

# **Two Rivers High School**

Discoverers Strand

## **English Curriculum**

2022-2023



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## **Discoverer's English Curriculum 2022-2023**

### **Statement of intent**

English is a fundamental aspect of all students' education; a high-quality English Curriculum for the Discoverers Tier is one that promotes individual opportunities relevant to each learner. This will include a variety of outcomes and expectations; from providing explorative sensory story sessions to developing confident writers and readers.

Students will enjoy a robust curriculum designed to promote communication and language to build fundamental skills to prepare them to be as independent as possible. For all learners developing a love for reading is paramount, and this will be provided through sensory stories, story massage and relevant books and themes. Opportunities for writing and composing ideas will be accessible for all learners.






Phonic skills will be improved through the Twinkl Phonics Scheme, this is embedded across all areas of the curriculum, with specific intervention sessions and lessons to create a consistent approach.

To develop all aspects of literacy, the curriculum will take features from the National curriculum from EYFS to KS3, this will be merged with the Equals Curriculum to create a well-rounded literacy curriculum which provides outstanding learning opportunities.

## Discoverer's English Curriculum 2022-2023

### EQUALS Curriculum across the Discoverers tiers

**Table 1.** The relationship between curricula in EQUALS multi-tiered curriculum approach taken from EQUALS informal Curriculum 2020.

<b>Equals Pre-Formal Curriculum</b>	<b>Equals Informal Curriculum</b>	<b>Equals Semi-Formal Curriculum</b>	<b>Equals Formal Curriculum</b>	<b>National Curriculum</b>
<b>PMLD</b>	<b>Complex SLD, SLD/ASC</b>	<b>SLD, SLD/ASC</b>	<b>GLD<sup>1</sup>, GLD/ASC</b>	
Working consistently and over time within P1 to P3	Working consistently and over time within P4-P5 ish	Working consistently and over time within P4 to the early reaches of the NC	Working consistently and over time significantly below age related expectations	Working within typical or near typical age related expectations
				

## Discoverer's English Curriculum 2022-2023

**Table 2.** The relationship of EQUALS Curriculum class, year groups and expected branches.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Firebird	Pre-formal/Informal Branches 1-6							
Arctic				Moving on 14+ Branch 10 and beyond				
Galaxy	Semi-formal Branches 7-10							
Everest	Semi-formal Branch 7-10							
Nova					Moving on 14+ Branch 10 and beyond			

## Discoverer's English Curriculum 2022-2023

**Table 3.** Expected pathways for Discoverer's tier.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Pathway 1	<u>Firebird</u> Pre-formal/Informal Branch 1-6			<u>Arctic</u> Moving on 14+ Branch 10 and beyond				
Pathway 2	<u>Galaxy</u> Semi-Formal Branches 7-10		<u>Everest</u> Semi-Formal Branches 7-10		<u>Nova</u> Moving on 14+ Branches 10 and beyond			
Pathway 3	<u>Everest</u> Semi-Formal Branches 7-10				<u>Nova</u> Moving on 14+ Branches 10 and beyond			

The EQUALS Curriculum is embedded across the Discoverers tiers; forming a varied and diverse curriculum relevant to each pathway. Aspects from each pathway have been used to develop the aims and objectives of English along with the national curriculum EYFS to Key stage 3.

### **Implementation**

Each class in the Discoverers tier will follow a pathway of learning, this is mirrored with aspects of the Explorer and Pioneer tiers to allow students to access age-appropriate themes which are adapted to become accessible to all readers. Themes have been chosen to spark interest, engulf the senses and create awe of the unknown. Each tiers' books have been carefully selected with reading age and interest age in mind. For Firebird, Arctic, and Nova some students may be pre-readers, others may be confident readers; therefore, books have been selected with themes and storytelling as a priority as teachers will adapt stories, relevant to the learners reading age. Everest and Galaxy will access books that have been identified for the wider learning themes and appropriate reading age. Students in the Discoverers tier will access daily English opportunities. The structure of the week differs for each group, depending on their aims and objectives, which are explained below.

