

Progression and Functional English curriculum

The English curriculum for the Progression Pathway is designed to enable pupils to develop fundamental English skills through a 'spiral' approach. A high quality text each half-term forms the basis of the English curriculum with the text being linked to the overall theme for that term. The different themes provide varied contexts for learning and provide opportunities for pupils to apply their developing English and wider curriculum skills. The nature of the 'spiral' curriculum enables pupils to frequently revisit a skill, several times throughout the academic year and throughout their school career. The progression of the skill will develop with each revisit based on the individual pupil's needs and ability. Progression of a skill may be seen in the form of increased independence, quicker recall, application to other contexts, heightened focus and concentration or through specific, personal related targets linked to the pupil's wider development. The repetition of skills through different themes and texts allows for new learning to build upon previously acquired knowledge and applied into new contexts enabling our pupils to make more meaningful and memorable links across the curriculum.

Through each text/theme, pupils will develop skills from the following key areas (adapted from the National Curriculum English programme of study) -

Spoken Language and Communication

- Speaking, listening, responding, discussing; poetry (this may be through rhymes, chants or song) and drama.

Reading

- Word recognition, decoding/encoding, word structure and spelling.
- Comprehension; understanding and interpreting texts; engaging and responding to texts.

Writing

- Transcription; spelling and handwriting.
- Composition; articulating ideas and structuring them in communication and writing

The high quality text for each half-term will be a work of fiction, with non-fiction texts/skills being integrated into the overall theme over the half-term.

Non-fiction skills will be covered through areas such as:

- Signs, labels, captions and lists

- Information, including personal information, information in the environment and how it is meaningful for the individual
- Recounts, including recounting recent real incidents of note that have occurred to the pupil
- Instructions
- Letters and emails (where appropriate and meaningful)
- Explanations (writing facts)
- Alphabet and dictionary work
- Posters
- Exploring new vocabulary, glossaries/indexes

Progression pathway half termly overview (LTP)

Each half term the story will be read and used as an overall theme to develop key skills of reading, writing and spoken language/communication.

Each week there should be elements of reading/writing/spoken language and communication – this can be through teaching inputs or through activities.

Non-fiction skills/poetry will be integrated into the half term using the overall theme (see Progression/Functional pathway core texts **(and non-fiction focus)**).

Each half term the following skills should be consistently taught, modelled and planned within activities. The core text should be used as a stimulus and these skills linked to the text. The following skills **should not** be viewed as a discrete set of skills but as a reference guide for planning to ensure key skills are being consistently taught and applied throughout the whole half term.

Comprehension - Exploring the new text (possible coverage – book handling skills, exploring props, understanding theme of book, making predictions, understanding new vocabulary. Dictionary skills).

Comprehension – (possible coverage – character study, sequencing events, recognizing characters, matching symbols, describing setting, asking/answering questions)

Transcription – (possible coverage – fine motor skills, letter formation, spelling/phonics skills, prefixes and suffixes, capital letter recognition and formation, dictionary skills for spelling, correcting errors).

Spoken language & communication – (possible coverage – symbol sentences, following instructions, positional language, role play/drama, discussion/debate, show and tell).

Composition – (possible coverage – identifying appropriate words for sentence, unscrambling sentences, capital letters/full stops, spaces between words, question marks/exclamation marks, orally rehearsing sentences)

Word recognition – (possible coverage – matching letters/fonts, sound recognition, matching initial sounds to pictures/objects, sounding out words, sequencing sentences, identifying errors)

For further guidance/reference please refer to progression steps.

Functional pathway functional focus structure (LTP)

For Autumn 1, Spring 1 and Summer 1 the Progression pathway half termly overview (LTP) should be followed using the set core texts. For the alternate half terms, planning should have a functional focus as follows (the skills listed link directly to the functional skills assessments).

