

## ENGLISH: Communication (Speaking and Listening) Curriculum INTENT

The curriculum for Communication and Language underpins pupils' whole development and plays a vital role in enabling them to participate as fully as possible in society. At Nethergate we recognise that effective communication is an essential life skill that will support our pupils to be independent and employable in adulthood.

Our curriculum intends to develop pupils' receptive and expressive language, enabling them to communicate their needs to others, share their thoughts and opinions, and express their own feelings and emotions.

At Nethergate, pupils communicate their ideas and thoughts using a total communication approach, including objects of reference, signs, symbols and spoken language.

Our curriculum intends to continually develop pupils' confidence and competence in spoken language and listening skills. They will develop their vocabulary and comprehension of language to support their understanding of the world around them. They will have opportunities to explain their understanding of reading and talk about their own writing. They will have opportunities to develop their confidence to discuss and debate their own ideas, and the viewpoints of others.

All pupils will have opportunities to experience and gain knowledge and skills in the art of drama. They will have opportunities to create and adopt different roles, whilst responding to the roles of others. Our curriculum also includes opportunities for our pupils to experience and respond to drama performances

## Long Term Plan for Communication (Speaking and Listening)

	Informal	Semi-formal	Formal
Communication	<p>Pupils will be exposed to a range of vocabulary enabling them to communicate their basic needs and preferences, make simple requests and engage in listening activities for short periods of time.</p> <p>They will have identified a preferred method of communication which they begin to use consistently to engage in communication with familiar people e.g. AAC, gestures, signs and symbols.</p>	<p>Pupils will have established a preferred method of communication which they are using consistently. They will develop their communication skills to enable them to communicate for different purposes. Pupils will be able to talk about past, present and future events.</p> <p>Pupils will be able to follow instructions, answer and ask simple questions, and share their own ideas and opinions. They will actively contribute to group discussions.</p>	<p>Pupils will communicate clearly and effectively for a range of purposes, showing an understanding of different contexts and target audiences e.g. they will be able to communicate in both formal and informal settings (debates, presentations, interviews).</p> <p>They will listen and respond appropriately to others, asking questions and extending their own contributions where necessary.</p>
Independence	<p>Pupils will initiate communication with familiar people for a given purpose, using their preferred method of communication e.g. asking for a favourite item or to go to the toilet.</p> <p>They will be able to independently make their preferences known and they will respond to simple instructions e.g. sit down.</p>	<p>Pupils will communicate independently with familiar and less familiar people.</p> <p>They will be able to express their own preferences, ideas and opinions.</p> <p>They will be able to follow simple instructions (4-word) and respond appropriately.</p>	<p>Pupils will show a greater understanding of the different types of communication e.g. body language, facial expression, tone of voice.</p> <p>They will independently apply them to different contexts. They will successfully communicate with others, showing an understanding of conversational skills e.g. turn-taking and listening.</p> <p>Pupils will be able to follow and give more complex instructions and directions.</p>
Safety	<p>Pupils will respond to familiar staff when following safety rules around school and the wider community, to keep themselves safe.</p> <p>They will be able to communicate to a familiar person when they are upset or in discomfort.</p> <p>They will begin to differentiate between familiar and unfamiliar people.</p>	<p>Pupils will respond to others when following safety rules and instructions. They will have some awareness of personal safety e.g. stranger danger and appropriate interactions.</p> <p>They will be able to ask for help when they are feeling upset, unwell or worried and will independently seek help when necessary.</p> <p>Pupils will be able to recall some simple personal information e.g. name, address.</p>	<p>Pupils will communicate clearly and effectively with a range of different people within the school and wider community. They will be able to adapt their communication methods to suit different purposes and audiences e.g. when shopping or ordering a drink, or presenting themselves at an interview.</p> <p>Pupils will be able to seek help and support both in school and in the wider community, showing an awareness of personal safety and appropriate interactions.</p>