**Table 4.** Weekly breakdown of English lessons for each class.

<b><u>Firebird</u></b>	<b><u>Galaxy</u></b>	<b><u>Everest</u></b>	<b><u>Arctic</u></b>	<b><u>Nova</u></b>
<ul style="list-style-type: none"><li>• Topic lessons x 2</li><li>• Communication x 2</li><li>• Twinkl Phonics for relevant learners during intervention and form time.</li></ul>	<ul style="list-style-type: none"><li>• Topic lesson x 2</li><li>• Twinkl Phonics or reading session X1</li><li>• Writing and Communication x 1</li></ul>	<ul style="list-style-type: none"><li>• Topic lesson x 2</li><li>• Twinkl Phonics or reading session X1</li><li>• Writing and Communication x 1</li></ul>	<ul style="list-style-type: none"><li>• Topic lesson X 2</li><li>• Twinkl Phonics /Reading X 1</li><li>• Moving On X 1</li></ul>	<ul style="list-style-type: none"><li>• Topic lesson X 2</li><li>• Twinkl Phonics /Reading X 1</li><li>• Moving On X 1</li></ul>

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**Table 5.** Year 1 Themes for Discoverers tier.

<u>Group</u>	<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>7 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
<b><u>Firebird</u></b>	Marvellous Me		Out of this world		Magical moments	
<b><u>Galaxy</u></b>	Marvellous me	Festive fun	Monster Mischief	Out of this world	It's a Mystery!	Into the wild
<b><u>Everest</u></b>	Are we there yet?	Diversity	Visionaries	Weird and Wonderful	Myths and Legends	Breaking news
<b><u>Arctic</u></b>	Sharing Information		Creating an interest		Literacy for information	
<b><u>Nova</u></b>	Sharing information		Creating an interest		Literacy for information	

### **Aims**

The aims of the Discoverers Curriculum are varied and range from passive experiences to mastering key aspects of the English national curriculum. Each section that follows will include specific aims for each pathway.



**Pre-formal Curriculum**

**The aims of the Pre-formal Curriculum are:**

- To encounter a variety of songs, rhymes, poems, and stories,
- to notice and direct attention to a variety of stimuli,
- to begin to understand contextual cues,
- actively participate in Sensory Stories,
- develop the habit of being read to widely and often, for both pleasure and information,
- be exposed to a rich and varied vocabulary and use some of these words to communicate through preferred forms of communication,
- to begin to show an interest in stimuli and make preferred choices,
- select pictures, symbols or words to communicate thoughts, feelings and ideas,
- form ideas and opinions and share these through expression, gestures, speech, typing or writing,
- develop fundamental life skills to allow students to become independent, such as completing a form, recognising health and safety signs, texting a friend.

Firebird will access the Equals Pre-Formal Curriculum, with a focus on Sensory Stories, Story Massage and Twinkl Phonics. Some students will access the Informal Curriculum, where there is no specified outcome for English or Literacy; therefore, aspects of the National Curriculum from EYFS will be used to create progressive learning aims.

**Informal Curriculum**

**The aims of the Informal Curriculum are:**

- To explore a variety of songs, rhymes, poems, and stories,
- develop reading and writing skills such as mark making, and letter formation
- to begin to recognise or read pictures, signs, symbols, and words,
- actively participate in Sensory Stories,
- show in interest in reading or being read to widely and often, for both pleasure and information,
- to learn new vocabulary and use some of these words to communicate through preferred forms of communication,
- to copy rhythm, beat and phonic sounds,
- to engage in conversation through touch, gesture, and vocalisations,
- select pictures, symbols or words to communicate thoughts, feelings and ideas,
- begin to talk and people, events and objects and share these through expression, gestures, speech, typing or writing,
- develop fundamental life skills to allow students to become independent, such as completing a form, recognising health and safety signs, texting a friend.

Select students in Firebird class will progress to the Informal Curriculum. The aims are creating to build upon those of the Pre-formal and begin to prepare learners to access Semi-Formal aspects. Students will begin to apply skill to make purposeful communication, mark make with intent and show a preference for stories, songs, and props. Students may begin to emulate phonic sounds.

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### Pre formal and Informal Implementation

Themes for Firebird will be followed over a term to facilitate repetition and allow students to fully immerse themselves into their stories. The themes that have been selected will promote exciting sensory experiences which, for Year 1 include **Marvellous Me, Out of this world** and **Magical Moments**. For the following academic year, students will build upon these experiences with the themes; **Traditional Tales, Roald Dahl and The World Around Us**.

According to the EQUALS Curriculum "Sensory Stories are excellent vehicles for delivering thematic topics in an interesting, exciting and wholly developmentally sympathetic manner". Sensory stories will support students to improve their sequencing, turn taking, anticipatory and memory skills – all essential base elements of communication.

