



English at Kensington Queensmill

Intent: The aims of English at Kensington Queensmill are:

- To create opportunities for adult and peer interactions and joint attention
- To offer children a range of communication tools and strategies to enable them to communicate their needs effectively
- To develop children's vocabulary and understanding
- To enable children to express their emotions more effectively
- To foster an enjoyment of stories, literature and drama
- To explore children's special interests through literature, speech and play
- To learn to attend to a range of group sessions and assemblies
- To learn about a range of topics centred around a class book or story
- To enable cultural inclusion through exposure to a range of authors, genres and traditions
- To teach functional reading, writing and communication skills to enable them to be more independent in the local community
- To develop functional reading, writing and communication skills for life skills and employment opportunities
- To offer older children the opportunity to gain qualifications relating to English

Implement: English (reading, writing and communication) are generally taught at KQ through a mixture of discrete lessons, topic based learning and through activities embedded throughout the school day. Many of our students go on to gain qualifications in English, ranging from ASDAN, to Functional Skills and GCSEs.

- The English subject team meet regularly to review topics and schemes of work where there are aspects of English teaching and learning
- Themed learning walks look at the impact of English teaching across the school
- Speech and Language team regularly review communication aids and supports throughout the school, including opportunities for communication development in the playground and at lunchtimes.
- Staff training is held regularly on a variety of topics related to English, for instance, Phonics and Total Communication training
- Lesson observations, as well as monitoring of assemblies, support the development of English teaching
- Risk assessments for community outings are written by class teachers and reviewed by SMT

Impact: Progress in English is assessed formally through termly Personalised Learning Plan targets. All children have an English target and two social communication targets (from SCERTS) per term. These are agreed in collaboration with class teams, phase leaders, parents and speech and language therapists. Staff will consider children's EHCP outcomes and use targets to create small steps of learning and progress towards these. Engagement in English based activities are often related to social communication, joint attention and emotional regulation areas of development as well as reading, writing and communication. Development of reading, writing and communication skills is embedded across the curriculum and the school environment.

Social partners might be working towards...

Being part of a group **attending to a story** or English activity

Exploring **sensory stimuli** relating to reading, writing, communication and stories

Using symbols, photos or pictures to indicate a want, need or to make a choice

Understanding and following a **schedule**

Mark making using a variety of tools

Participating in a range of **functional activities** such as cooking or shopping

Accessing a range of **community outings**

Experiencing the written word all around them

Following short verbal commands or instructions

Imitate a range of sounds

Language partners might be working towards...

Attending to a group writing or story-telling activity

Indicating some wants, needs or preferences (through speech, symbols or gesture)

Intentional and meaningful **mark making** using a variety of tools

Commenting on events, activities or objects

Developing independence in a range of **functional activities** such as cooking or shopping

Accessing the community with greater independence

Matching letters, pictures and/or words

Sequencing events or parts of a story

Writing some words such as own name

Verbalise some familiar words or sounds

Identify writing in the world around them

Conversation partners might be working towards...

Attending to, and participating, with a range of English activities

Clearly **indicating a range of wants, needs and preferences**

Turn taking in a conversation about a range of topics

Independently following written instructions to complete a variety of **functional activities**

Accessing familiar **community activities** and places independently

Decode a range of words using phonic understanding

Reading and write some **phonic based CVC words**

Using a dictionary to self-correct or learn new words

Reading and writing a variety of styles, purposes and for different audiences

Asking and answering questions about a text

