



Drumbeat School Curriculum

Vision

At Drumbeat we are committed to delivering a curriculum that allows every learner to have a personalised educational journey. Our aim is for all pupils to move to the next stage of their life with the skills they need to prepare them well for adulthood.

How we do this....

Every pupil at Drumbeat has a personalised curriculum plan called a learning map.

LA: Learning Area B: Breakdown of learning area Term: Pathway:

★ Independence ★ Sensory and or Physical health/SRE

★ Cognition and Learning ★ Social, Emotional and Mental Health

★ English Learning Area: Name ★ Maths Learning Area:

★ Communication: ★ Number:

★ Reading and Writing: ★ Shape / Space / Measure (delete as appropriate)

★ Functional English: ★ Using and Applying:

Learning maps are written from:

EHCP Outcomes

8) Review of the outcomes and special educational, health and care provision as currently detailed in Sections E & F, G and H of the final EHCP

Outcomes detailed in Section E of the current final EHCP	Achieved? (Yes/No/Partial) / Ongoing? (Yes/No)	Progress made towards the outcomes
Communication and Interaction • To develop the child's communication through the use of a variety of communication strategies, including visually, PCLS, Makaton and verbal responses.	Partially achieved Ongoing	The child is making good progress in his communication and is using one word verbal responses/requests across a range of contexts more frequently and with more confidence. The child is now using a communication folder to make requests when in the classroom and is using the visuals in the classroom with increasing independence and intent to get his wants and needs met.
Communication and Interaction • To develop receptive and expressive verbal language skills.	Partially achieved Ongoing	The child is showing progress in both his reception and expressive language skills and is able to use one word verbal requests/responses in his communication folder/visuals to express basic needs/needs in most circumstances throughout the school day. The child can follow 2 instructions carrying out instructions when the context is

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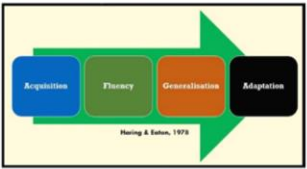


Level 4	Focus	Learning area	Breakdown
4	Matching	Developing 1:1 matching skills through observations and focused activities.	<ul style="list-style-type: none"> I can assist with 1:1 matching with e.g. rock to sock I can complete simple 1:1 matching e.g. with a frog on each fly pad
	Counting	Developing sequential counting and number representation skills.	<ul style="list-style-type: none"> I can engage in and assist to counting object activities I can represent 1 e.g. shows one finger/follows a model to clap once
	Number	Developing engagement in number activities through different contexts.	<ul style="list-style-type: none"> I can engage with number songs 1:1 with an adult I can engage with sensory maths games e.g. finding numbers in the sand I can engage with activities counting number e.g. setting of number cards
	Calculation	Responding to the 'series' of more and gone not always consistently.	<ul style="list-style-type: none"> I can respond to give me more (e.g. look at adult hand then at adult when adding) I can acknowledge 'gone' through responses (e.g. looking for a missing item)
Focus level 4		Activity ideas	KSS progression
Matching		<ul style="list-style-type: none"> • Elicit 1:1 tasks matching: use task picture (number/photograph) • Alternative games activities: use dot grid • Give each letter a birthday plate (e.g. apple etc) • Other 1:1 objects - 1:1 the same and ask child to connect 	<ul style="list-style-type: none"> • Matching to clothing items in real life setting e.g. as part of dressing, pointing for a trip • Counting objects - giving more of ingredients, adding one more to a recipe, matching items that are identical • Counting proper matching items: recording, matching photos/labels to take
			<ul style="list-style-type: none"> • Feed the elephant - 'more' • Make a tower and child for 'more' items

Drumbeat
Levels/
Accredited
pathways

Curriculum Documents

The learning map is written by the class teacher using curriculum documents. The documents were written collaboratively by experts within each area including the schools occupational therapist, speech and language therapist, Educational psychologist, and Senior and middle/subject leaders. Each writing team used tried and tested evidence and theory. This includes AET skills framework, National curriculum descriptors, Read write Inc documents, TEACCH, The engagement model and SCERTS assessment framework, for full references please see individual documents.

