



## **English Unit Intent, Implementation, and Impact Statement**

*This statement should be read in conjunction with our Phonics and Early Reading III document and the Communication and Interaction III document.*

### **Intent**

At Old Park School we understand that literacy and communication are key life skills. We know that the development of literacy skills is an entitlement of all learners and with clear links to individual Education Health Care Plan (EHCP) outcomes and Preparation for Adulthood (PfA). The development of these skills is, therefore, an essential element of all teaching and learning within our curriculum and underpins every aspect of our school life.

Our English curriculum is designed to support learners to develop knowledge and skills that will enable them to communicate effectively using their preferred means of communication, demonstrating their understanding of text both in terms of literature and the wider environment.

Reading, writing, speaking, and listening are integral to everything we do; hence English is taught both discretely and embedded through a thematically approached curriculum. Discrete lessons are taught following a sequential approach to a unit of work, which focuses on a planned theme and supporting texts. We recognise that reading includes accessing meaning from a wide range of contexts, not just from words in books. This could include text, objects, bag books, sensory stories, symbols, photographs, logos, pictures or interactions with people, families, the community, or the environment.

We are passionate in our aim that our learners are enthusiastic to read. We ensure that they have access to a wide range of quality reading materials and resources to ignite their interest, and we are constantly seeking to enhance the resources available. This includes access to the school library, magazines, texts that tie in with TV shows, annuals, newspapers, catalogues etc. We also promote reading for pleasure through events which take place throughout the year. These include World Book Day, community library visits, storyteller visits, theatre group visits and reading clubs.

An awareness of early childhood development is embedded into our curriculum and personalised learning is central to all teaching and learning, with a focus on both curriculum targets and EHCP outcomes.

## Implementation

We have a well-structured, sequential English curriculum framework that provides a range of purposeful opportunities across each Key Stage and Curriculum pathway. The texts we study for each unit of English work have been carefully selected to ensure they provide a range of contexts, literature styles and layouts over a three-year rolling cycle for Lower-Upper, and a two-year cycle for 14-16 and Post 16.

This is a working document that will continue to evolve as we progress through the school year and forthcoming cycles.

### Old Park School English Long-Term Thematic Plan Cycle A

	<b>Autumn</b>
<b>Lower</b>	<p>“On the Farm”</p> <ul style="list-style-type: none"><li>• Farmyard Hullabaloo</li><li>• Noisy Farm</li><li>• Oh Dear</li><li>• Little Red Hen</li></ul>
<b>Middle</b>	<p>“Carnival of the Animals”</p> <ul style="list-style-type: none"><li>• Gorilla</li><li>• There’s a tiger in the garden.</li><li>• We’re going on a lion hunt.</li><li>• Supermarket Zoo</li></ul>
<b>Upper + Form 2</b>	<p>“Into the Woods”</p> <ul style="list-style-type: none"><li>• The Oak Tree</li><li>• Alice in Wonderland</li><li>• Owl Babies</li><li>• The Woods</li></ul>

<b>14-16 + Form 1</b>	“Misty Mountain winding river”  <ul style="list-style-type: none"> <li>• The Rhythm of the Rain</li> <li>• Over and under</li> <li>• The Bear and the Piano</li> <li>• A River</li> </ul>
<b>Post 16</b>	“Back to the Future”  <ul style="list-style-type: none"> <li>• The Children's Book of the Future</li> <li>• Back to the Future</li> <li>• Future Friend</li> </ul>

	<b>Spring</b>
<b>Lower</b>	“Rainbows”  <ul style="list-style-type: none"> <li>• Rain before Rainbows</li> <li>• Fletcher and the Rainbow</li> <li>• Goodnight Rainbow Cats</li> <li>• Elmer and the Rainbow</li> </ul>
<b>Middle</b>	“Around the World”  <ul style="list-style-type: none"> <li>• The Snail and the Whale</li> <li>• Emma Janes Aeroplane</li> <li>• A Place Called Home</li> <li>• Ratty's Big Adventure</li> </ul>

<b>Upper + Form 2</b>	<p>“Once Upon a Time”</p> <ul style="list-style-type: none"> <li>• After the Fall</li> <li>• Little Red and the very Hungry Lion</li> <li>• The Great Fairytale Disaster</li> <li>• Through the Fairy Door</li> </ul>
<b>14-16 + Form 1</b>	<p>“Time Traveller”</p> <ul style="list-style-type: none"> <li>• In Between Places</li> <li>• Lost in the Toy Museum</li> <li>• Toms Midnight Garden</li> <li>• Supertato – Mean Green Time Machine</li> </ul>
<b>Post 16</b>	<p>“My Heros”</p> <ul style="list-style-type: none"> <li>• Little People, Big Dream selection</li> </ul>

