



English – Curriculum

At Heathfield our English objectives are taught through a creative learning journey to a desired outcome. The journey consists of:

- **Stimulating and generating** - This phase is all about inspiration and immersing in the stimulus.
- **Capturing, sifting and sorting** - Developing skills needed to be successful in the final outcome.
- **Creating, refining, evaluating** – Writing and reflecting.

The unit of work begins with a 'hook' to gain the children's attention and engagement. This may be an offsite visit, an exciting find or a new experience. The long term plan was produced by the English Manager and English Advisory teacher to include a range of high interest texts including animations and coverage of writing outcomes.





Communication

Classes spend a lot of time ensuring the children have the appropriate vocabulary to complete their unit of work; this may be initiated by hot seating, drama techniques, talk tins and hands on experiences. Communication is supported through Makaton – across the school including signs of the week, regular sign-a-thons, communication cards for areas and topics, PECS, the BLANK language scheme, Colourful Semantics, Lego therapy, Attention Autism therapy and other AAC (for example PODD and ‘Proloquo2Go’).

Alongside class and group communication many children have individual speech and language programmes written by our NHS and Hampshire County Council Speech Therapists, these are followed by the class teams.





Reading

Every child has an individual reading record to record reading at school and home. Children are encouraged to develop their love of books through regular visits to the library, a range of reading scheme books including 'Code X', 'Snap dragons', fiction and non-fiction text, magazines, symbols and signs. Our annual 'book week' fully submerges the children and their families into books.

The children at Heathfield have daily phonics sessions at their individual levels following 'Letters and sounds', this is monitored half termly alongside sight words.

The children working within national curriculum are assessed against the Salford Reading test.





Writing

Writing at Heathfield begins with daily gross and fine motor activities, alongside sensory mark making. Each child is assessed by the Occupational therapist for appropriate pencils grip and support.

Each learning journey has a writing outcome that is built upon and edited when appropriate. The long term planning ensures that each class has a text each term with a 'Talk for writing' focus, which enables children to imitate the language they need for a particular text orally before reading and analysing it then writing their own version.

We are developing our handwriting scheme of work supported by 'Pen pal'

