

## **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)**

	Curriculum A	Curriculum B	Curriculum C	Curriculum D	Curriculum A+	Curriculum B+	Curriculum C+	Curriculum D+	Functional pathway A	Functional pathway B	Functional Pathway C	Functional Pathway D
									Ian R1	A1 R2	A2	M1
A1	Funny bones Signs around us	The Koala who could Fact files	The Cook and the King Recipes	The trouble with time travel Letters/post cards	The suitcase of belonging (twinkl original) Personal information	Stonehenge Luke and the Bluestone Exploring non-fiction texts	The Prince and the Pauper Retell - retelling events	Back to the Future: The classic illustrated book News article	Matilda Or Little people big dreams Alphabet and dictionary work	Gulliver's travels Or Diary of a wimpy kid Poetry Feelings Adjectives and descriptions	A Christmas Carol Or Ten ways to hear snow  Poetry and rhyme	Dracula Or The Firework-Maker's Daughter by Philip Pullman  Wanted posters and descriptive writing
A2	Tango makes 3 Listening and attention e.g. environmental/instrumental sounds	Stone Age boy Alphabet	The Boy who loves maps Exploring maps – symbols and labels	Looking for yesterday Labels and captions	Can I build another me? Signs in my community	Little people big dreams – David Attenborough, Alexander Von Humboldt, Ernest Shackleton Glossary and dictionary work	Peter Pan Shape poetry	Marcy and the Riddle of the Spinx Fact file/information text	Functional Focus – me and my world Postal addresses Email Telephone calls Alphabet Dictionary Opinions Feelings Adjectives and descriptions			
Sp1	Handa's Surprise Lists	Aliens love underpants Rhyming words	Orchard Greek myths – Hercules Fact file	Dougal's deep-sea diary Diaries	Over and Under series (3 books for 3 different habitats) Posters  Riddles	Rocket says look up Did you know facts	Athena and the Olive Tree and other Greek Myths (Orchard Myths) Recount - diary	The Rhythm of the Rain Acrostic poetry	Macbeth Or Michael Morpurgo – Fox friend  Instructions/receipts	Romeo and Juliet or Midsummer night's dream Adverts/posters	The War of the Worlds. Or One Plastic Bag by Miranda Paul Letters/ emails / Postal addresses	Treasure Island Or Horrible histories  Extracting information Information gathering
Sp2	Don't hog the hedge Captions/labels	Toys in space Exploring non-fiction books	Tree: Seasons come, seasons go Poetry	The Storm Whale Information text/facts about Whales		Man on the moon – a day in life of Bob Fact and fiction comparing	Romulus and Remus Exploring non-fiction books	The Magic Paintbrush Letters	Functional Focus – Out in the community Reading / extracting information in different forms Menus Topic discussions Tense Plurals			

						Bob with Tim Peake						
Su1	The little raindrop Information around us	Scarecrow's wedding Lists	Somebody swallowed Stanley Posters	Beach Exploring non-fiction texts	Oh say can you say what's the weather today? Glossaries/indexes	The Lion and the Unicorn Letters	Dear Greenpeace Letters/emails	The Secret Garden  Recount/diary entry  How to guide e.g. how to have a picnic	Jungle Book or Aesop's Fables Explanations (writing facts)	The Water Tower Or Goodnight Mister Tom by Michelle Magorian  Letters/emails	Frankenstein Or The Twits  Instructions/recipe	Hound of the Baskervilles Or David Walliams – Demon Dentist  Conversations and presenting to others
Su2	Storm (Sam Usher) Exploring non-fiction texts	Tail End Charlie Letters	Mrs. Armitage on Wheels Exploring non-fiction texts	National Trust: Look What I found at the Seaside Facts	If you were on board the titanic Recount/diary entry	The Wind in the Willows Nature poetry	The Great Kapok Tree Information leaflet		Functional Focus – world of work Applications, Interviews Q & A, Personal information CV's Information gathering Instructions			

\*\*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