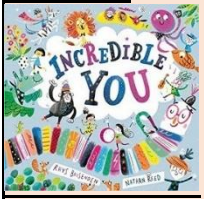
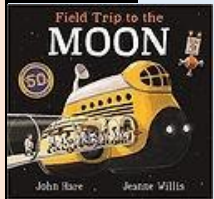

Aspects of Drama, Poetry and Literature will be implemented as useful for teaching non-verbal communication and social interaction as students learn best when reacting to and experiencing actions 'in the moment' such as gesture, role play, facial expressions, and auditory stimuli where they can gain meaning and fulfilment from its richness.

Approaches such as Story Massage and Sensory Stories involve students at pre-formal and informal level to experience characters and tales through touch and tactile stimulation. Staff will utilise all opportunities to develop speech, language, and comprehension through rhymes, poems, song and talking about the world around them. Use of Communicate In-Print, props and role play will support all learners to retain stories and comprehend morals and key principles.

Firebird will access two topic lessons per week, focussing on their themes and allocated book. This may include a Sensory story, role play, exploration of props, and activities for consolidation such as finding images, sequencing the story, or identifying key characters when requested. Additional to this, a Twinkl Phonics session will support reading and writing where applicable. Firebird will access two lessons per week with a key focus on communication, this may include PECS games, making choices and sing and sign. Please see Communication planning for further information.

## Discoverer's English Curriculum 2022-2023

### Firebird English Curriculum Year 1

<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>7 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
<b>Theme:</b> Marvellous me <b>Main text:</b>  Incredible You By Rhys Brisenden <b>Reading age: &lt;6</b>		<b>Theme:</b> Out of this world <b>Main Text:</b>  Field Trip to the moon By Jeanne Willis & John Hare <b>Reading age:&lt;6</b>		<b>Theme:</b> Magical moments <b>Main Text:</b>  The Marvellous Doctors for Magical Creatures by Jodie Lancet-Grant and Lydia Corry <b>Reading age:&lt;6</b>	
<b>The Big Picture:</b> 1. I can listen to a story being read 2. I can explore props from a story with support 3. I can show enjoyment in a story being read 4. I can communicate my feelings during story massage 5. I can identify what I can see, feel, hear		<b>The Big Picture:</b> 1. I can listen to a story being read with some interest 2. I can explore props from a story select from two or more items from Sensory story 3. I can show enjoyment in a story being read and mimic staff responses 4. I can communicate my feelings during story massage 5. I can explore and experiment with different materials		<b>The Big Picture:</b> 1. I can listen to a story being read for prolonged periods 2. I can explore props from a story independently 3. I can show enjoyment in a story being read and respond to events 4. I can create image of magical creatures and describe using key words 5. I can request or deny touch during story massage	
<b>Suggested approaches:</b> Sensory stories Twinkl Phonics Story Massage Queued articulation Colourful semantics Reading and writing activities		<b>Suggested approaches:</b> Sensory stories Twinkl Phonics Story Massage Queued articulation Colourful semantics Reading and writing activities		<b>Suggested approaches:</b> Sensory stories Twinkl Phonics Story Massage Queued articulation Colourful semantics Reading and writing activities	
<b>Cross Curricular links</b> <b>PSHE</b> - Feelings and well being		<b>Cross Curricular links</b> <b>Science</b> -Materials and matter <b>ICT</b> -Light, cause and effect		<b>Cross Curricular links</b> <b>Art</b> - Colours, materials and textures <b>Science</b> - Water, change in form	

## Discoverer's English Curriculum 2022-2023

	<b>Maths-</b> Measure <b>History-</b> Space travel	<b>Music-</b> Creating sounds
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The Engagement Model <sup>1</sup>

## **Discoverer's English Curriculum 2022-2023**

Progress will be measured using the Engagement Model, this will be used through teacher observation, students work and Q&A. Staff will use the outcomes from the Pre-Formal and Informal Curriculum to create learning intentions relevant to the theme. Due to the nature of the learners, repetition will be needed for retention; however learners can demonstrate progress through their levels of engagement over time.

### **Main principles**

- The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study.
- The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.
- Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

### **The areas of engagement**

The engagement model has 5 areas of engagement, these are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Each area can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements.

<sup>1</sup> *The engagement model, Guidance for maintained schools, academies (including free schools) and local authorities. July 2020*

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The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

### **Exploration**

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

### **Realisation**

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.

### **Anticipation**

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

<sup>1</sup> *The engagement model, Guidance for maintained schools, academies (including free schools) and local authorities. July 2020*

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### **Persistence**

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.

Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

### **Initiation**

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

<sup>1</sup> *The engagement model, Guidance for maintained schools, academies (including free schools) and local authorities. July 2020*



## **Discoverer's English Curriculum 2022-2023**

### **Pre-formal and Informal Impact**

Students who have accessed these curriculums will have developed their communication skills to allow them to be as independent as possible. Students will be able to make choices, show preference and have opinions. They will have experienced sensory stimulating activities that develop their sensory processing needs. From listening and engaging in a variety of stories, their vocabulary and interests may have expanded. Students will have experienced diverse cultures, morals, and meanings to stories where they can retain this information and apply it to themselves in the future. Our learners will have developed the pre-reading and writing skills so that they can next access the Semi-Formal Curriculum.

### **Semi-formal Curriculum**

## **Discoverer's English Curriculum 2022-2023**

The Semi-formal Curriculum is the next stage for Pre-formal/informal learners to progress to. After developing communication and pre literacy skills. Students will begin to focus specific literacy skills and apply key fundamentals to various skills. The curriculum is split into 4 areas, similar to EYFS.

**The aims of the Semi-formal curriculum include;**

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Listening to and following instructions.
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### **Spoken Language**

- Listening and responding to questions.
- Using a varied vocabulary to ask questions.
- Retelling information they have heard.
- "Talking" in complex sentences.
- Use language to participate in role play.
- Recreates phonic sounds, say sounds for graphemes.

### **Word Reading**

- Recognise words, signs and symbols
- Develops phonic knowledge and applies to unfamiliar words
- Reads some common exception words
- Handles a book correctly

### **Writing**

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- Identify, match and copy letters, words, or symbols
- Makes marks with intent- horizontal, vertical, zig zag.
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.
- Forms words and sentences
- Begins to use grammar correctly.
- Writes for different purposes using different methods. - letter writing, newspaper, postcards

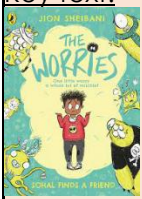
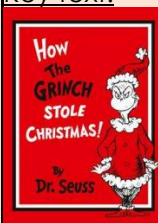
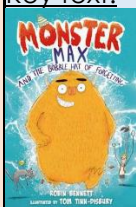


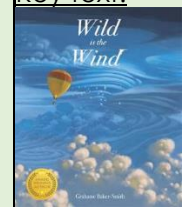
### **Semi-Formal Implementation**

The Semi-Formal curriculum will build upon informal skills and allow students to apply the skills they have learnt previously to prepare them for the Moving on Curriculum skills. The aims are prescriptive, and skill related to ensure students are accessing vital knowledge to prepare them for their future. The students following the Semi-Formal pathway will in turn follow the Moving on 14+ curriculum where specific skills will be mastered; the Semi- Formal curriculum is designed to teach the pre-requisites for these skills and enable our learners to build essential literacy skills. The EQUALS Semi –formal curriculum focuses on a variety of aspects with limited mention of Literacy, therefore, the aims of the English Semi-Formal Curriculum have been created using Branches 7-10 (former P-levels) and aspects of EYFS and the Key stage 1 Curriculum to ensure students are accessing progressive and relevant skills to develop their knowledge. “My Communication” will be taught separately using the EQUALS Scheme of Work, however, the fundamental skills of communication are embedded in this English Curriculum and across all subjects for our learners.

Semi-Formal learners will access two topic lessons a week with a focus on a theme and book per half term. Galaxy and Everest classes will access the Semi-Formal Curriculum. Each class will follow their own themes and books, shown in the tables below. Progress is measured using Semi-formal learning objectives and The Engagement Scale ( see page 29 ). Students will also access lessons focused on Phonics, reading, writing and communication skills to provide opportunities for all aspects of literacy to be developed.