Cognition and learning example:

	Instructional hierarchy	Executive function	Maslow's hierarchy of needs
	 <p>Haring & Eaton, 1978</p>	 <p>www.auditoryprocessingcentre.com</p>	
Whats important to know	<p>The instructional hierarchy states that children go through four phases when acquiring a new skill. After they have acquired a new skill, the need to practise to become fluent. They then need to be able to generalise (i.e. use the skill outside of the context they have learnt it in) and adapt it to new situations. If you take one thing from this model, remember how important it is for children to be able to use the skill they are learning outside of the time and place they learn it in (for example, can they use phonics to attempt to read a new word when they are not in a phonics lesson or use a strategy from therapy in a different context?)</p>	<p>Executive function is a set of coordinated higher order skills that result in functional learning and behaviour. Executive function is sometimes compared to the conductor of an orchestra – if the orchestra is the brain, able to produce wonderful and complex functions, the conductor needs to make it all come together (otherwise it wouldn't sound very good!). An important thing to remember is that the skills that comprise executive function may have to be taught explicitly to those individuals for whom it does not develop naturally.</p>	<p>Maslow's hierarchy of needs describes the fundamental needs that an individual should have in order to be able to function well. It is important to remember that if a child's basic physiological and safety needs are not being met, they will not be able to achieve higher level functioning including being able to access learning. If a child is hungry or not feeling safe (including psychological safety), learning is likely to be very hard.</p>

Cognition and Learning

References:

- Anderson, P. (2002). Assessment and Development of Executive Function (EF) During Childhood, *Child Neuropsychology*, 8 (2), pp 71-82, DOI: [10.1076/chin.8.2.71.8724](https://doi.org/10.1076/chin.8.2.71.8724)
- Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. *Child development*, 81(6), 1641-1660.
- Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain. New York: David McKay.
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- Schopler, E., Mesibov, G. B., & Hearshey, K. (1995). Structured teaching in the TEACCH system. In *Learning and cognition in autism* (pp. 243-268). Springer, Boston, MA.
- So, I. (1964). Cognitive development in children: Piaget development and learning. *Journal, of Research in Science Teaching*, 2, 176-186.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- TEACCH evidence based practice,
- Engagement model,
- Reynell's Development of Attention skills
- Attention Autism Profile of Skills
- Drumbeat play presentation

How Curriculum Documents are used:

Each curriculum document has learning areas that develop progressively through levels. This ensures consistent skill development with appropriate developmental learning that is personalised to the learning needs and potential outcomes of each pupil. Pupils are set a learning area/breakdown for each area each half termly (Maths and English) termly (EHCP areas). Breakdown examples are written within curriculum documents as guidance but can be personalised to the pupil.

Example of EHCP curriculum document:

Cognition and Learning

Executive function: Flexible thinking

Focus	Learning Area	Breakdown	Further Information
Problem Solving	Choosing an appropriate solution to a problem	<ul style="list-style-type: none">○ I can follow a given solution to a problem when directed by an adult.○ I can choose a solution to a problem from a limited choice when there one right answer.○ I can choose a solution to a problem from a choice up to 4 when there is one right answer.○ I can choose a solution to a problem from a limited choice when there is more than one plausible answer.○ I can practical choose a solution to a problem when out in the community when supported.	<p>Examples: Knocking over a drink/missing a bus</p> <p>Wipe it up when given tissue.</p> <p>Choose between a tissue/pencil.</p> <p>Choose between a tissue/pencil/chair/shoe.</p> <p>Choose between a tissue/pencil/cloth/shoe.</p> <p>We've missed the bus should we walk or wait for the next one?</p>
	Generate solutions to a problem	<ul style="list-style-type: none">○ I can recognise that there is a problem that needs solving.	<p>Example: Notices: shoe lace is untied.</p>

Pathways (see appendix 1 for further details)

At Drumbeat there are 5 pathways: Engagement, 1, 2, 3 & 4. The pathways are used to outline learning, curriculum coverage and for class group allocations. Pathways are flexible throughout a pupil's time at Drumbeat and are set using pupils Drumbeat levels.

Drumbeat Levels

Drumbeat levels encompass 'formal' areas of learning including Communication, Reading and Writing, Functional English and Maths. These are again underpinned with curriculum documents that serve as skill progressive guides.

