



## English for the Primary Challenge Curriculum Pathways

Wilson Stuart School

A Special Academy



### **Rationale:**

Through the Primary Challenge Pathway, we aim to ensure that our students are:

- Enthusiastic communicators who enjoy sharing their experiences, ideas, opinions, or thoughts using an appropriate range of language, vocabulary and grammar either in verbal discussion or through alternative methods for example the written word, signing, AAC.
- Passionate and interested in a variety of stories, rhymes, poems, fiction and non-fiction texts whether reading themselves or being read to, demonstrating pleasure in reading / being read to.
- Confident, fluent and enthusiastic readers who show skill in decoding, are able to understand what they have read and extract information from a variety of texts appropriate to their level.

## English Curriculum for Primary Challenge Pathway

| Intent   | Implementation   | Impact   |
|--|--|--|
| <p>The curriculum that is offered through the Primary Challenge Pathway:</p> <ul style="list-style-type: none"> <li>• Provides a wide range of opportunities throughout the day for students to develop their receptive and expressive communication and their speaking and listening skills, exposing them to a range of quality language, vocabulary and grammar as well as promoting understanding for all areas of learning. It provides opportunities to put this into practise using their individual communication methods (AAC, spoken language) and written language.</li> <li>• Promotes Love of Reading through enthusiasm and passion for reading and being read to, supporting student in developing an attitude of reading for pleasure.</li> <li>• Promotes skilled word reading involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</li> <li>• Develops student's comprehension skills to ensure they understand what they are reading and can discuss the content they encounter with peers and adults.</li> <li>• Ensures all students are provided with appropriate opportunities to develop their composition and transcription skills,</li> </ul> | <p>We achieve our intentions by:</p> <ul style="list-style-type: none"> <li>• Developing a school culture that reflects a Love of Reading across all departments: within Primary Challenge a range of different genres are used both within their English lessons and through their daily wellbeing time, where reading is shared between class groups. Adults are aware that being a positive reading role model is a key aspect of developing reading for pleasure and modelling Love of Reading is promoted across school.</li> <li>• Providing students with phonics teaching five times a week through a rigorous and systematic phonics and reading programme (RWI) designed to get them reading as quickly as possible, whilst also building their comprehension, composition and transcription skills as appropriate.</li> <li>• Once a student has completed the RWI programme and is skilled in the areas of reading, comprehension, composition and transcription, teachers will plan and implement learning opportunities for student based on the Statutory requirements set out in the National Curriculum programmes of study for each year group, working through these in a systematic way for all areas of the English Curriculum to ensure no gaps are created in the learning.</li> <li>• Providing students with frequent opportunities to develop composition and transcription skills outside of the pressures of the physical act of handwriting, as this can be a barrier to</li> </ul> | <p>The impact of the Primary Challenge Pathway provision is demonstrated through the development of students who are:</p> <ul style="list-style-type: none"> <li>• Able to demonstrate Love of Reading and seek to read a range of texts and genres for pleasure or to have them read to them.</li> <li>• Able to communicate a range of thoughts, feelings, opinions and ideas in a variety of contexts and a variety of ways, including those who use AAC as their communication method.</li> <li>• Confident, fluent and enthusiastic readers who show skill in decoding, are able to understand what they have read and extract information from a variety of texts appropriate to their level, taking part in discussions, sharing thoughts, forming opinions or answering a range of questions about what they have read.</li> <li>• Able to communicate via the written word clearly, accurately, and coherently, articulating ideas and thoughts for an appropriate audience, through handwriting or using technology such as Microsoft Word and voice recordings</li> </ul> |

whilst taking physical barriers into account.

developing Literacy skills. Students may use a laptop or tablet for this. Handwriting (where appropriate) should be taught outside of the main English sessions to ensure that students can focus on composition rather than letter formation.

- Planning a range of opportunities for students to develop their speaking and listening skills via discussions, debates, modelling from adults, answering questions, role play, drama and exploring thoughts on a range of topics. Students should be exposed regularly to a range of quality language and vocabulary and have opportunities to use expressive language to develop understanding through speculating, hypothesising, imagining and exploring ideas whether this is via speaking or AAC use.
- Reflecting the importance of AAC use in our school culture by differentiating lessons to encourage student's access, using different communication methods and through communication groups which develop the student's confidence with using AAC. Students with additional communication needs are given multiple, daily opportunities to experience both modelling of AAC and practising using it in different contexts for a range of purposes.