Autumn 2 - Me and my world –

Extracting information/organizational markers (takeaway menus, adverts, texts/messages (including medical appointments, click and collect)

Personal information

Alphabetical order (phone contacts, files on a computer system)

Adjectives (describing lost property, my house, meeting friends)

Compound sentences (using them to write detailed descriptions)

Spring 2 - Out in the community –

Extracting information/organization markers (doctors information, posters, signs)

Instructions (self –service, following café protocols)

Alphabetical order (self-service checkouts, bus stands)

Formal/informal settings

Adjectives (meeting in different places, describing what you're looking for in a shop, needing help).

Compound sentences (understanding information that includes compound sentences)

Summer 2 - World of work –

Extracting information/organizational markers (job adverts, emails, and health and safety signs)

Personal information

Formal and informal language

Adjectives and compound sentences (describing self, writing a CV)

Questions (questions to employers, asking questions)

Alphabetical order (filing, employee names, registers).

Progression/Functional pathway core texts (and non-fiction/poetry focus)

**If in functional pathway then follow the given curriculum but choose one fictional text per term and follow Functional pathway functional focus structure for alternate half term

	Curriculum A	Curriculum B	Curriculum C	Curriculum D	Curriculum A+	Curriculum B+	Curriculum C+	Curriculum D+	Functional pathway A A1 R2	Functional pathway B A2	Functional Pathway C M1	Functional Pathway D R1
A1	Funny bones Signs around us	There's a tiger in the garden Fact files	Vlad and the Great Fire of London Fact file	The trouble with time travel Letters/postcards	The boy who loved maps Reading signs in the community	Little people big dreams – David Attenborough . Alexander Von Humboldt, Ernest Shackleton Glossary and dictionary work	War Horse (picture book) Fact files	The Lion and the Unicorn Letters	Matilda Or Little people big dreams Alphabet and dictionary work	Gulliver's travels poetry	A Christmas Carol Poetry and rhyme	Dracula Wanted posters and descriptive writing
A2	Tango makes 3 Listening and attention e.g. environmental/instrumental sounds	Stone girl bone girl Biography	The dog detectives lost in London Rhymes – London Bridge is Falling down	Looking for yesterday Labels and captions	Can I build another me? Personal information	Grandmothers dreamcatcher Instructions	Peter Pan Shape poetry	Mary Poppins adverts	Functional Focus – me and my world			
Sp1	Handa's Surprise Lists	Aliens love underpants Rhyming words	Around the world with Max and Lemon Letters	Dougal's deep sea diary Exploring non-fiction texts	Monkey Puzzles Riddles	Rocket says look up Did you know facts	Around the world in 80 days Information poster	Beach Acrostic poetry	Macbeth Instructions/recipes	Romeo and Juliet or Midsummer night's dream Adverts/posters	The War of the Worlds Letters/emails	Treasure Island Personal information and form filling
Sp2	Don't hog the hedge Capitons/labels	Toys in space Exploring non-fiction books	Romulus and Remus Alphabet	The princess who hid in a tree – An Anglo Saxon tale Poetry	Over and Under series (3 books for 3 different habitats) Posters	Man on the moon – a day in life of Bob Fact and fiction comparing Bob with Tim Peake	One day, so many ways Features of text e.g. maps, timelines	Beowulf Poetry	Functional Focus – Out in the community			
Su1	The little raindrop Information around us	Scarecrow's wedding Lists	Somebody swallowed Stanley Shape poetry	Jack and the baked beanstalk Recipes/ instructions	Oh say can you say what's the weather today? Glossaries/ indexes	The first drawing Letters	Dear Greenpeace Letters/emails	Charlie and the Chocolate Factory Recipes/ instructions	Jungle Book Explanations (writing facts)	The Watertower Letters/emails	Frankenstein Instructions/recipe	Hound of the Baskervilles Conversations and presenting to others
Su2	Storm (Sam Usher) Exploring non-fiction texts	Stone Age boy Alphabet	Mrs. Armitage on Wheels Exploring non-fiction texts	The enormous turnip Labels and captions	If you were on board the titanic Fact files	The Wind in the Willows Nature poetry	The Great Kapok Tree Posters	James and the Giant Peach Fiction/non fiction texts	Functional Focus – world of work			