<b>Wellbeing</b>	<p>Pupils will be able to communicate simple emotions and express how they are feeling to a familiar person, using their preferred method of communication. They will seek help from a familiar person when necessary.</p> <p>Pupils will engage in supported group interactions with familiar adults and peers e.g. hello time, circle time.</p>	<p>Pupils will be able to communicate with a range of people for different key purposes e.g. the school cook or reception staff.</p> <p>Pupils will be able to express how they are feeling and give a simple reason why. They will be able to ask a familiar person for help when needed.</p> <p>Pupils will actively participate in group discussions, activities, and role-play.</p>	<p>Pupils will be able to clearly articulate how they are feeling, offering explanations, and discussing possible solutions. They will recognise when others need help, offering or accepting support when needed.</p> <p>Pupils will communicate with a range of different people within the wider community, both familiar and unfamiliar. They will confidently contribute to group discussions, role-play, presentations and other drama performances.</p>
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In Communication (Speaking and Listening), pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Semi-formal	Formal
<p>Pupils will be exposed to a growing range of vocabulary, enabling them to communicate their needs and express their emotions to those familiar to them. They will be encouraged to communicate via their preferred method of communication e.g., spoken word, gesture, signs and symbols.</p> <p>Pupils will start to name and categorise objects, people and places. They will begin to use single or two-word phrases familiar to them.</p> <p>Pupils will have opportunities to communicate their preferences e.g., likes and dislikes, and make choices, using their own method of communication.</p> <p>Pupils will engage in games which promote anticipation and turn-taking e.g., using Intensive Interaction strategies and the use of Bucket Therapy. They will engage for short periods of time.</p> <p>Pupils will engage in activities related to early sound awareness e.g., engaging with songs and copying the vocalisations and sounds of adults.</p>	<p>Pupils will further develop their range of vocabulary using their preferred method of communication. Pupils will develop their communication skills to engage in and contribute to group discussions.</p> <p>Pupils will develop their conversational skills. They will maintain their attention for longer periods of time and begin to actively participate in conversations.</p> <p>Pupils will respond appropriately to 'wh' questions using their preferred method of communication.</p> <p>Pupils will begin to describe and explain their ideas and ideas e.g using conjunctions to add additional information (e.g. and, but, if)</p> <p>Pupils will be able to talk about things they have done, are doing or will do, beginning to use the correct tense.</p> <p>Pupils will use simple time connectives such as first, next and then to describe and explain.</p>	<p>Pupils will develop their understanding and use of spoken language and be able to apply their conversational skills to a range of contexts.</p> <p>Pupils will be able to express themselves confidently and effectively, participating actively in conversations and respecting the opinions and viewpoints of others.</p> <p>Pupils will maintain attention in group discussions, staying on topic and initiating and responding to comments.</p> <p>Pupils will use their communication skills effectively to further explore topics and ideas e.g. speculating and hypothesising (what do you think will happen next? Why?)</p> <p>Pupils will use standard English confidently in a range of formal and informal contexts.</p> <p>Pupils will short speeches and presentations, expressing their own ideas and keeping to the point.</p>

<p>Pupils will begin to respond appropriately to closed questions, using their preferred method communication. E.g Do you want an apple? Pupil will respond with 'yes' or 'no'.</p>		
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Informal	Semi-formal	Formal
<p>Pupils will begin to independently engage with familiar people using their preferred method of communication. They will choose to communicate with others and initiate some spontaneous interaction.</p> <p>Pupils will begin to communicate their needs and preferences e.g., asking for the toilet or naming their favourite food/activity.</p> <p>Pupils will engage in games and activities which promote listening skills and following instructions e.g., copying action songs, tidying up and finding items (treasure hunt or recipe card).</p> <p>Pupils will encounter and engage in simple role-play activities e.g. dress up, small world</p> <p>Pupil will respond to simple, familiar instructions e.g., coat on, bus time.</p>	<p>Pupils will listen and respond to simple instructions (up to two step/4 key words e.g. get your coat and go outside)</p> <p>Pupils will begin to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils will be able to communicate their needs and preferences independently, articulating and expressing their own preferences and viewpoints.</p> <p>Pupils will perform in a range of drama activities and performances, showing an understanding of different roles.</p>	<p>Pupils will be able to follow and offer more complex instructions. They will be able to process, retain and sequence information with greater independence.</p> <p>Pupils will show an awareness of different registers and styles of communication, using them to communicate effectively for a range of different purposes.</p> <p>Pupils will be able to gain, maintain and monitor the interest and attention of listener(s).</p> <p>Pupils will participate in formal debates and structured discussions, summarising and/or building on what has been said.</p>

