

Curriculum Area: Communication, Language and Literacy

Our Vision, Intent & Implementation

Vision

Our vision is to develop skills for life, supporting our pupils to become effective communicators. This will enable pupils of all ages and stages of development to have a voice and make positive choices.

Intent

We have a pupil centred curriculum model. Communication and language are essential pre-requisite skills for accessing learning and a core area of our curriculum. Our curriculum offers ipsative assessment opportunities to track pupil progress from their own baseline and ensure correlation with EHCPs to affect positive outcomes.

Implementation

Planning is phase specific to ensure age-appropriate activities and material, varied and sequential experiences to motivate, interest and foster enjoyment in all areas of this vital curriculum area. We offer broad and balanced literacy, language and communication opportunities in a cross curricular approach. Themes offer sequential learning moving from the immediate concrete experiences in early years, developing in primary to local community and in secondary to the wider world.

Pupils' individual communication, language and literacy skills are targeted through personalised assessment and supported through the 'plan, do, review' model. Each pupil's progression is evidenced through observations, pupil work and moderated robustly through external and internal QA processes.

EYFS Curriculum Pathway and Long-Term Plan			
Communication, Language & Literacy			
3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	<p>Theme Title: My Routine</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Are You Sleeping? Barefoot Books.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: This is the Wash our Hands.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: In the Garden</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: A Good Place by Lucy Cousins</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Round and Round the Garden</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Ready, Steady...</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Going on a Bear Hunt by Michael Rosen</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Grand Old Duke of York</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
Cycle B	<p>Theme Title: This is My Body</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: The Nose, Toes and Tummy Book by Sally Nicholls.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>	<p>Theme Title: What Can You Hear?</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: What the Ladybird Heard by Julia Donaldson</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>	<p>Theme Title: The Sun Has Got His Hat On!</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Maisy Goes on Holiday by Lucy Cousins.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>

	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Head Shoulders Knees and Toes</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: I Hear Thunder</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: The Sun Has Got His Hat On</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
Cycle C	<p>Theme Title: Happy Birthday!</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: My Presents by Rod Campbell.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Happy Birthday to You</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Animal Friends</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Mog the Cat Series by Judith Kerr.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Old McDonald Had a Farm</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Rainbows</p> <p>Half Term 1:</p> <p>Focus on Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Elmer the Patchwork Elephant by David McKee.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Nursery Rhyme: Five Green Bottles</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
Assessment	<p>EYFS: Personalised EYFS Birth to 5 Matters Tracker covering areas of learning: Literacy, Communication & Language. EYFS Personalised Learning Intentions. CoEL.</p>		

Primary Pre-Formal & Semi-Formal Curriculum Pathways and Long-Term Plan

My Communication

3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	Theme Title: My Busy Day	Theme Title: The Weather Forecast	Theme Title: Vroom!
<p>Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework.</p> <p>* Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Whatever Next Jill Murphy Books.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Nick Sharratt.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. Examples include: Wind Blew by Pat Hutchins.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Nick Sharratt.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. Examples include: All Change by Ian Whybrow</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Nick Sharratt.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
Cycle B	Theme Title: All About Me	Theme Title: Tell Me A Story	Theme Title: Oh, I Do Like to Be Beside the Seaside!
<p>Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Stone Soup European Folk Story</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Traditional Fairy Tales.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: The Snail and the Whale by Julia Donaldson.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p>

<p>* Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Half Term 2: Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Brian Moses. Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 2: Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Brian Moses. Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 2: Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Brian Moses. Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>
<p>Cycle C Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework. * Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Theme Title: Time to Celebrate & Party Half Term 1: Fiction: Fiction texts should include a variety of traditional and global literature. For Example: The Hanukkah Mice by Steven Kroll. Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Half Term 2: Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary nursery rhymes. Key Author: Tony Mitton Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Down On the Farm Half Term 1: Fiction: Fiction texts should include a variety of traditional and global literature. Examples include: Farmyard Hullabaloo by Giles Andreae. Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Half Term 2: Poetry and Rhyme: Poetry texts should include a variety of traditional and global literature. Examples include: Tony Mitton Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Colour My World Half Term 1: Fiction: Fiction texts should include a variety of traditional and global literature. Examples include: My Many Coloured Days by Dr Seuss Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Half Term 2: Poetry and Rhyme: Poetry texts should include a variety of traditional and global literature. Examples include: Tony Mitton Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology. Literature can be planned through story massage / multi-sensory immersive stories.</p>
<p>Assessment</p>	<p>Pre-Formal: Cherry Garden Framework Communication, Language & Literacy Branch Maps 1-4. MAPP Communication & Language and Engagement Model. Semi-Formal: Cherry Garden Framework Communication, Language & Literacy Branch Maps 5-10 and Bridging Branch Maps 10+. MAPP Communication & Language and Pre-Key Stage Standards for English.</p>		

Secondary Pre-Formal Semi-Formal Curriculum Pathways and Long-Term Plan

My Communication

3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	Theme Title: Sunrise to Sunset	Theme Title: It's a Bugs Life	Theme Title: I Like to Move It Move It
<p>Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework.</p> <p>* Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Phaethon and the Sun Chariot Greek Myth.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Michael Rosen.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Charlotte's Web E.B White.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Michael Rosen.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: World of Dance Barefoot Books Collection.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes.. Key Author: Michael Rosen.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
Cycle B	Theme Title: My Sensory Planet	Theme Title: Caring & Sharing	Theme Title: Holidays & Vacation
<p>Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework.</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Anansi the Spider: A Tale from the Ashanti by Gerald McDermott.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: My Granny Went to Market by Stella Blackstone.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>	<p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Mr Magee Book Series by Chris Van Dusen.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p>