## English Unit Sequence of Learning

Sequence	Pathway 1	Pathway 2	Pathway 3	Pathway 4
	Foundations	Nurture	Roots	Shoots
	We are Learning to...	We are Learning to...	We are Learning to...	We are Learning to...
<b>Read, React and Explore</b>	-Experience and engage with a multisensory experience linked to a story, poem or text, demonstrating interest and/or recognition	-Experience and engage with poems, stories and non-fiction using an early reading approach e.g. Story sack, small world. -Listen to stories read in different ways (e.g. animal sounds, environmental sounds)	-Listens to and joins in with a range of stories and poems, one-to-one and also in small groups.	-Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Discuss the significance of the title of the text.
	-Experience and participate, when reading a text with repetitive phrases.	-Repeats words or phrases from familiar stories. -Recognise key words from the text	- Begin to read words and simple sentences using my phonic knowledge.	-Discuss the significance of events.  -Apply phonic knowledge and skills to decode words -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught so far.
	-Experience rhythm and rhymes read in different ways.	-Imitate and repeat phrases from a familiar repetitive text. -Understand a small number of words/signs for familiar objects or people linked to the text.  -Shows interest in illustrations and print in books and print in the environment.	-Knows that print carries meaning and, in English, is read from left to right and top to bottom.  -Beginning to be aware of the way that simple texts are structured.	-Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  -Re-read books to build up fluency and confidence in word reading, checking that the text makes sense as they read and correcting inaccurate reading.

	<ul style="list-style-type: none"> <li>-Demonstrate anticipation of a familiar sensory experience</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>-Anticipate what might happen next.</li> </ul>	<ul style="list-style-type: none"> <li>- Make early predictions about how a story might end.</li> <li>- Accurately anticipate key events and respond to what they hear with relevant comments, questions or actions.</li> </ul>	<ul style="list-style-type: none"> <li>-Read non-fiction books that are structured in different ways.</li> <li>-Build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>-Predict what might happen on the basis of what has been read so far.</li> </ul>
<p><b>Respond, Recognise and Discuss</b></p> <p>Explore</p> <p>Choices/responses/opinions</p> <p>Comprehension</p> <p>Characters</p> <p>Events</p> <p>Settings</p> <p>Sequence</p> <p>Features</p>	<ul style="list-style-type: none"> <li>-Show recognition of a particular object, character or event during the telling of a story.</li> <li>-Demonstrate engagement and response to similar multisensory experiences over a period of time e.g. day to day, week to week</li> <li>-Respond to a now/next sequence within the context of a story, poem or text.</li> <li>-Respond to rhythm and rhyme.</li> <li>-Make a simple choice based on the text that has been read.</li> </ul>	<ul style="list-style-type: none"> <li>--Make a choice of objects, images or symbols that link to the text, when contrasted with less familiar items.</li> <li>-Explore key features from the text e.g. settings, events, characters.</li> <li>- Use language to imagine and recreate roles and experiences in roleplay situations.</li> <li>-Shows awareness of rhythm, rhyme and alliteration.</li> <li>-Share simple responses based on understanding of what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer simple literal questions.</li> <li>-Retell a simple past event in correct order.</li> <li>-Describes main story settings, events and principal characters.</li> <li>-Extend their vocabulary, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer a wide range of questions based on what is being said and done within a text (including inference).</li> <li>-Retell key stories (including Fairy Tales and Traditional Tales) considering their particular characteristics.</li> <li>-Link what is read or heard to own experiences.</li> <li>-Discuss favourite words and phrases from a text.</li> <li>-Discuss word meanings, linking new meanings to those already known.</li> <li>-Participate in discussion about what is read, taking turns and listening to what others say</li> </ul>

