














English Curriculum Rationale

“At Heron 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”

Intent	Implementation	Impact
<div style="display: flex; align-items: center;">  <div> <p>Curriculum</p> <p>A high-quality education in English will allow pupils to acquire core skills essential to enhancing 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 to acquire knowledge and build on what they already know.</p> <p>All pupils will develop reading skills by accessing a range of fiction, nonfiction, 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 contexts to support the independence required for adult life.</p> <p>The long-term plan for Reading and Writing is mapped out, ensuring learning remains sequenced and a broad and balanced English curriculum is delivered.</p> </div> </div>	<div style="display: flex; align-items: center;">  <div> <p>Pedagogical Approaches</p> <p>We provide structure and organisation 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 can 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. Children are taught sounds through music, games, and phonics sessions. The whole-word approach is taught through access to symbols, keywords, Spelling arcs, 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 forms 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 Interactive boards, to encourage independent mark-making and value each pupil's contributions. We teach correct letter formation using the correct direction and sequence of movements from the outset.</p> </div> </div>	<div style="display: flex; align-items: center;">  <div> <p>Approach to Assessment</p> <p>Monitoring children's progress throughout school life is vital to establishing their acquisition of knowledge. At Heron School, learning always starts with the children's prior knowledge and any misconceptions that they may have. Baseline assessments are used to initially guide the teaching of reading and writing, and learning is always built upon lesson by lesson. Termly assessments will monitor individual children's progress longer term and beyond.</p> <ul style="list-style-type: none"> • Pupils' learning is monitored through: • Conducting book scrutinies • 'book looks' annually • Evaluating classroom provision through learning walks and lesson observations • Planning scrutinies • Meetings with teachers </div> </div>

 <p>End Points</p>	<p>Pupils are 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 gained experiences that they wouldn't be able to otherwise have.</p> <p>Pupils have engaged with a wide range of texts for both pleasure and information, using 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 in teaching English, including on how to use specific Heron school reading and writing strategies.</p> <p>Teacher knowledge is assessed through lesson observations, learning walks, training feedback and individual conversations.</p> <p>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 & Pupil Progress</p>	<p>The DHT, under the supervision of the Headteacher is responsible for ongoing monitoring and evaluation to ensure high standards of teaching and improved outcomes across the subject.</p>
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 <p>Sequencing</p>	<p>We aim to encourage pupils to develop a range of skills needed for reading and writing, such as matching, visual and sound discrimination, ordering, sequencing, comprehension, and gross and fine motor skills for handwriting. The teaching of reading and writing, along with spoken language and vocabulary development, forms the English curriculum as pupils access different pathways. The teaching delivery aims 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>Functional skills in English are a key component of the 16 to 19 study programmes. At this stage, Heron pupils have access to a range of age and level-appropriate qualifications, such as AQA unit awards, ASDAN</p>	 <p>Enabling Environments & 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 deliver the most literacy instruction we can. Our pupils benefit from including instructional routines that become quickly established and familiar, with a recognisable routine to lessons. A consistent approach to how specific tasks are carried out and materials are presented is also beneficial. Similarly, 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 evidenced in the form of videos and photos for the earlier pathways. Students working within higher pathways will use books and folders.</p>
 <p>The Need of all Pupils</p>	<p>All students at Heron School have 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.</p> <p>Learners with severe and complex learning difficulties 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.</p> <p>Learners with severe and complex learning difficulties often focus on details rather than global meaning, leading to problems processing the general meaning of a text, which in turn leads to difficulty recalling, retelling, and comprehending stories. They may have the</p>	 <p>Knowing More and Remembering More</p>	<p>The Heron 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 learning difficulties to develop their sequencing skills and simple functional language whilst others are optional and accessible to a small number of pupils at Heron school (e.g. glossaries and indexes.) The appropriateness of such texts will</p>	 <p>Talking to Pupils</p>	<p>Teachers use a range of questioning techniques and scaffolding to support pupils in answering questions where needed. Leaders talk 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.</p>

	<p>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.</p>		<p>be determined by the school leaders and class teachers at the medium-term planning stage dependent on the cohort of pupils.</p>		
	<p>Children with severe and complex learning difficulties often have difficulties with fine motor skills and handwriting skills, which may be related to sensory differences or low muscle tone. Difficulties with executive function, planning, and organisation add extra challenges to teaching children the compositional element of writing.</p>	 <p>Assessment</p>	<p>Assessments will inform future planning and quickly identify any child needing additional support that day. Additional support will be implemented immediately and targeted at a specific child's needs.</p>		