### **Galaxy English Curriculum Year 1**

## Discoverer's English Curriculum 2022-2023

<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>7 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
<b>Theme: Marvellous me</b> <b>Key text:</b>  The Worries: Sohal finds a friend by Jion Sheibani <b>Reading age: 7+</b> Adapted for (individual reading needs)	<b>Theme: Festive fun</b> <b>Key text:</b>  How the grinch stole Christmas by Dr Suess <b>Reading age 6+</b>	<b>Theme: Monster Mischief</b> <b>Key text:</b>  Monster Max and the bobble hat of forgetting by Robin Bennett <b>Reading age 6+</b>	<b>Theme: Out of this world</b> <b>Key text:</b>  Space Ace By Eric Brown <b>Reading age 6 +</b> Dyslexia friendly text	<b>Theme: It's a Mystery</b> <b>Key text:</b>  A super weird mystery! Danger at the donut diner by Jim Smith <b>Reading age: 6+</b>	<b>Theme: Into the wild</b> <b>Key text:</b>  Wild is the wind by Grahame Baker-smith <b>Reading age 6+</b>
<b>Big Picture:</b> 1. I can listen to a story being read 2. I can identify emotions. 3. I can describe different emotions. 4. I can identify characters in a text. 5. I can describe a picture from a story.	<b>Big Picture</b> 1. I can show an interest in events in a story. 2. I can identify rhyming words. 3. I can short rhyme. 4. I can use colourful semantics to form word order. 5. I can participate in role play.	<b>Big Picture:</b> 1. I can listen to a story and explain what is happening. 2. I can begin to use nouns and verbs 3. I can begin to form sentences. 4. I can read key words from a text. 5. I can recreate scenes from a story in role play.	<b>Big Picture:</b> 1. I can listen to a story and predict what may happen next. 2. I can answer questions who, what and where. 3. I can use sentences to describe space. 4. I can use information from the text to create space images. 5. I can begin to use capital letters correctly.	<b>Big Picture:</b> 1. I can listen to a story and make inferences. 2. I can explore tense. 3. I can form 2-3 sentences. 4. I can use full stops. 5. I can recreate scenes with peers from what I have heard.	<b>Big Picture:</b> 1. I can participate in a class discussion about a story 2. I can retell aspects of a story 3. I can listen and respond to ideas 4. I can create sentences about a story 5. I can begin to use grammar correctly.
<b>Suggested approaches:</b> Sensory Stories	<b>Suggested approaches:</b>	<b>Suggested approaches:</b>	<b>Suggested approaches:</b>	<b>Suggested approaches:</b> Sensory Stories	<b>Suggested approaches:</b> Sensory Stories

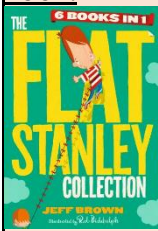
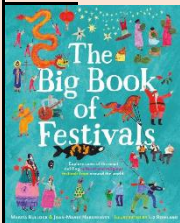

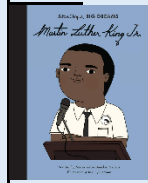
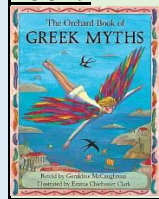

## Discoverer's English Curriculum 2022-2023

Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities Zones of regulation	Sensory Stories Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities Art and craft Christmas activities	Sensory Stories Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities Art activities	Sensory Stories Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities Use of light and dark rooms Tough tray activities	Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities	Role Play Story Massage Colourful semantics Queued articulation_ Twinkl Phonics Comprehension activities Writing activities Art and music activities Research activities
<b>Cross Curricular links:</b> <b>PSHE</b> - Thoughts, feelings, emotions and wellbeing.	<b>Cross Curricular links</b> <b>Art</b> - Christmas cards. <b>Sing and sign</b> - Christmas songs.	<b>Cross Curricular links:</b> <b>Art</b> - Colour, texture. <b>PSHE</b> - Thoughts, feelings, emotions. <b>Science</b> - The human body.	<b>Cross Curricular links:</b> <b>Science</b> -Space <b>Maths</b> - Measure <b>ICT</b> - Action, reaction. <b>History</b> - History of Space travel	<b>Cross Curricular links:</b> <b>Cooking</b> -Making deserts.	<b>Cross Curricular links:</b> <b>Science</b> - animals and habitats, the life cycle. Weather <b>Geography</b> - Oceans, habitats, continents, terrain, weather.

## Everest English Curriculum Year 1

<u><b>Autumn 1</b></u> <u><b>7 weeks</b></u>	<u><b>Autumn 2</b></u> <u><b>7 weeks</b></u>	<u><b>Spring 1</b></u> <u><b>7 weeks</b></u>	<u><b>Spring 2</b></u> <u><b>5 weeks</b></u>	<u><b>Summer 1</b></u> <u><b>6 weeks</b></u>	<u><b>Summer 2</b></u> <u><b>7 weeks</b></u>
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## Discoverer's English Curriculum 2022-2023