			<p>-Demonstrate a simple opinion based on something read from the text.</p> <p>-Identify some key features of a text.</p>	<p>-Discuss and express views about characters, settings and events.</p> <p>-Discuss the features of a text and how items of information are related.</p>
<p><b>Communicate, Write and Review</b></p> <p>Symbols</p> <p>Assisted technology</p> <p>Supported writing</p> <p>Independent writing</p> <p>Share</p> <p>Celebrate</p> <p>Self/peer assessment</p>	<ul style="list-style-type: none"> <li>-Respond to the properties of an item, exploring items of the same type, colour, size etc...</li> <li>-Show a preference, consistent response or make a choice</li> <li>-Use technology to communicate my ideas</li> <li>-Mark make in tactile substances</li> <li>-Show recognition for something that has happened in the past e.g. by responding to photographs or videos of</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to a shared plan for writing (symbols and/or sensory).</li> <li>-Select key symbols from a small selection to contribute to the plan.</li> <li>-Begin to suggest ideas linked to own lived experiences.</li> <li>-Use words, photographs and symbols to convey ideas</li> <li>-Recognise that movements can have an effect on the medium being used</li> <li>-Sustain interaction in mark making for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute to a shared plan for writing (symbols or written).</li> <li>-Select key words/vocabulary from a bank of ideas.</li> <li>-Begin to suggest own ideas linked to experiences from the text</li> <li>-Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</li> <li>-Recognise and use simple punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Plan or say out loud what they are going to write about.</li> <li>-Compose a sentence orally before writing it.</li> <li>-Write down ideas and/or key words, including new vocabulary.</li> <li>-Use sentences with different forms: statement, question, exclamation, command.</li> <li>-Use expanded noun phrases to describe and specify [e.g. the blue butterfly].</li> <li>-Use the present and past tenses correctly and consistently including the progressive form.</li> <li>-Use subordination (when, if, that, or because).</li> <li>-Use co-ordination (or, and, or but).</li> </ul>

	<p>themselves or by reacting when seeing a familiar item.</p>	<ul style="list-style-type: none"> <li>-Handle writing tools</li> <li>Use videos, photographs and symbols of previous learning to celebrate success.</li> </ul> <ul style="list-style-type: none"> <li>-Begin to form simple phrases related to the genre.</li> <li>-Attempt to use features of different forms (e.g. lists, stories instructions, poetry).</li> </ul> <ul style="list-style-type: none"> <li>-Attempt to write for various purposes.</li> <li>-Use words, photographs and symbols of previous learning to celebrate success.</li> <li>-Use words, photographs and symbols of previous learning to self or peer assess against a simple criterion.</li> </ul>	
<p><b>SPAG</b></p> <p>Opportunities should be embedded in the unit planning for pupils to rehearse and embed the phonic skills being taught at an individual level. The Old</p>		<p><b>EYFS Development Matters</b></p> <p><b>Early Learning Goal (60months)</b></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read</p>	<p><b>KS1 National Curriculum Programme of Study</b></p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>-Recognising alternative sounds for graphemes</li> </ul>

<p>Park School phonics checklist should be used as a guide.</p>			<p>some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Pre-key stage standards</b></p> <p><b>Standard 2 Word reading</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>-say a single sound for 10+ graphemes.</li> <li>-read words by blending sounds with known graphemes, with help from their teacher.</li> </ul> <p><b>Standard 3 Word reading</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>-say a single sound for 20+ graphemes</li> <li>-read accurately by blending the sounds in words with two and three known graphemes.</li> </ul>	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>-Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>-Distinguishing between homophones and near-homophones</li> <li>-Learning to spell common exception words</li> <li>-Learning to spell more words with contracted forms</li> <li>-Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</li> </ul>
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## **Impact**

### **Education Health Care Plans**

There are clear links from our English Unit that impact across all four areas of the EHCPs.

**Communication:** learners will have used and developed their communication systems to read and comment on texts. They will have worked on their speaking, listening and interaction skills within the context of meaningful activities linked to the texts they were studying. Some learners' EHCP targets will directly link with objectives they could work on within their English Unit sessions such as choosing between two objects or commenting on a picture.

**Cognition and Learning:** learners will have developed crucial skills during their English unit sessions such as visual, gross and fine motor, auditory, exploratory, problem-solving, memory, communication and comprehension will then support cognition and learning across the curriculum. Skills related to reacting to stimuli and to then understanding and responding to it is a fundamental skill needed for learning across both the pre-subject and subject specific pathways. Developing the ability to read and understand a wide variety of different texts will also help support and enable learning across the curriculum. In addition, skills related to sequencing events, stories, problem solving and exploration will be developed through the English Unit work which will all support learning in this area of the EHCP and beyond.