Informal	Semi-formal	Formal
<p>Pupils will respond to simple, familiar instructions both in school and the wider community.</p> <p>Pupils will be able to listen to key words and phrases related to personal safety e.g., wait, stop.</p> <p>Pupils will begin to show some awareness of familiar and unfamiliar people and differentiate their interactions.</p> <p>Pupils will be able to communicate when they dislike an activity or are in discomfort. They will understand and use the concept 'no'.</p>	<p>Pupils will be able to communicate personal information for different purposes e.g. recalling their address or familiar adult names.</p> <p>Pupils will begin to differentiate their interactions for different purposes and audiences e.g. familiar/unfamiliar, formal/informal.</p> <p>Pupils will listen and respond appropriately to adults and peers.</p>	<p>Pupils will be able to differentiate their interactions to suit different purposes and audiences.</p> <p>Pupils will listen and respond appropriately to others, both in school and the wider community.</p> <p>Pupils will be able to communicate key information in order to keep themselves safe.</p>

Informal	Semi-formal	Formal
<p>Pupils will begin to express themselves appropriately, using their preferred methods of communication.</p> <p>They will begin to recognise and name simple emotions and engage in Zones of Regulation activities.</p> <p>Pupils will accept support and comfort when they are upset or distressed.</p> <p>Pupils will engage in supported interactions with both peers and familiar adults. They will engage in group activities.</p>	<p>Pupils will communicate with a range of people within school for a range of purposes.</p> <p>Pupils will develop their own viewpoints and begin to articulate their ideas and opinions.</p> <p>Pupils will be able to articulate how they are feeling to others and ask for help when needed. They will engage in the language of Zones of Regulation and seek strategies more independently.</p> <p>Pupils will participate in discussions, presentations, performances, and role play. Pupils will show an understanding of the different roles and contribute appropriately.</p>	<p>Pupils will consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils will be able to clearly articulate how they are feeling, offering explanations and discussing possible resolutions with others. They will use the language of Zones confidently and effectively.</p> <p>Pupils will participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils will actively participate in improvising, rehearsing and performing play scripts and poetry, in order to generate language and discuss language use and meaning. They will use role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>

## Reading Curriculum INTENT

The reading strand of the English curriculum at Nethergate intends to enable pupils to develop competence in both word reading and comprehension. It intends to inspire pupils through experiencing quality texts that give children the chance to develop culturally, emotionally, intellectually, socially, and spiritually. Our reading curriculum intends to develop a love of literature through widespread reading for enjoyment and develop the habit of reading widely and often, for both pleasure and information. At Nethergate we recognise reading is an essential life skill that will support our pupils to be independent and employable in adulthood.

Our reading curriculum is underpinned by the teaching of phonics and the understanding that letters on the page represent sounds in spoken words. Emphasis is placed on the pronunciation of unfamiliar printed words and recognition of familiar words. Our curriculum intends to feed pupil's imagination and open a treasure-house of wonder and joy for curious minds.

Early readers will discover signs and symbols, sounds and rhythm and sensory reading experiences. Developing readers will hold and enjoy books, making choices and discovering characters, settings and plot and identifying feelings. More fluent readers will use their phonic knowledge to decode poems, stories and non-fiction texts developing their knowledge of themselves and the world in which they live.