Example of an English curriculum document:

Level 11: Conversation Partner
Examples of level 11 learning area using communication writing style:

**** Area of learning example:** I can understand active listening strategies *when my communication partners sabotage communication activities and provide visual supports for me*

***** Breakdown example:** Communicate in detailed sentences: I can share ideas and hopes with a familiar adults *when my communication partners uses a talking mat to talk to me about abstract ideas and provides me with visual choices and AAC to add my own ideas.*

Level	Focus	Area of learning	Breakdown
11	Expressive Communication: Grammar	Communicating in grammatically complex sentences	<p>** Areas in communication should be written as 'I can ... (Learning area)....when my communication partners.... (describe an appropriate transactional support)</p> <p>*** Areas in communication should be written as '(Learning area: Breakdown) I canwhen my communication partners.... (describe an appropriate transactional support)</p> <p>I can use the correct auxiliary verb depending on tense and number of subjects e.g. she is shouting, he was shouting, they are shouting</p> <p>I can use contractible copulas and auxiliary verbs e.g. she's ready, they're here, I'm opening it, it's freezing</p> <p>I can form nouns using suffixes such as -ness, -er</p> <p>I can form adjectives using suffixes such as -ful, -er, -est, -ly</p> <p>I can use co-ordinating conjunctions using or, and, but</p>
	Comprehension: Understanding and communicating beyond school	Understanding active listening strategies	<p>I can ask a communication partner to speak louder when I can't hear them</p> <p>I can ask a communication partner to speak slower when they are talking too fast</p> <p>I can ask a communication partner to speak chunk their instructions when their instructions is too long</p> <p>I can ask a communication partner to choose another word if I don't understand what they mean</p> <p>I can ask a communication partner to say it again if I have forgotten what they have said</p> <p>I can say that I am unsure of an answer when I don't know</p>
	Expressive Communication: Vocabulary	Communicating in detailed sentences	<p>I can explain why compound words are formed (for example whiteboard, superman)</p> <p>I can use graded emotion words e.g. I like watching football but I love playing football or I don't like the noisy classroom but I am terrified of the fire alarm</p> <p>I can use more complex conjunctions within sentences e.g. until, although, which, however</p> <p>I can define what vocabulary means in my own words</p> <p>I can share ideas and hopes with a familiar adult</p> <p>I can use a range of words to represent time; before, after, while, next, soon, during</p>
	Social Interaction	Interacting and negotiating with peers	<p>I can identify plausible causal factors for emotions in myself and my peers</p> <p>I can accept change of conversational topic</p> <p>I can accept when a peer declines/ rejects/ terminates interaction</p> <p>I can begin to understand socially expected and unexpected behaviour in a social setting</p> <p>I can respond appropriately to a social problems e.g. small problem = small reaction</p> <p>I can use language strategies to regulate arousal level eg. first do my writing, then have a snack, then it's playtime</p> <p>I can collaborate and negotiate with peers during problem solving</p>

11 What this looks like?

I am sad because/until Christmas is over.


We can not make a snowman unless/if it snows.

We will get wet unless/if you have an umbrella.

We won't get lost because/unless we have a map.


We will get lost because/unless we have a map.


The football game was cancelled until/unless Saturday.



GLASSMAN

Let's a person be flexible to some extent, but then all of a sudden he just breaks. He doesn't melt down slowly; he quickly starts getting very upset often over "tiny" problems. Glassman usually thinks things aren't "fun."





- Complete a talking mat sorting things the pupils hopes for and does not want for their future.
- Take on the role as editor for the class news or magazine.
- Complete the pupil voice work related to annual reviews and the my world document
- Using Superflex sessions to understand Glassman

Engagement Pathway

The engagement curriculum is for our primary engagement pathway learners who are working on non-subject specific learning that focus on sensory based pre-requisite learning skills. The curriculum document that underpins this was written using the engagement model and is delivered through child lead exploratory learning.

