will be defined by which curriculum tier the pupil is working within. Within the pre-formal curriculum, pupils will experience English through a wide variety of specialised sensory experiences. and Early Phonics. Staff are skilled in using a range of approaches such as Story Massage, Sensology and TAC PAC to promote learning through the pre-requisites for Literacy. Pupils working within the complex ASD curriculum will include Attention Autism, multi-sensory learning activities, outdoor education, social skills, work baskets following the TEACCH approach. Pupils working within the semi-formal curriculum will experience a combination of sensory experiences, early phonics and begin their RWI journey. Pupils working within the formal curriculum will experience a range of taught English specific concepts, including RWI. At all 3 tiers of the curriculum, the learning is individualised and sequenced at appropriate steps for each learner.

On occasion, RWI may not be suited to specific learners, for example some pupils with specific conditions find phonics difficult—in these cases, we would continue to teach RWI and compliment this with a different approach, suitable for the learner for example, sight

Impact—recent data review

The additional curriculum strand has had a positive impact on progress

RWI continues to be used well and elicits positive results

Girls are performing slightly lower than boys in expressive communication. The ShREC focus for the whole of school will support with addressing this.

Focus areas are communication—embedding deliberate language sessions across the school.