## ENGLISH: Long Term Plan for Reading

	Informal	Semi-Formal	Formal
Communication	Pupils will communicate through gestures, signs and symbols to make choices and discover a range of sounds which will include instrumental, environmental and voice sounds including rhythm and rhyme. They will communicate through copying key sounds and phrases and some initial sounds.	Pupils will develop their communication through blending letter sounds in words. They will use key words and phrases to communicate, to talk about their own experiences and retell and role play familiar stories.	Pupils will deepen their communication, reading and experiencing more challenging texts and participating in discussions about books, poems, and other writing. They will listen and respond to the opinions of others.
Independence	Pupils will independently engage with and discover a range of sounds including environmental, music, voice, and body. They will handle books independently, turning the pages and responding to pictures.	Pupils will develop their independence through demonstrating a clear interest in the activity of reading, eg: following an adult reading in their own copy of the text. They will choose a book independently and develop the conventions of reading. They will talk about their favourite books and find facts.	Pupils will make choices about what they read and express preferences for authors and genres. They will empathise with characters in novels and identify themes. They will use reading, including digital texts, to research classroom topics and follow their own interests.
Safety	Pupils will use signs and symbols to communicate their needs. Classroom routines and expectations will be communicated using signs and symbols. Children will discover environmental sounds such as transport and weather.	Pupils will develop their knowledge and understanding of the world through reading as well as accessing everyday information such as safety instructions, emergency, and road signs.	Pupils will deepen their knowledge of social and cultural issues such as racism, mental health, homelessness and climate change whilst reading texts that help them to navigate the world, eg: the highway code and drug awareness websites.
Wellbeing	Pupils will enjoy sensory reading experiences and use signs and symbols to communicate their feelings. They will discover a range of emotions through reading and listening to stories, poems and songs.	Pupils will develop their emotional literacy through reading stories, poems and novels responding with empathy to characters and events. Pupils will read for pleasure selecting books they like from class collections.	Pupils will read texts dealing with complex issues that support their emotional and social development, eg: bullying, change, loss and adolescence. They may recognise that reading can have a positive impact on mental health.

In **Reading**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Develop	Express & Innovate
Pupils will discover reading through sensory stories and sharing books. They will engage with pictures. They will dress up and use props and objects. They will demonstrate a preference. They will listen calmly watching an adult read.	Pupils will develop their reading skills through understanding the purpose of different books and recognising some key features of fiction and non-fiction. They will choose books to read for pleasure and follow an adult reading a book.	Pupils will further develop their reading through listening to, discussing and expressing views about a wide range of texts including classical and contemporary plays, fiction, and poetry. They will use non-fiction to improve their knowledge supporting classroom topics.

Informal	Develop	Express & Innovate
Children will discover reading through joining in with repetitive verses over time and anticipate known events eg: claps and actions. They will enjoy class songs, eg: Incy Wincy Spider. They will participate and learn signs in Big Sing eg: "Happy" and "Wonder".	Pupils will develop their reading through joining in and following when adults read. They will retell rhymes and repeat verses using appropriate expression. They will enjoy poetry recognising rhyme, rhythm, and some language features eg: adjectives and nouns.	Pupils will increase their familiarity with a repertoire of poems. They will prepare poems to read aloud and perform them with expression. They will reflect on meaning and language features (simile, metaphor, personification).