Example of roots curriculum document:

EXAMPLES OF INTERPERSONAL COMMUNICATION				
Level	Focus	Area of learning	Example	Breakdown
D3	Initiation	Emerging skills in intentionally initiating communication to an adult to fulfil a need or want.	Pupils takes adult to door	Responding to another person (being able to make something happen) e.g. uses their hand as a tool, pulls them in particular direction
		Developing skills in intentionally initiating communication to an adult to fulfil a need or want.	Pupils takes adult to door and takes pass to try and open door	Deliberately gain the attention of another person to satisfy need
		Secure skills in intentionally initiating to an adult to fulfil a need or want.	Pupils takes adult to door and exchanges plate with adult to indicate they want to go to lunch	Using a sequence of gesture or non-verbal means e.g. I can tap an adult a point to something out of reach Developing my own consistent way of showing I want 'more' of an activity/food or object Communicating 'no more' through consistent actions Using my preferred mode of communication to say 'hello' or greet people e.g. press switch, wave, shake/touch hand, hug Using a range of conventional contact gestures in a communication exchange e.g. give, push away, show, reach, touch, point Requesting help (e.g. giving adult a packet of crisps to open) Requesting a motivating item e.g. exchanging a picture with a person or pointing to a symbol or exchanging a see through container with motivator inside Traveling to a person to request a motivating item Initiating using at least 3 single words (this could include pointing to a photo/symbol on a communication board or from a choice, exchanging a photo/ symbol from a choice, using a sign, saying a word) to communicate a message with someone
	Exploration	Showing emerging exploration in reaction to a new stimulus or activity	Looks closely and smells unfamiliar food at lunchtime	Independently explore an object in more complex ways, for a sustained period of time
		Developing exploration in reaction to a new stimulus or activity	Looks and handles shape sorter by turning it over and shaking it when playing with it for the first time	Intentionally and independently explore my environment
		Secure exploration in reaction to a new stimulus or activity	Touches, smells and tastes squirty cream when playing with it for the first time	Using objects in constructive play e.g. stacking rings, building tower with bricks Using objects conventionally towards another e.g. gives doll a drink, puts blanket over teddy, feeds adult with spoon
	Persistence and Attention	Showing emerging attention to objects or activity or person of interest when emotionally regulated	Pupils pays attention to something they have chosen to e.g. shape sorter for 1 minute	Showing rigid attention to an activity of my choosing
		Developing attention to object or activity or person of interest for a longer period of time when emotionally regulated	Pupils pays attention to something they have chosen to e.g. sprinkling rice or flour for 3 minutes	Engaging in brief reciprocal interaction
		Secure attention to objects, activities and people of interest when emotionally regulated	Pupil pays attention to jack in the box taken from the bucket during an attention autism session when they have chosen to attend	Persevering by repeating an action for reward in social game Repeating a communicative behaviour to get a desired response Persisting to get someone's attention to request a motivating item or show them something

Accreditations

In KS4 pupils move onto accreditations including AQA entry levels awards and Pearson Edexcel for their English and Maths learning areas and continue to work on progressive EHCP outcomes.

In KS5 pupils move onto Drumbeat's bespoke functional skills curriculum with pathway 3 students undertaking Pearson Edexcel Functional Skills accreditations.

Curriculum Coverage

Alongside curriculum documents there are overview documents that outline the coverage for pupils within pathways and key stages. This ensures sequential learning across the breadth of the curriculum. Within curriculum coverage reading, writing and communication area coverage is determined by pupil's unique progress profile. For further information please see Appendix 2.

Example:

Drumbeat Curriculum coverage		
KS1 Maths and English coverage		
Term	Maths	English
Autumn 1	Number: Counting SS&M: Shape Using and Applying: Pattern	Functional English: Understanding literacy
Autumn 2	Number: Calculation SS&M: Space Using and Applying: Data	Functional English: Using and applying text
Spring 1	Number: Number facts/ Number SS&M: Measure Using and Applying: Problem solving	Functional English: Organising and recording ideas
Spring 2	Number: Counting SS&M: Shape Using and Applying: Pattern	Functional English: Understanding literacy
Summer 1	Number: Calculation SS&M: Space Using and Applying: Data	Functional English: Using and applying text
Summer 2	Number: Number facts/ Number SS&M: Measure Using and Applying: Problem solving	Functional English: Organising and recording ideas

Communication: Should be personalised to priority area for pupil using EHCP targets.
Reading and Writing: Follow curriculum guidance at the level of individual pupil

EHCP areas are highlighted within teacher's weekly plans which use colour coding to outline where areas of learning are being focused on.

Topic

From EYFS to KS3 pupils learning is explored through a topic. This is designed to hook learner's interest, ensure continuous learning and offer rich age related learning opportunities. Topics are written with science, humanities and creativity focuses to ensure pupils have exposure to all areas of the curriculum. Within this we explore important culturally relevant topics such as black history month/environmental awareness. The topic

cycle was designed by teachers and moderated by middle and senior leaders to ensure progression and enrichment coverage.