**Social, Emotional and Mental Health:** the ability to read and explore a wide variety of texts and print can have a big impact. This can help someone to feel understood, emotionally regulated and part of a community. There are implications for safety related to this, particularly developing expressive communication and the resulting ability to discuss and read about relationships, experiences and feelings. Another impact reading from different genres can have is a wider social circle and enjoying communicating with people by developing skills in engagement with adults and peers and communicating about shared interests. Skills in reading will also help develop confidence and a sense of belonging to the world around them and enable them to experience other worlds and roles in their imaginations. The ability to read and/or enjoy books also helps support our mental health and when our world is reflected back to us this can help with our self-esteem, confidence and promote pupil voice. When we read stories, which offer windows into the experiences of others through engaging with characters, events and settings beyond our usual day

to day life this can broaden our own imagination and perception of the world. This can develop our empathy and understanding about what it is like to be someone else. English Unit sessions also involve exploring non-fiction texts which is an important way of exploring, creating, reflecting and understanding information relating to our social, emotional and mental health such as letters, emails, journals and diaries. Some English Unit lessons are taught across phases such as in 14-19 for English Unit work. This involves learners developing skills working in a small group, transitioning to other areas of the school, working with different peers from across school and turn taking including waiting and listening to others. These are all vital skills linked to this EHCP area.

**Sensory and Physical:** During English Unit learning there is a tactile exploration of a range of different media, textures and resources such as books, story objects and sensory resources. Gross and fine motor, hand-eye coordination, auditory processing, discrimination and visual skills will be developed and used frequently as part of work relating to the text studied. Vocalisation and speech development will also be encouraged and worked on. The ability to read and respond to social stories and instructions can help with this EHCP area skills such as dressing, toileting and feeding. Stimulation of the visual and auditory senses also help develop physical and sensory skills further, fine tuning learners' vision and listening skills.

### **Pre-Subject Specific Learners**

Pre-subject specific learners are able to engage with a sensory curriculum in which our English Unit curriculum plays a major role. Learners working at this level benefit from a range of experiences and stimuli which develop over time following the long-term structured sequence. This maximises the opportunity of these learners to respond expressively to a wide variety of different genres, resources, books and sensory experiences as they work through the English Unit Sequence of learning. This supports them to be active participants within the world that they are living. In line with their cognitive and physical development, learners develop emergent communication of their awareness of an interaction, responding consistently to the same familiar people or resources around them, and moving towards or away from others to indicate basic wishes to interact, seek comfort, or reject touch from another. They begin to respond consistently to preferred stimuli, for instance; different items presented alongside a sensory story. They also begin to make marks, tune into more sounds, develop their focus, attention and visual skills which

opens up more experiences and helps them to learn and develop across all areas. This also includes exploring different books and stories, visiting the library, sharing Bag books and Story Sacks and focused lessons experiencing aspects of phonological awareness. This could also include offsite visits, help to enrich their experiences and broaden their horizons, allowing them to be part of the wider community and world around them.

### **Subject Specific Learners**

Subject specific learners develop their reading and writing skills. All will have experience of a wide variety of genres of texts including fiction, non-fiction and poetry. Some children will become emergent readers who can access some print and/or symbols. They will practise their decoding, prosody and comprehension skills by reading fully decodable books well-matched to their secure phonic knowledge. They will use these and their writing skills both to communicate expressively and to understand and comment on information they read. Some children will become fluent readers and may be able to use writing to communicate their ideas. They will read a range of high quality, chosen texts, with rich opportunities to develop their vocabulary and language comprehension skills by following the sequenced units of work. These learners will develop their skills and learn to read and understand text and the spoken word. Learners will communicate to a range of audiences in a variety of ways and develop their ability and confidence when interacting with others in different contexts.

### **Preparation for Adulthood**

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The following are addressed through our English Unit curriculum. Some genres relate directly to specific items that were suggested such as our genres which focus on Following Instructions and Recipes.

- Expressing likes and dislikes.
- Expressing preferences and opinions
- To have developed an appropriate and functional means of communication which provides/gives maximum independence and self-expression.
- Have the confidence to have a voice.

- To be able to communicate in the wider community in various settings.
- To understand universal signs which are found within community settings. (toilets, traffic signs, college).
- Understand simple directions and be able to follow them.
- To understand core vocabulary, e.g. I, you, more, finish, again, yes, no, stop, verbs, adjectives.
- To understand signs and symbols in the community.
- To read menus, shopping lists, instructions and directions.
- To read for pleasure at the highest possible level.