

English and Communication Rationale

Intent

At Mayfield School we recognise the importance of developing pupil's English and Communication skills for them to be able to access a rich and diverse curriculum. English and Communication has its own strand within our GET REAL Curriculum to ensure teaching staff understand how paramount the skills within the strand are, to support pupils to reach their full potential and prepare them for adulthood.

English is essential in providing pupils with the communication, reading, and writing skills they need for life. We aim for our pupils to develop their confidence, fluency, and passion for literature through; widespread reading for pleasure, development of communication skills to ensure they can express their own feelings, ideas, and views, and accesses a balance of fiction, non-fiction, and poetry throughout the academic year. At Mayfield we want all our pupils to be confident to use and apply their English skills effectively inside and outside the classroom.

Across Key Stages 1-4, English is linked to our teaching of topics. We follow a thematic cycle which ensures our pupils are working towards:

- Reading easily, fluently and with good understanding
- Developing a love for books and reading
- Exposure to a range of genres within literature
- Acquiring a wide vocabulary and understanding of grammar and knowledge for reading, writing and spoken language
- Developing communication skills to use in discussion and questioning activities
- Developing speaking and listening, in their preferred communication mode
- Writing clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audiences

Implementation

Our English and Communication strand is divided into 3 key areas: Communication, Reading and Writing. Within daily English lessons pupils will have the opportunity to access all 3 areas. English lessons are adapted to support the individual need of the pupils; pupils may access elements of whole class teaching, small group work, or precision teaching through workboxes. As per the Get Real Curriculum intent, the English and Communication strand is designed to ensure that we can adopt a flexible and personalised approach. Our theme cycle has been created to support pupils to access a wide range of literature. Our pupils were consulted when the theme cycle was being created to support pupil engagement within English lessons. Each half term there is an overarching theme from KS1-KS4, and each Key Stage then focuses on specific texts/author/genres.

Communication

At Mayfield School we have a Total Communication approach throughout the school day. We understand that communication is an essential part of everyday life and forms the basis of how we interact socially with others. Therefore, Communication is not limited to English lessons - pupils will continue to develop and practise

communication skills throughout all strands of the curriculum and throughout the school day, to support their communication skills. The Communication element of our GET REAL curriculum also reflects the importance of developing the 2 types of language skills; expressive and receptive communication. Expressive communication is when you are sending a message, this may be in response to another person or to initiate communication. Receptive communication is when you receive a message from another person. An individual's expressive and receptive communication skills may not be the same. Staff will use a combination of communication methods to support development both expressively and receptively.

Please see Mayfield's Total Communication Strategy [here](#).

Reading

At Mayfield School, our Reading element has a big focus on establishing pupil's phonic knowledge and skills, fluency in reading, and supporting pupils to apply these to reading and spelling and developing pupil's comprehension skills. We recognise that we have a high population of EAL (English as an Additional Language) pupils at Mayfield School and utilise strategies individual to pupils to support their development and understanding of English language e.g., using symbols and visual supports. Pupils are given opportunities to read daily in different contexts e.g., reading for pleasure sessions, guided reading sessions, and phonic sessions. All pupils in Mayfield School are exposed to a range of reading opportunities and texts, this may include; phonics reading books, sensory stories, listening books, chapter books, books beyond words, comic books, newspapers & magazines.

Reading: Comprehension Skills

Comprehension is focused on pupil's comprehension of texts and comprehension skills required to access the community. Pupils will work to develop key skills that will support them when accessing the community, such as discriminating key signs that are found in the community and developing understanding of these. Pupils can access a range of texts and staff utilise questioning to support comprehension skills at pupil's individual levels, and staff model how to extract information from the text to answer questions. Where pupils can read accurately and at a speed that is sufficient for them, there is a focus on understanding what they read rather than sounding out and blending to read unfamiliar words. Reading fluency enables working memory to focus on interpretation/analysis; reading builds pupils' knowledge of grammar as well as knowledge of stylistic features, genre, and structure, and supports their development of vocabulary. Staff utilise guided reading sessions to bridge the gap between word recognition and comprehension. During guided reading sessions there is a specific focus on accuracy, automaticity and prosody. Pupils, that are ready for guided reading sessions, access approximately 2-3 guided reading sessions in a week.