Example of topic overview:



Drumbeat Curriculum coverage

Reading and Writing: Follow curriculum guidance at the level of individual pupil

KS3 Topic Cycles

Cycle	Pathway 1, 2 & 3 Planning Topics	How will this look?	Books
1	Autumn Term	Artist and illustrators (Creativity) The big question: How does learning art help you in real life? <ul style="list-style-type: none"> Explore different mediums and techniques when creating art inspired by famous artists: Develop imagination, storytelling and comprehension skills through creating a range of illustrations. Develop skills in drawing, painting, sculpture and design Ideas: Abstract art (Pollock, Kandinsky, Matisse, etc) encourage involvement and imagination, discussion about shapes, lines pattern; using a range of tools and materials, printing with a range of objects; name primary and secondary colours, mix colours Collaborative art projects, e.g. Kandinsky circles art, Matisse collage- Use ICT to create art pieces Portrait art (Picasso, Andy Warhol, Van Gogh) Discuss and analyse portraits, e.g. name parts of the faces/use different materials to create self portraits Keith Haring/Banksy-graffiti art Research famous illustrators Comic strip art Illustrate a word assignment/ tell a story through pictures Design a book cover/Use a computer drawing package to create your illustration Create posters, charts, magazines Explore art in design in fashion Explore group/ community art projects like everyone drawing rainbows in lockdown 	Books 13 Artists Children should know We are artists: Women who made their mark on the world Keith Haring-The boy who just kept drawing The magic paintbrush Frida Khalo and her <u>Animalitos</u> My museum The World Made a Rainbow The Day the <u>Crayond</u> Quit Women in Art Pablo Picasso Frida Khalo Andy Warhol Rupaul Coco Chanel My First Artists My First Hero Artists
	Spring Term	Me and My body (Science) The big question: What will my life be like when I am an adult? <ul style="list-style-type: none"> Labelling part of the body and exploring how bodies change as we go through puberty. Puberty and how this impacts us, finding ways in which to seek support. Human life cycle – growing up sequencing activities Public and private Importance of hygiene, explore ways of keeping our bodies clean 	Books What's happening to Tom/ Ellie Things Tom/ Ellie likes Autism friendly guide to periods Amazing you Don't hug Doug Understanding My Autism Autism is my Superpower

Enrichment

At Drumbeat we recognise the unique and ever growing learning profiles of pupils and strive to provide a rich range of learning experiences. Within most learning experiences learning areas are noted on plans for example if a pupil is at horse riding they may be developing key skills in social, emotional and mental health skills. Within an art lesson alongside receiving an engaging and creative learning opportunity pupils could be working on key skill areas such as engagement/ independent learning/executive functioning that is captured within cognition and learning area. This ensures that pupils core areas that are sequential and provide meaningful outcomes are at the forefront of all learning experiences. Within this we recognise that pupils will make further subject based skills and these are captured within the Enrichment area of the curriculum. These remain child lead and are captured using the Earwig app to create a unique profile of evidence for each pupil.

How we know

At every stage of the curriculum rigorous moderation strategies are used to ensure sequential, challenging and meaningful outcomes.

Curriculum Documents: How we know

Theories and research were used to write and create curriculum documents (see above). Each curriculum document was then moderated by a working group that included therapists, Senior leadership, an educational psychologist and an ex pupil. Progressive sequential learning with meaningful outcomes were at the heart of moderation discussions and adaptations made throughout the process.

Learning maps/Evidence: How we know

Moderation:

SLT

Moderation of	Frequency	Details
Learning map writing	Half termly	Each learning map proof read for content and expectations. Link to TBO classes and pathway covered.
Collaborative moderation of learning map	Once per term	Each member of SLT case bring one classes learning maps from pathway.
Evidence case study	Once per term	Detailed look at one pupil within pathway including learning map, evidence, reviews, weekly plan and implementation (link to TBO).