<p><b>Theme: Are we there yet?</b></p> <p><b>Book:</b></p>  <p>Flat Stanley by Jeff Brown</p> <p><b>Reading age 6+</b></p>	<p><b>Theme: Diversity</b></p> <p><b>Book:</b></p>  <p>The Big Book of festivals by Joan-Maree Hargreaves and Marita Bullock</p> <p><b>Reading age 6+</b></p>	<p><b>Theme: Weird and wonderful</b></p> <p><b>Book:</b></p>  <p>The Danger Gang By Tom Fletcher</p> <p><b>Reading age: 7+_</b></p>	<p><b>Theme: Visionaries</b></p> <p><b>Book:</b></p>  <p>Martin Luther King Jr by Maria Isabel Sanchez Vegara</p> <p><b>Reading age:</b></p>	<p><b>Theme: Myths and Legends</b></p> <p><b>Book:</b></p>  <p>The Orchard book of Greek Myths Geraldine McCaughrean</p> <p><b>Reading age: 7</b></p>	<p><b>Theme: Breaking News</b></p> <p><b>Book:</b></p>  <p>Eco Rangers: Wildfire Rescue by Candice Lemon-Scott</p> <p><b>Reading age 7</b></p>
<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can listen and engage in a story being read.</li> <li>2. I can identify key characters and events.</li> <li>3. I can identify a letter and its purpose.</li> <li>4. I can write a letter.</li> <li>5. I can explore different letters for different purposes.</li> </ol>	<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can investigate different festivals</li> <li>2. I can describe festivals using adjectives</li> <li>3. I can experience role play</li> <li>4. I can write a postcard from a festival</li> <li>5. I can form sentences using capital letters.</li> </ol>	<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can listen to a story and answer questions.</li> <li>2. I can begin to use nouns and verbs.</li> <li>3. I can begin to form sentences.</li> <li>4. I can recall key information from what I have heard.</li> <li>5. I can create a piece of writing about a story I have heard using my preferred method</li> </ol>	<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can listen to key information.</li> <li>2. I can use the interest to research facts.</li> <li>3. I can create a poster to inform.</li> <li>4. I can type letters and words.</li> <li>5. I can explain my poster to my peers.</li> </ol>	<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can listen to a variety of myths and legends.</li> <li>2. I can use a varied vocabulary to describe each story.</li> <li>3. I can share my opinions about the stories in a class discussion.</li> <li>4. I can use adjectives, nouns and verbs correctly.</li> <li>5. I can recreate a story using role play</li> </ol>	<p><b>Big picture:</b></p> <ol style="list-style-type: none"> <li>1. I can identify the purpose of newspapers</li> <li>2. I can create a newspaper article</li> <li>3. I can identify facts from a story.</li> <li>4. I can use grammar correctly.</li> <li>5. I can share my ideas clearly with my peers.</li> </ol>

## Discoverer's English Curriculum 2022-2023

<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Letter writing	<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities	<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities	<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Research activities Create a poster	<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities	<b>Suggested approaches:</b> Sensory Stories Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Create a newspaper article
<b>Cross Curricular links</b> <b>Geography</b> - Travel <b>PSHE</b> - Feelings and wellbeing	<b>Cross Curricular links</b> <b>Art and craft</b> - Christmas cards <b>Music</b> - recreate world music <b>PSHE</b> -tolerance <b>SMSC</b> -religion and culture	<b>Cross Curricular links</b> <b>PSHE</b> -Friendship	<b>Cross Curricular links</b> <b>SMSC</b> - religion <b>PSHE</b> - Race, gender, diversity <b>History</b> - Black History	<b>Cross Curricular links</b> <b>History</b> - Ancient Greece <b>Geography</b> - countries, culture <b>Art</b> -create costumes <b>Drama</b> - role-play	<b>Cross Curricular links:</b> <b>Science and Maths</b> - measure, temperature. <b>Geography</b> - Australia, eco systems.

## **Discoverer's English Curriculum 2022-2023**

### **Semi-Formal Impact**

Learners accessing the Semi-formal curriculum will have developed pre-literacy skills and started to develop specific English knowledge. Students will use their preferred form of communication to develop ideas about stories, events and characters they have heard. Some students will begin to form letters, words and sentences. Students may use symbols, or alternative methods to form pieces of text. Students may begin to infer and form opinions about wider aspects of stories and texts. Some students may become more confident to use spelling and grammar correctly, as others may be introduced to this. Students will begin to read and write for different purposes, such as forming letters, postcards and newspapers. Phonics skills will be built upon, regardless of what level students have started at due to basic principles being embedded in all learning opportunities. Students will also have accessed Phonics during intervention and small group sessions.

### **Moving on 14+ Curriculum**



## **Discoverer's English Curriculum 2022-2023**

Moving On 14+ is a flexible, all-inclusive curriculum with national accreditation for students aged 14+ years who experience difficulties in learning.