Informal	Semi-Formal	Formal
Pupils will engage with different characters in stories and poems, eg: The Gingerbread Man and The Owl and the Pussycat, identifying emotions such as happy and sad. Pupils will use props and objects to connect with characters and stories eg: The Nativity.	Pupils will develop an understanding of the feelings and emotions of themselves and others through how characters are represented in stories. Answering questions like; how is a character feeling? How do you know? Pupils will role play familiar characters.	Pupils will draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence. They will participate in discussion and listen to others. They will respond to texts in various ways, eg: a diary entry

Informal	Semi-Formal	Formal
Pupils will engage with pictures in books and respond to questions with words, signs, symbols and gestures (eg: pointing to the cat). Pupils understand that symbols have meaning and recognise and use everyday symbols and those	Pupils will develop their reading comprehension by, for example, sequencing pictures from a story. They can choose a picture to predict an ending to a story. They will ask and answer questions about	Pupils will deepen their reading comprehension using prior knowledge and experience. They use all the information to ask and answer questions and to predict what might happen next. Pupils

relating to a topic (eg: weather). Pupils will learn letter sounds and match them to pictures.	characters and events in a story. They can find facts in simple non-fiction texts.	will use inference and recognise the key features of a text (eg: descriptions, facts, dialogue).
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Informal	Semi-Formal	Formal
Pupils will learn to recognise everyday symbols and symbols relating to a topic eg: at the park. They will learn to recognise some letters and sounds and will use them to decode early stage reading books.	Pupils will learn letter sounds, graphemes and phonemes to enable them to decode simple texts. They will read texts that are matched to their phonic knowledge.	Pupils will develop a wide phonic knowledge enabling them to decode more complex texts. They will also develop their knowledge of spelling, understanding the role of morphology and etymology. (Spelling principles and the relationship between meaning and spelling)

## Writing Curriculum INTENT

The writing strand of the English curriculum at Nethergate intends to enable pupils to develop pupils' skills in writing so that they can communicate their ideas and emotions to others. Writing down ideas fluently depends on effective transcription, that is spelling quickly and accurately through knowing the relationship between sounds, letters and words. Our writing curriculum is supported by rigorous phonics instruction using the government approved strategy Read, Write, Inc.

Our writing curriculum is designed to develop transcription from early mark making to forming letters words and sentences as well as using symbols and ICT. Effective composition involves forming, articulating and communicating ideas and organising them coherently. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We believe that the teaching of writing requires a range of stimuli. We use stories, poems and film, objects and pictures, experiences, and visits to stimulate creative and factual writing at all stages of development and in a range of genres.

We encourage our pupils to write for a purpose and to see themselves as real writers, to take ownership of their writing, to see writing as an interesting and enjoyable process and acquire the ability to organise and plan their written work.



## ENGLISH: Long Term Plan for Writing

	Informal	Semi-Formal	Formal
Communication	Pupils will be encouraged to communicate through using a range of media to make marks. They will discover the skill of tracking movements and begin to create a range of marks which include; horizontal, vertical and circular movements. They will learn signs and use symbols to communicate meaning. They will begin to recognise and form some initial sounds through regular phonics lessons.	Pupils will begin to communicate through writing. They will develop their letter formation to form recognisable letters, applying sound knowledge of letters, phonemes, and graphemes to their writing. They will begin to write in sentences. They will show some awareness of audience eg: writing a card for someone to say thank you.	Pupils will communicate through writing using the full range of graphemes and phonemes as well as more complex spelling patterns and exceptions. They will use a range of punctuation including exclamation marks, question marks and commas. They will use more complex structures such as non-chronological reports, explanations, instructions, and stories. They will develop an awareness of audience eg: writing a letter to complain.
Independence	Pupils will independently Informal with and discover a range of malleable materials (dough, putty, clay) which they use to create marks using simple tools and their fingers and hands. They are introduced to tools and use gross motor movements to create their marks. They begin to develop an immature pincer grip or use a dagger grip.	Pupils will choose to write and form some recognisable letters, phonemes, and graphemes in their emergent writing. They will use these this knowledge to write words. They will write different texts including lists, speech bubbles, captions, illustrated stories and poems.	Pupils will independently use the full range of graphemes and phonemes and apply them to their writing. They will use a range of punctuation and choose vocabulary including adjectives and adverbs to create more complex and vivid sentences.
Safety	Pupils will use signs and symbols to communicate their needs. Pupils will develop their core stability and proprioception supporting the gross and fine motor development required for writing.	Pupils will write for different purposes including to support their classroom community. (codes of conduct, Zones of Regulation, personal safety). They will use ICT safely to write for different purposes.	Pupils will use ICT safely to communicate including electronic and web-based communication. They will also write for a range of purposes including to support their work on personal safety.
Wellbeing	Pupils will use Zones of Regulation to communicate how they feel. They will discover a range of movements through physical literacy activities. Pupils will learn a range of signs and symbols to communicate how they feel. They will use symbols to show how characters feel in stories they have read.	Pupils will use writing to communicate how they feel. They will use writing to express their ideas and the thoughts and feelings of characters in books they have read using profiles and speech bubbles.	Pupils will express themselves through writing. They will write about their thoughts and feelings. They will write in a range of genres enabling them to write an argument, express an opinion and complain. They will also write in role as fictional characters and historical figures developing empathy.