Middle/subject leads

Moderation of	Frequency	Details
Learning map writing / Evidence and weekly plan 1 case study within pathway	Half termly	Detailed look at one pupil within pathway including learning map, evidence, reviews, weekly plan. Report to SLT
Pathway review	Annually	Report to SLT

UPS

Moderation of	Frequency	Details
Learning map writing / Evidence and weekly plan 1 case study within area	Termly	Detailed look at one pupil within pathway including learning map, evidence, reviews, weekly plan. Report to SLT
Area review	Annually	Report to SLT
Enrichment UPS: Experience Tracker	Termly	Report to SLT

Teacher

Moderation of	Frequency	Details
Learning map writing / Evidence and weekly plan 1 case study with partner class	Termly	Peer moderation using moderation pro forma. See Appendix 2.

External

Moderation of	Frequency	Details
Curriculum documents, Learning map writing / Evidence and weekly plan	Annually	Challenge partners
Reading and Writing	Termly	RWI consultants: Reading and Writing progress and quality of teaching across the school. Personalised Reading and writing targets.
Early years foundation stage	Annually	Local Authority moderation of EYFS Baseline – end of year
Early years foundation stage	Termly	Special school cluster group for Early years.
	Termly	Cross borough moderation meetings

SLP moderation group: Bexley, Croydon, Bromley, Lewisham school hubs		
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Outcomes

Every area of learning has a star attached to it. This allows teachers to mark whether the target set is achieved or not at the end of each half term/term.

Whole school reviews of this information are collated termly to ensure there are no unseen patterns in outcomes. Areas considered are curriculum area, class, pathway, pupil premium, LAC pupils and attendance.

Appendix 2

Reading and Writing at Drumbeat

Getting Ready for Read Write Inc

At the earliest staged of learning to read children are still developing their vocabulary. Pupil's explore phonic letters, sounds and wordless books at this level through play and sound play activities which focus on symbolic sound.

Level	Focus	Area of learning	Breakdown
4	Introduction to books	Showing an interest in books	I can show an awareness of books I can explore books for over 30 seconds I can press sound buttons on an interactive book I can look at pictures in a book when sharing it with an adult I can hold a book the right way up
	Pre writing skills: Tool use	Observe and explore mark making with a range of textures	I can tolerate hand over hand I can demonstrate I am interested in mark making I can indicate I want to make marks by showing interest in the equipment I can track an object with my hand I can make marks with a range of materials e.g. shaving foam on table, squirts water on sand I can hold and explore a range of tools with my hands, including; spoon, knife, fork, paintbrush, pencil, rolling pin and cutter
	Sounds and Vocabulary	Exploring and responding to objects and sounds	I can show response to sounds I can intentionally make a sound (e.g. bang a drum) I can recognise 5 vocabulary items used in RWI: Phonics programme (mountain, apple, snake, dinosaur, tower, insect, net, pirate, girl, orange, caterpillar, kangaroo, umbrella, boot, flower, egg, leg, horse, robot, jack in the box, vulture, yak, worm, zip, exercise, queen)

Level	Focus	Area of learning	Breakdown
5	Introduction to books	Exploring books through actions	I can turn pages from left to right I can lift a flap I can briefly listen to a short story 1:1 I can look at the pages of a book with prompting when an adult is reading I can follow words or symbols from top to bottom e.g. point to pictures on timetable from top to bottom or at text on a page
	Pre writing skills: Tool use	Hold and explore early writing tools to mark make	I can hold tools with an efficient grasp. I can scribble or mark make with; chalk, pencil, crayon, paintbrush, sponge, finger-painting
	Sounds and Vocabulary	Understanding and matching sounds	I can match a sounds e.g. hear a drum banging and hold up the drum I can match an animal/environmental sound to the correct animal/picture/object I can recognise 10 vocabulary items used in RWI: Phonics programme (mountain, apple, snake, dinosaur, tower, insect, net, pirate, girl, orange, caterpillar, kangaroo, umbrella, boot, flower, egg, leg, horse, robot, jack in the box, vulture, yak, worm, zip, exercise, queen)

Read Write Inc Program

Pupil's learn speed sound set 1,2,3 and begin to apply these to reading storybooks. Children progress through the book levels completing related reading and writing activities.