Reading: Reading for Pleasure

Pupils also access daily Reading for Pleasure sessions. Reading for Pleasure is proven to show an improvement in attainment across the curriculum. Our Reading for Pleasure sessions are differentiated for classes and individuals to ensure all pupils can access Reading for Pleasure within the school day. At Mayfield School we want to also ensure we are reflecting life in modern Britain; therefore, our Reading for Pleasure sessions are not limited to reading books; pupils are also given the opportunity to listen to podcasts, audiobooks, access news websites and other media. This links with our

journey to become a Rights Respecting School. We endeavour for our love of reading to spread from school to home, therefore as part of our Home School Reading Approach we offer pupils the option to have a book to read/listen to just for fun! Staff also record videos of themselves reading stories (that can be turned into sensory stories), and post them on WEDUC half termly, so pupils and parents have a unique way to access stories together. Although pupils have Reading for Pleasure sessions timetabled for twice a week, Reading for Pleasure is not restricted to these times. We encourage staff to support pupils to find subjects/topics they are interested in and promote opportunities throughout the school day for pupils to read for pleasure!

Writing

The writing element within our GET REAL curriculum is divided into 2 focuses; transcription and composition. We recognise that writing is not limited to English lessons, and pupils that are ready to produce extended writing, have opportunities across the curriculum strands to develop their writing skills.

Writing: Transcription

At Mayfield we understand that we need to give our pupils all the tools necessary to access transcription and begin to develop their handwriting skills, and our transcription element reflect this. Before pupils move on to the transcription element of writing pupils first need to develop their individual fine and gross motor skills by focusing on skills within our Physical Development strand. Pupils will also have access to sensory mark making. Once pupils have mastered these skills, they will then learn to form letters, numbers and continue to practise and develop their handwriting skills. We want all our pupils to develop their transcription skills to ensure their writing is legible and their views and opinions are understood by the reader. We also value the importance of the advancements of technology and understand that are pupils are digital citizens - therefore pupils are given opportunities to transcribe on various medias such as laptops and iPads. Once pupils have developed their letter formations, the focus will then move to punctuation and grammar to enables pupils to focus on the content, form, and structure of their writing.

Writing: Composition






Composition is a key skill, not only for writing, but also communication. Composition is the ability to be able to organise your thoughts and be able to convey them through the pupil's own preferred mode. The composition element of writing reflects the fact that although not all our pupils will be able to produce legible handwriting, they can make use of their own preferred method to have their views and opinions heard. As well as using total communication strategies to support this, we have created a Sentence Building Programme to support pupil's understanding of creating grammatically correct sentences, without necessarily needed transcription skills.

Impact

At Mayfield School we relish the opportunity to gain feedback from pupils. We asked our pupils some questions about the English Curriculum and what they had learnt throughout the year, here are some of the answers below:






      
Question 1: What have you enjoyed about

 
English this year?

    
Answers: - We love learning about






communication

   
- Learning about rhyming words

    
- We learnt how to apply for jobs

     
- I like doing handwriting and spelling

      
Question 2: What key skills have you

   
learnt in English this year?



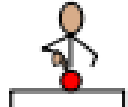

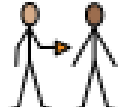

   
Answers: - How to be in the community





     
- How to get our friends attention without


shouting

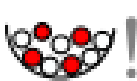
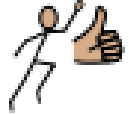


    
- How to build sentences the right way

     
- How to predict what could happen next

     
Question 3: What would you like to

   
learn about in English?

   
Answers: - How to put on a performance

   
- More skills for jobs in the


community

 
- More writing
