

Aims and Intentions of English in Pathway 1:

English is taught four times a week in Pathway 1. English focuses on: communication, reading and writing and speaking and listening. Pupils are taught according to their individual need. English is taught by the pupils' form tutor. Key Stage 5 pupils work towards Entry Level accreditations. More individualised information can be found out by contacting the form tutor.

Speaking and Listening All - composition

Say an appropriate word to complete a sentence when the adult pauses eg, 'we are going to the..... zoo, park, shop'

Use a vocabulary of over 50 words in general through words, signs and/or symbols

Join in with predictable phrases or refrains

Pupils respond appropriately from one key word to three key word/symbol/sign. For example, get coat, get pencil to 'get the big book about space from the library'.

Predict elements of a narrative (fill in the gap left by the teacher)

Demonstrate understanding, by answering questions - 'What is this?' 'Who is this?' 'What is he/she doing?' 'Where is he/she/it?'

Pupil responds appropriately to 'what' questions about familiar or immediate events or experiences .

Pupil responds to others in a group situations.

Pupil responds to others by taking turns appropriately in a pair and then group game.

Uses pronouns, such as 'my' or 'it', correctly

Take part in role play with confidence

Listen and respond appropriately to adults and their peers

Use relevant strategies to build their vocabulary

ALL

Reading - Word Reading

Match objects to pictures and symbols

Match letters and short words

Say a single sound for between 10 - 40+ letters

Read accurately by blending sounds with two and three known graphemes (letters).

Understand the conventions of reading

Know that their name is made up of letters

Can recognise own name

Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

Associate sounds with patterns in rhymes, number of syllables, and with words or symbols.

Reading - Comprehension

Indicate correctly pictures of characters and objects in response to questions such as What and who.

Show anticipation about what is going to happen (e.g. by turning the page).

Join in with some actions or repeat some words, rhymes and phrases when prompted.

Talk about events in the story and link them to their own experiences

Retell some of a simple story

Recount a short sequence of events through words, sign or symbols 2-3 step sequence.

ALL

Writing transcription

Draw lines or shapes on a small or a large scale for example using pen/paper, sand, air.

Copy letter shapes

Form most lower case letters correctly

Identify or write these letters on hearing corresponding sounds .

Group letters and leave spaces between

Begin to write name leading to writing own name (first and surname)

Write a caption/ short phrase using the letters that they already know.

Spell words by identifying the sounds and representing the sounds with letters(e.g. in, cat, pot, then onto frog, hand, see, chop, storm, splash).

Write down sentences that they have rehearsed.

Speaking and Listening MOST

Most

Listen and respond appropriately to adults and their peers

Use relevant strategies to build their vocabulary

Ask relevant questions to extend their understanding and knowledge

Respond to questions that require simple recall including - What, who, where and why questions.

Recount a short sequence of events through words, sign or symbols 2-3 step sequence.

Use phrases with up to three key words, via words, signs or symbols to communicate simple ideas, events or stories to others. For example, 'I want big chocolate muffin'.

Communicate ideas about present, past and future events and experiences.

MOST

Word Reading

Apply phonic knowledge to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (sounds).

Read accurately by blending sounds in unfamiliar words

Read common exception words,

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading.

Comprehension

Develop pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction

Retell known stories and poems considering their particular characteristics

Recognise and join in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart

Discuss word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and

Predicts what might happen on the basis of what has been read so far

Participates in discussion about what is read to them

Takes turns and listens to what others say

Explains clearly their understanding of what is read to them.

MOST

Writing transcription

Spell words containing each of the 40+ phonemes (sounds)

Spell common exception words and the days of the week

Name letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes (adding –s or –es , –ing, –ed, –er and –est)

Write from memory simple sentences dictated by the teacher

Writing Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

MOST

Writing Composition

Write sentences by: saying out loud what they are going to write about

Sequence sentences to form short narratives

Re read what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Leave spaces between words

Use joining words and joining clauses

Punctuate sentences using a capital letter and a full stop,

Punctuate sentences using question mark or exclamation mark

Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Speaking and Listening SOME

Some

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Consider and evaluate different viewpoints, attending to and building on the contributions of others

SOME

Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Recognise alternative sounds for graphemes (letters)

Read accurately words of two or more syllables that contain the same graphemes (letters)

Read words containing common suffixes (added at the end of a word to form a derivative (e.g. *-ation, -fy, -ing, -itis*))

Read further common exception words

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading

SOME

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

SOME

Writing transcription

Spell by:

- Segmenting spoken words into phonemes (sounds) and representing these by graphemes (letters), spelling many correctly
- Learning new ways of spelling phonemes (sounds) for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (two or more words having the same pronunciation but different meanings)
- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones (two or more words having the same pronunciation but different meanings)

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Write from memory simple sentences dictated by the teacher including common exception words and punctuation.

Writing Handwriting

Form lower-case letters of the correct size relative to one another.

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Use spacing between words that reflects the size of the letters.

SOME

Writing Composition

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes

Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

Evaluating their writing with the teacher and other pupils

Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Proof-reading to check for errors in spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use: sentences with different forms: statement, question, exclamation, command

Expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form

Subordination (using when, if, that, or because) and coordination (using or, and, or but)