In **Writing**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Semi-Formal	Formal
Pupils will explore a range of physical movements to prepare them for making marks. eg: making large circular movements with a ribbon. They will use their hands and feet to explore making marks. eg: footprints in the snow, finger painting, drawing in sand/foam. They will be introduced to letter sounds and their corresponding shape.	Pupils will develop their writing skills to use sounds including phonemes and graphemes to build words. They will learn to build sentences with support using spaces between words. eg: colourful semantics.	Pupils will further develop their writing skills to use joins letters correctly using diagonal and horizontal strokes. They will be spell and use more complex vocabulary from the Key Stage 2/3 programme of study.

Informal	Semi-Formal	Formal
Pupils will experiment with a range of tools to make horizontal, vertical and circular marks as well as some letters. eg: pencils, paint sticks, pens, crayons, and touch screen devices. They will explore a range of surfaces including paper, blackboards, whiteboards and tarmac.	Pupils will develop their writing skills to right across the page from left to right. They will use writing frames to support the development of different texts. eg poems, speech bubbles and captions.	Pupils writing will be of consistent and high quality so it can be read clearly by others. Pupils will use different ICT packages to draft and present work. Pupils will use different layouts and structures in their writing. (eg: newspaper reports and explanations)

Informal	Semi-Formal	Formal
Pupils will discover a range of grips to hold writing implements including dagger grip and pincer grip. They will develop their fine motor skills to control the marks they make and form shapes in response to some letter sounds.	Pupils will develop pencil control to form letters and words correctly. They will learn to use key punctuation including full stops, capital letters and question marks.	Pupils will learn to use the full range of punctuation including speech marks, apostrophes, brackets, commas, colons and ellipsis. They will explore ways of connecting different parts of a text and begin to organise their work in paragraphs.

Informal	Semi-Formal	Formal
Pupils will discover that marks have meaning including symbols and initial sounds. They will make marks or use letters when asked to write	Pupils will learn to understand the permanence of writing and will read their writing aloud to others and suggest ways to improve it. Pupils will look at	Pupils will learn to proofread and evaluate their own work and respond positively to others'. They will suggest and make improvements using

their name or draw a symbol. They will use ICT to make selections and draw on screen.	other pupil's work and say why they like it. Pupils will practise using ICT to write captions and lists.	success criteria. Pupils will use editing tools when using ICT.
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Informal	Semi-Formal	Formal
Pupils will discover that writing links to spoken words (eg: their name) and choose symbols or the initial sounds of some key words to match to spoken words. eg: dog or cat.	Pupils will develop their understanding of different structures of writing, exploring examples of different texts, and will use this to form lists, write captions, speech bubbles and poems.	Pupils will learn how to plan and organise their writing. They will explore similar texts to develop the correct structure, recognising the key features and purpose. eg: letter, story, recount, instructions, report and poems.