Level	Focus	Area of learning	Breakdown
Speed sounds set 1 B and C	RWI: Phonics	Speed sounds set 1 (set 1 sounds group B and C) single sounds and special friends Independently blending words	I know the sounds l h sh ck r j v y w th z ch qu x ng nk I can orally blend CVC words (blending sounds I hear my teacher say) I can read and spell Word Time 1.3 words bin, cat, cot, can, kit, mud, up, cup, bad I can read and spell Word Time 1.4 words bed, met, get, fan, fun, fat, lip, log, (let), (had), hit, he, ship, shop, fish I can read and spell Word Time 1.5 words red, run, rat, jog, jet, jam, vet, (yap), (yet), yum, yes, web, win, wish, wet, sock I can form the letters l h sh ck r j v y w th z ch qu x ng nk correctly

What this looks like?

Read Write Inc Speed sounds (set 1 B and C) sessions Receptive Oral Blending Word time 1.3 - 1.5 independent blending RWI letter formation and spelling

l h sh ck r j v y w th z ch qu x ng nk

Show me s-a-d

RWI Comprehension and Literacy and Language

Once pupils have completed reading all storybook level they move on to Read Write Inc Comprehension which follows a similar structure to Read Write Inc storybooks. Once children consistently read accurately, fluently and can make plausible inferences from a text they have the skills to access Literacy and Language.

Level	Focus	Area of learning	Learning map evidence
Literacy and language Level 2	Literacy and Language	Progressing through RWI Literacy and Language Unit 1 <i>Fiction: Stories with a familiar setting</i> <i>Text: Cotton wool Collin, Sister's for Sale</i> <i>Non-fiction: An Explanation</i> <i>Text: Parents and their young</i>	Fiction: I can learning the meaning of vocabulary used in the story and increase my knowledge of synonyms I can use language to explore feelings shown in illustrations I can keep a reading/ writing log to record thoughts and ideas for own writing I can develop my skills in an argument and discussion through a mini enquiry session related to the big question I can use some words and phrases that help to move a story on I can make connections between a new story and a picture book story I have read I can to make links with their own experiences and make predictions I can develop my knowledge of and application of rarer vocabulary I can understand how writers use language for effect I can consider the reasons behind a character's actions I can develop empathetic responses to characters and situations I can to develop their awareness of dialogue and narrative and the need for storytellers to use different 'voices' to sustain the listeners' interest I can to understand the importance of characters in stories and to gather ideas to write a description of a character I can to consider the effect that character and plot have on one another I can develop the first stage of a plan for my story I can develop the second stage of a plan for my story I can use my plan (Story mountain) and notes to write my own story with a familiar setting I can share my story with a new audience I can evaluate my partner's work against specific criteria and then discuss how they could improve their work. I can proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling I can show awareness of how suffixes can change the class and the meaning of a word (Suffixes -full -less) I can use the grammar that I have been taught correctly (capital letters, questions marks) Non-fiction: I can understand why we read explanatory texts I am familiar with some of the key language features associated with explanations I can understand why non-fiction texts have glossaries and how they are organised I can understand how a diagram is used to organise information I can use a diagram to sequence the text in an explanation independently I can improve my explanations independently I can use notes to create sentences containing additional information I can turn notes into sentences to create additional information independently I can write my own explanations I can present their explanations clearly and effectively

Functional English

From Key Stage One to Key Stage Three pupils have a Reading and Writing and a Functional English learning area on their learning map. When pupils move to Key Stage Three pathway levels are re-assessed (see pathway guide). Pupils within pathway 1 will typically have 2 functional English learning areas in place of Read Write Inc program, depending on progress made within RWI program in KS2. Decisions about which reading program pupils follow is overseen by English lead and Senior Leadership using phonic assessment if needed.

Functional English

Level 8

Level	Focus	Area of Learning	Breakdown
8	Understanding literacy	Knowing a familiar story sequence	I can join in with role play to retell a story I can answer the following questions about a story; where? who? what did they do? I can sequence 3 pictures in the correct order e.g. how to plant a seed or to retell a story/ I can begin to summarise or retell a simple story using at least three parts (e.g. beginning, middle and end)
	Using and Applying text	Beginning to recognise key words and functional symbols	I can recognise 3 key functional symbols and signs such as stop, exit, toilet I can select my road name from a choice of 5 when the difference is great I can share address information such as my area, road name or postcode through language, augmentative communication, writing or drawing. I can recognise my own name when first name and surname are written together
	Organising and recording ideas	Create a sentence to comment or label	I can make a SVAO (Subject verb adjective object) sentence to comment on a picture or action I can make a SVOP (Subject verb object place) sentence to comment on a picture or activity I can recount an event using symbol sentences (e.g. weekend news, what happened on a trip) I can join two ideas together using the connective 'and' I can make a consistent mark for my name within a defined space (e.g. ticking a box to give consent)

AQA Unit Awards

In Key Stage Four, all pupils achieve accreditation in English. The KS4 curriculum runs on a 2-year cycle to ensure that all students cover the content needed to achieve their English accreditations.