<p>* Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes.. Key Author: Roger McGough.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Roger McGough.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Roger McGough.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
<p>Cycle C</p> <p>Planning and progression for the four strands* of My Communication are linked to MAPP PLI's and Cherry Garden CLL Framework.</p> <p>* Language & Communication, Attention & Understanding, Reading, Writing</p>	<p>Theme Title: Fiesta!</p> <p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Charlie's Magical Carnival by Marit Törnqvist.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Roald Dahl.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Farm to Fork</p> <p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: Give Me My Yam by Jan Blake and Pete Melnyczuk.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes.. Key Author: Roald Dahl.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>	<p>Theme Title: Patterns Everywhere</p> <p>Half Term 1:</p> <p>Fiction: Fiction texts should include a variety of traditional and global literature. For Example: The Day the Crayons Quit by Drew Daywalt</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Half Term 2:</p> <p>Focus on Poetry and Rhyme: Poems and Rhymes should include a variety of traditional and contemporary rhymes, for example Rapping Rhymes. Key Author: Roald Dahl.</p> <p>Non-Fiction and Functional: Non-Fiction and Functional texts should include a variety of traditional and global literature and should include the use of technology.</p> <p>Literature can be planned through story massage / multi-sensory immersive stories.</p>
<p>Assessment</p>	<p>Pre-Formal: Cherry Garden Framework Communication, Language & Literacy Branch Maps 1-4. MAPP Communication & Language and Engagement Model.</p> <p>Semi-Formal: Cherry Garden Framework Communication, Language & Literacy Branch Maps 5-10 and Bridging Branch Maps 10+. MAPP Communication & Language.</p>		

Sixth Form Inspire & Challenge Curriculum Pathways and Long-Term Plan

Functional Skills- English

3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	Theme Title: Festivals	Theme Title: On the Go	Theme Title: Trees, Woodland & Forest
Planning and progression for Functional Skills English is taken from the ASDAN Life Skills Programme, linked to MAPP PLI's. NCFE Functional Skills is used to inform planning and progression for pupils who are meeting E1-E3.	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: Festivals and Celebrations E2/E3 Speaking to be understood <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Developing Functional Skills: Festivals and Celebrations WTE1/E1 Communicating with people in the community <p>Literacy focus books: Stories of Sukkot and Moon Festival</p>	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: Transport and Leisure in the Community E2/E3 Communicating with others at work <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Developing Functional Skills: Transport and Leisure in the Community E1 Reading words <p>Literacy focus books: Around the World in Eighty Days by Jules Verne</p>	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: Exploring the UK E1 The world around us - local and world news <p>Inspire:</p> <ul style="list-style-type: none"> WET1/E1 Developing Functional Skills: Exploring the UK E1 Reading, listening and responding to text <p>Literacy focus books: The Tree and The River by Aaron Becker</p>
Cycle B	Theme Title: Space & Galaxies	Theme Title: Town & Country	Theme Title: Heroes & Role Models
Planning and progression for Functional Skills English is taken from the ASDAN Life Skills Programme, linked to MAPP PLI's. NCFE Functional Skills is used to inform planning and progression for pupils who are meeting E1-E3.	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: Communicating in a Group E1/E2/E3 Developing reading skills <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Developing Functional Skills: Communicating in a Group E1 The world around us - local and world news <p>Literacy focus books: War of the Worlds by HG Wells</p>	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: The local community E2/E3 Speaking to be understood <p>Inspire:</p> <ul style="list-style-type: none"> E1 Developing Functional Skills: The local community E1 Take part in literacy activities relating to hobbies and interests <p>Literacy focus books: Town Mouse & Country Mouse- Aesop's Fables, stories with a moral.</p>	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing functional literacy skills in relation to awareness of self and others E2 Researching famous people and presenting information about a famous person <p>Inspire:</p> <ul style="list-style-type: none"> E1 Developing functional literacy skills in relation to awareness of self and others WTE1 Using questioning to gather information. <p>Literacy focus books: Hidden Figures by Margot Lee Shetterly</p>
Cycle C	Theme Title: Homes	Theme Title: Myths & Legends	Theme Title: Ocean & Sea
Planning and progression for Functional Skills	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: TV and Music 	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Developing Functional Skills: The World of Work 	<p>Challenge:</p> <ul style="list-style-type: none"> E1/E2/E3 Develop functional literacy skills in relation to shops and shopping

<p>English is taken from the ASDAN Life Skills Programme, linked to MAPP PLI's. NCFE Functional Skills is used to inform planning and progression for pupils who are meeting E1-E3.</p>	<ul style="list-style-type: none"> E2/E3 World news <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Developing Functional Skills: TV and Music WTE1 Developing reading skills - for information and for pleasure <p>Literacy focus books: Danny Champion of the World by Roald Dahl</p>	<ul style="list-style-type: none"> E2 Research a topic of interest <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Developing Functional Skills: The World of Work WTE1 Developing reading skills - for information and for pleasure <p>Literacy focus books: Greek and Norse Myths</p>	<ul style="list-style-type: none"> E1/E2/E3 Developing reading skills <p>Inspire:</p> <ul style="list-style-type: none"> WTE1/E1 Develop functional literacy skills in relation to shops and shopping E1 Literature appreciation <p>Literacy focus books: Kensuke's Kingdom by Michael Morpurgo</p>
<p>Assessment</p>	<p>Inspire: MAPP Communication & Language, ASDAN PP [some units] E1. Challenge: MAPP Communication & Language, NCFE- Functional Skills English E1-3, ASDAN PSD E1-3 [some units].</p>		