### **The Programme of study for Moving on includes:**

- Sharing Information
- Creating an Interest
- Literacy for Information
- Literacy for Life and Leisure
- Literacy for the Future

<b>Programme Outline</b>				
<b>Literacy</b>				
<b>Sharing Information</b>	<b>Creating an Interest</b>	<b>Literacy for Information</b>	<b>Literacy for Life and Leisure</b>	<b>Literacy for the Future</b>
Letters and Postcards	Poetry, Plays and Songs	Magazines and Newspapers	Using Leisure Facilities	Form filling and Personal Details
People and Events	Books including Traditional Tales	Using a Library	Using the Internet	This is Me and Personal Statements
Collecting and using information including surveys and opinions	Films, Radio, T.V. and Theatre	Bibliography and Factual Literature	Social Sight and Information, Signs including Shopping and Travel	Group Discussions and Debate

**The aims of the Moving on 14+ Curriculum is to provide learning experiences which enable students to:**

## **Discoverer's English Curriculum 2022-2023**

- Develop autonomy and broaden choices and opportunities in a range of contexts, for example, citizenship and community, domestic and everyday life, the workplace, leisure, education and training, travel and using ICT in social roles.
- Develop specific skills and capabilities in contexts for communication, speaking and listening, reading and writing, engaging with the world.
- Develop ICT skills and capabilities in contexts for communication, providing personal information, developing community participation skills and engaging with the world: objects, technology, and people.
- Develop skills to make and communicate informed choices.
- Develop as high a degree of personal independence and safety as possible.

## **Moving On 14+ Implementation**

## **Discoverer's English Curriculum 2022-2023**

Moving On learners will experience more formal aspects of the English curriculum, with a key focus on reading, writing, and spelling and grammar appropriate to their needs. They will also focus on Literacy for Life, such as using the internet, personal statements and letters and postcards.

Students will access three of the programmes of study each year to provide a varied approach. The engagement scale allows for progression each year.

Students will access four Literacy lesson per week with one focus per half term, they will also have a topic lesson, relating to a story to facilitate a variety of literacy skills and build upon previous knowledge.

### **Year 1-Arctic and Nova**

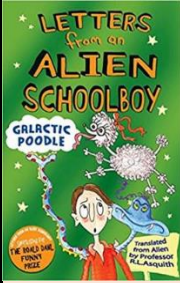
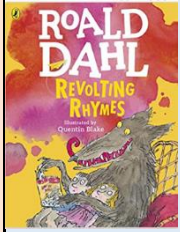
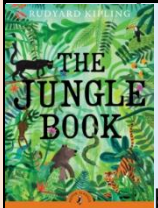

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b><u>Sharing information</u></b>	<b><u>Creating an interest</u></b>	<b><u>Literacy for information</u></b>
Letters and postcards	Poetry plays and songs	Magazines and Newspapers

### **Year 2-Arctic and Nova**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b><u>Literacy for life and leisure</u></b>	<b><u>Literacy for the future</u></b>	<b><u>Sharing information</u></b>
Using leisure facilities	Form filling and personal details	People and events

### **Arctic and Nova English Curriculum Year 1**

## Discoverer's English Curriculum 2022-2023

<b>Autumn 1 &amp; 2</b> <b>Sharing Information</b>	<b>Spring 1 &amp; 2</b> <b>Creating an interest</b>	<b>Summer 1 &amp; 2</b> <b>Literacy for information</b>
<p><b><u>Letter and postcards</u></b></p>  <p><b>Book :</b> Letters from an alien schoolboy By Ros Asquith <b>Reading age: 7+</b></p>	<p><b><u>Poetry plays and songs</u></b></p>  <p><b>Book:</b> Revolting rhymes By Roald Dahl <b>Reading age: 7+</b> <b>Book/Play:</b> The Jungle book_  by Rudyard Kipling <b>Reading age: 7+</b></p>	<p><b><u>Magazines and newspapers</u></b></p>  <p><b>Book:</b> Scoop McLaren: Detective Editor_by Helen Castles <b>Reading age: 9+_</b></p>
<p><b><u>Big Picture</u></b></p> <ol style="list-style-type: none"> <li>1. I can look at and identify a letter and a postcard</li> <li>2. I can identify the purpose of a letter and postcard_</li> <li>3. I can create a letter</li> <li>4. I can create a postcard</li> <li>5. I can experience a story including letters</li> </ol>	<p><b><u>Big Picture</u></b></p> <ol style="list-style-type: none"> <li>1. I can experience a range of poems, plays and songs</li> <li>2. I can identify aspects of each medium</li> <li>3. I can create a poem or play</li> <li>4. I can experience a play</li> <li>5. I can take part in role play</li> <li>6. I can create a song</li> </ol>	<p><b><u>Big Picture</u></b></p> <ol style="list-style-type: none"> <li>1. I can look at a variety of magazines and newspapers</li> <li>2. I can identify the purpose of a magazine and a newspaper</li> <li>3. I can create a magazine front cover</li> <li>4. I can create a newspaper article</li> <li>5. I can experience a story including newspapers</li> </ol>
<p><b><u>Suggested approaches:</u></b> Sensory Stories</p>	<p><b><u>Suggested approaches:</u></b> Sensory Stories</p>	<p><b><u>Suggested approaches:</u></b> Sensory Stories</p>