Pupils in pathways 1 and 2 work towards achieving English related AQA unit awards, some of which are explicitly English focused and others with a greater focus on English related functional skills.

Year 1	1 (Pre-entry level)	Theme: Cooking and Shopping	Theme: Instructions	Theme: Beyond school
		Food Preparation and Nutrition: 106357 MAKING A SIMPLE MEAL WITH SUPPORT Reading: 70135 USING A SHOPPING LIST WITH SUPPORT Writing: 74851 MAKING A SHOPPING LIST WITH SUPPORT Communication: 92489 JOINING IN TURN TAKING ACTIVITIES (UNIT 1) Functional English and IT: 119098 ONLINE SHOPPING	Reading: 110628 READING SYMBOL INSTRUCTIONS 110648 READING INSTRUCTIONS INCLUDING PREPOSITION Writing: 71989 CHOOSING SYMBOLS AND WORDS IN ORDER TO COMPLETE SENTENCES Communication: 89029 FOLLOWING SIMPLE VERBAL INSTRUCTIONS 71495 FOLLOWING INSTRUCTIONS AT A TWO WORD LEVEL Writing: 110249 COPY TYPING THREE LETTER WORDS 119000 FUNCTIONAL READING: WORD KNOWLEDGE	Reading: 110636 READING SEQUENCES OF FAMILIAR ACTIONS Writing: 111112 COMMENTING ON THE ENVIRONMENT USING SYMBOLS Communication: 70846 EVERYDAY VOCABULARY: CLOTHING

Pearson Entry Levels 1-3

Pupils in upper pathway 2 and pathway 3 achieve accreditation in the form of English entry level awards. In their second year of study, pupils will sit exams and complete tasks to achieve their entry level accreditations. Teachers select whether students will be entered for entry level 1, 2 or 3 depending on their progress through the entry level curriculum over their two years of study.

2/3 (Entry level 2-3)	Pearson Edexcel Entry levels 1-3	Pearson Edexcel Entry level 1-3	Pearson Edexcel Entry level 1-3
	Speaking and Listening <ul style="list-style-type: none"> Develop presentation skills. Encourage use of prompt cards and discourage reading notes. Develop the ability to give opportunities for questions and to provide responses. Transactional Writing <ul style="list-style-type: none"> Form, audience and purpose. Organisation – connectives and writing in sections / paragraph(s). Developing awareness of using tenses consistently. Introduction to the use of vocabulary banks and devising personal dictionaries for future reference. Practice in writing simple sentences: statements, questions and exclamations. Generation of ideas from a variety of stimuli, such as ideas provided in the Getting Started Guide. 	Reading non-fiction texts <ul style="list-style-type: none"> Use wide range of extracts to develop confidence in approaching unfamiliar material. Introduce and develop comprehension and quotation skills. Introduce key terminology via extracts and develop a repertoire of basic terms to use when analysing language. Reading non-fiction – comparison (EL3 only) <ul style="list-style-type: none"> Introduce the concept of comparing texts, identifying some of the similarities and differences between two non-fiction texts. In groups or pairs, discuss the possible different interpretations of information and ideas. Introduction to Reading paper format / mock questions <p>Use Sample Assessment Materials to identify strengths and the weaknesses that need to be developed.</p>	Fiction reading <ul style="list-style-type: none"> Use a wide range of extracts to develop confidence in approaching unfamiliar material. Develop comprehension and quotation skills. Introduce key terminology via extracts and develop repertoire of basic terms to use when analysing language. Imaginative / creative writing <ul style="list-style-type: none"> Focus on the generation of ideas – either devised or adapted from those in the Getting Started Guide. Consider the organisation of ideas in sections / paragraph(s). Develop the use of capital letters, full stops and adjectives.