

English Curriculum

Intention- What we want to achieve and why we do what we do

At Rachel Madocks we are committed to developing English skills that are made up through communication and reading and writing, these are delivered through a clear, consistent, whole school approach that lends itself to our pathway's. We celebrate communication at an early developmental stage through enabling our learners to build on responsive reactions that can be shown through facial expressions, physical responses and noise making. Students begin to build on this by using various communication aids such as picture exchange, symbols, aided language boards, PEC's, Makaton and communication books to communicate for varying purposes such as to request, comment and describe. English at Rachel Madocks supports learners to gain meaning through their environment, for example, objects of reference and object cues, both visual and tactile, photos, pictures, symbols and words. This is how reading is delivered through our school and for some students, they begin to read words that will enable them to read books, instructions, social sight words and newspapers. Writing for many of our students begins with mark making, developing finger control before mark making with different tools. For some, they may begin to write isolated letters, their names or words that are purposeful to them, this may be in handwritten form or via using a computer. For learners writing at a higher level, they use writing to describe pictures, retell stories, write their own instructions and shopping lists.

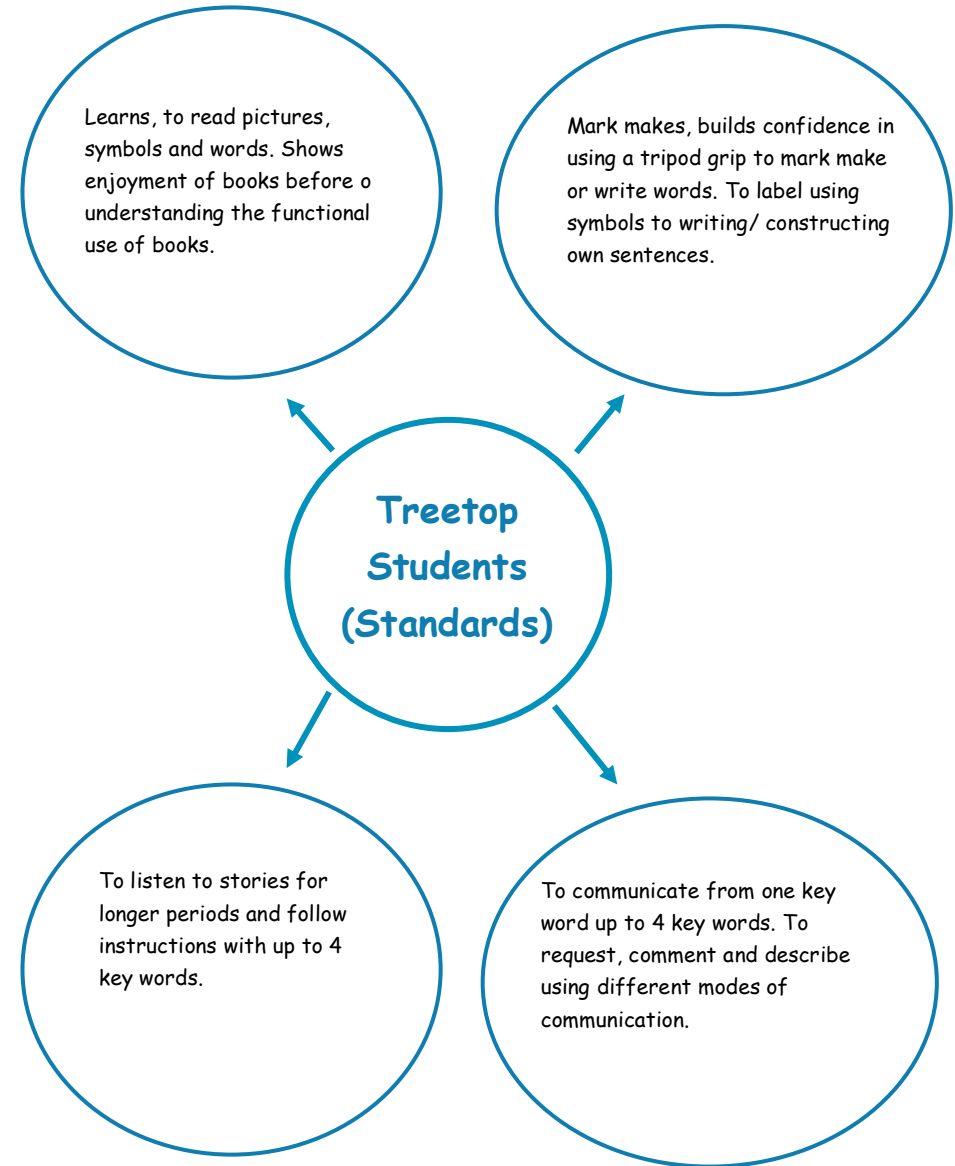
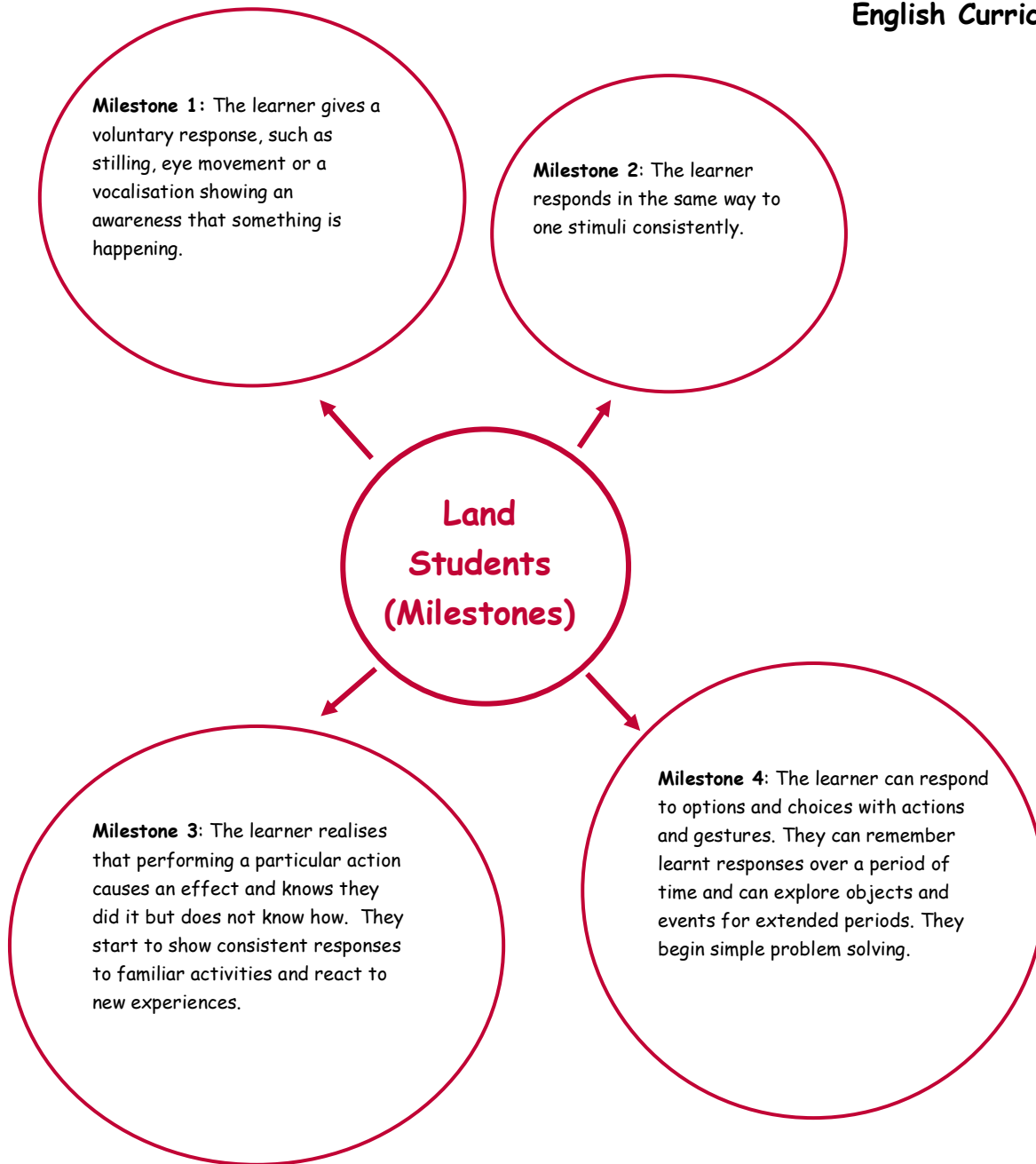
Implementation - How do we achieve this through our learning and curriculum and how we do it

All students are assessed according to our Rachel Madocks Pathways, where targets are set and delivered according to the individual needs of the learners. English targets may be taught through the curriculum or as isolated lessons, this primarily happens as students work through the upper school. Individual targets are taught in a number of different ways over a period of time to show progression in areas such as prompt, fluency, maintenance and generalisation. Teachers show evidence of the students working on their targets through our Evidence for Learning platform. In addition, teachers will assess students termly to measure where progress has been made in each of the individual targets. Pupil progress meetings enables teachers to meet with senior management to look at the progress made and ways to support students where progress has not been met. For example, looking at different ways of teaching the target to support the needs of that particular student.

Impact - What can we achieve through this and what is the end result

Students will begin to show voluntary responses to the world around them that become more consistent to familiar and new activities. This can become learnt responses over periods of time for our students accessing our milestones pathway. This is the beginning stage in which some of our learners start their learning journey of reading and being able to communicate in their environment. For some students working on standards and levels, they will be able to communicate using the tools listed above to enable them to build confidence in communicating their wants and needs and finding their own voice. Students become more aware of their environment; for example, objects of reference and object cues, both visual and tactile, photos, pictures, symbols and words. Building on these literacy skills will enable learners to grow in their independence.

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