## Discoverer's English Curriculum 2022-2023

Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Tough tray activities Hot seat- Q&A	Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Tough tray activities	Role Play Story Massage Colourful semantics Queued articulation Twinkl Phonics Comprehension activities Writing activities Tough tray activities Hot seat Q&A
<b><u>Cross Curricular links</u></b> <b>Science-</b> Electricity <b>Technology-</b> Masks <b>Art-</b> Sculpture	<b><u>Cross Curricular links</u></b> <b>Creativity-</b> Drama, mine and role play	<b><u>Cross Curricular links</u></b> <b>Citizenship-</b> Current affairs <b>Work related learning-</b> A job study

## The Engagement Scale

## **Discoverer's English Curriculum 2022-2023**

The Moving On 14+ scheme of work is designed to provide 'units of work' that indicate continuity and progression over time. Each subject area has a scale of 10 levels of achievement. These have been provided to allow each level of attainment to be accredited.

<b>Ten developmental stages</b>	<b>Stage characteristics</b>	<b>Stage Descriptor</b>
<b>1. Encounter</b>	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
<b>2. Early Awareness</b>	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
<b>3. Interest</b>	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
<b>4. Supported Participation</b>	Characterised by cooperation and engagement	Learners accept supported participation. They cooperate with shared exploration and engage in activities, although their responses may be supported by staff or other learners.
<b>5. Active Involvement</b>	Characterised by cooperation and engagement	Learners accept supported participation. They cooperate with shared exploration and engage in activities, although their responses may be supported by staff or other learners.
<b>6. Development</b>	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.
<b>7. Exploration</b>	Characterised by concentration, recall and observation	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember

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		responses over more extended periods. They observe the results of their actions with interest.
<b>8. Initiation</b>	Characterised by established responses and conventional communication	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods
<b>9. Consolidation</b>	Characterised by the formation of skills, knowledge, concepts and understandings	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate
<b>10. Application</b>	Characterised by the application of skills, knowledge, concepts and understandings	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Teachers will select a learning intention for the lesson from the list of outcomes for the curriculum, staff will observe students and assess through question and answer, support needed and production of work. Students may progress through the engagement scale as the year moves on, or they may fluctuate around the scale depending on the task and support needed dependent on their needs.

### **Moving on 14+ Impact**

## **Discoverer's English Curriculum 2022-2023**

The impact of the Moving On 14+ curriculum is that learners will have the fundamental skills to be as independent as possible when they leave school. Students will have an understanding of literacy is used in everyday life and will have the key skills to make choices, apply for jobs, write letters, use a keyboard to email. Students will have developed their love for literacy by accessing a variety of stories plays and songs and may have expanded their choice during leisure time. Students will progress through each pathway able to build upon previously learnt skills and develop all aspects of English through structured and purposeful lessons. Students will have varied outcomes, some of which the ability to make choices, communicate their desires and be read to for pleasure; others may have the confidence to complete a job application form for their first job and read during leisure time for pleasure. Students will leave Two Rivers High School with the relevant skills to support them to their next stage.

**Twinkl Phonics Scheme**



## **Discoverer's English Curriculum 2022-2023**

Twinkl Phonics is a multisensory approach which includes: engaging activities focused on developing and applying reading and writing skills, mnemonics, actions, handwriting formation rhymes and songs to reinforce sound and letter recognition, active repetition to ensure rapid recall of GPCs, common exceptions words.

Twinkl Phonics is used daily, with intervention sessions utilised weekly to prepare students to be life-long readers. All students are assessed half termly from level 1 to level 6 to ensure progress is consistent. The fundamentals of phonics are embedded across all subjects in the school; therefore students will have a consistent approach to reading, writing and spelling words in all lessons.

In the Discoverers tier, all students will access daily phonics games, starters and activities in form time or English lessons. Small group intervention sessions will be provided for students identified as needing additional provision.