



Lansdowne School
Schemes of Work – English

By the end of the Access pathway pupils will:

- Have gained the skills to successfully access Functional Skills Level 1 at the end of KS4 and Levels 2 and 3 at the end of KS5.
- They will be able to read, write and understand functional life-skills texts such as reading in the community, make shopping lists and access travelling independently.
- Pupils will enjoy books and stories and will be able to access talking books and story related apps as a leisure activity.
- They will have the skills to have a meaningful conversation with peers, adults, family and community using a preferred communication method.
- Pupils will be confident to communicate in the community, Further Education College, or apprenticeship.

By the end of the M.1 pathway pupils will:

- Have gained the skills to access Entry Level 2 accreditation at the end of KS4 and Level 3/IGCSE at the end of KS5.
- They will be able to read, write and understand a range of texts in the community, access apps and other media to travel plan and shop.
- Pupils will be able to enjoy a range of fiction and non-fiction texts as a leisure activity.
- They will have the skills to have a meaningful conversation with peers, adults, family and community.
- Pupils will be confident to communicate in the community, Further Education College, or apprenticeship.

By the end of the M.2 pathway pupils will:

- Have gained the skills to access Entry Level 3 accreditation at the end of KS4 and IGCSE at the end of KS5.
- They will be able to read, write and understand a range of texts in the community, access apps and other media to travel plan and shop.
- Pupils will be able to enjoy a range of fiction and non-fiction texts as a leisure activity.
- Pupils will use their English skills to access a vocational course at college.
- They will have the skills to have a meaningful conversation with peers, adults, family and community.
- Pupils will be confident to communicate in the community, Further Education College, or apprenticeship.

By the end of the M.3 pathway pupils will:

- Have gained the skills to access IGCSE accreditation at the end of KS4 and English Project (GCSE equivalent) at the end of KS5.
- They will be able to read, write and understand a range of texts in the community, access apps and other media to travel plan and shop.
- Pupils will be able to enjoy a range of fiction and non-fiction texts as a leisure activity.
- They will use their English skills to access a wide range of FE courses, including vocational courses and further GCSE options.
- They will have the skills to have a meaningful conversation with peers, adults, family and community.

- Pupils will be confident to communicate in the community, Further Education College, or apprenticeship.

Learning Intention	Skills	Learning Strategies
Writing	<p>Access:</p> <ul style="list-style-type: none"> • Make up phrases or short sentences to express their thoughts aloud about a familiar text or their own experiences. • Write a short caption or phrase using known graphemes. • Working towards writing lower case letter shapes accurately • Accurately writing their own name <p>M.1:</p> <ul style="list-style-type: none"> • Say, draft and write simple sentences using and to connect a sentence. • Spell some common words accurately and use phonics to spell independently • Re-read writing to check it makes sense. • Write accurate letter shapes. <p>M.2:</p> <ul style="list-style-type: none"> • Say, draft and write about real events, recording simply and clearly • Writing sentences using capital letters, full stops, question marks. • Using present and past tense • Independently spell words phonetically • Independently spell most common words. • Clear accurate letters shapes, with accurate finger space. <p>M.3:</p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading to plan writing. • Show an understanding of purpose and audience. 	<p>Access:</p> <ul style="list-style-type: none"> • Mark making, writing in shaving foam, trace and copy patterns, letters or words. • Writing using single letters (use of play dough/ magnetic letters) • Writing using simple words • Writing using phrases • Writing using sentences, to include using colourful semantics, sentence starters, word banks. <p>M.1:</p> <ul style="list-style-type: none"> • Students practise oral blending and segmenting with keywords of the story/text. • Students practise their handwriting. • Students use different types of conjunctions to extend their sentences. • Students write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>M.2:</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Students expand their vocabulary by reading a variety of texts. • Use interesting adjectives, adverbial phrases and extended noun phrases. • Proof-read for spelling and punctuation errors. <p>M.3:</p> <ul style="list-style-type: none"> • Students write with a purpose. • Compose and rehearse sentences orally - varied and rich vocabulary and increasing range of sentence structures. • Students organise paragraphs around a theme.

	<ul style="list-style-type: none"> • Proof read for accuracy and to make improvements • Create settings, characters and plots to create narrative. • Begin to organise writing into paragraphs. • Use inverted commas in direct speech • Use phonetical knowledge and common words to spell independently. 	<ul style="list-style-type: none"> • Students use techniques previously taught e.g. simile, metaphor, onomatopoeia. • Students summarise a text.
Reading	<p>Access:</p> <ul style="list-style-type: none"> • Say a single sound for 20+ graphemes • Begin to read accurately by blending the sounds into words with 2 or 3 known graphemes. • With adult support respond to questions that require simple re-call • Recount a short sequence of events. <p>M.1:</p> <ul style="list-style-type: none"> • To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. • To re-read texts to build up fluency and confidence in word reading. • To re-read texts to build up fluency and confidence in word reading. • To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To retell familiar stories in increasing detail. 	<p>Access:</p> <ul style="list-style-type: none"> • Students engage and explore a range of books. • Adults model and scaffold using the method “I say, we say, you say”. • Adults will read the story using props. • Adults use a sensory tray and pass it around to encourage pupils to join in with the story (students touch the props and identify the main characters). • Adults will encourage pupils to predict what will happen in the story. • Adults will encourage the pupils to answer simple questions as well as identify the key-characters and key-objects from the different scenes. • To begin to sequence the events from the story. <p>M.1:</p> <ul style="list-style-type: none"> • Students read out loud or play audio versions of texts • Teacher explains vocabulary and key concepts before reading. • Teacher uses graphs and visuals when presenting. • For every 10 minutes of lecture, stop for 2 minutes of student engagement. <ul style="list-style-type: none"> ○ Can you tell me more about ...? ○ Let me see if I understand you ... ○ Following up on ___'s idea ...

	<ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self-correct. • To check that a text makes sense to them as they read and begin to self-correct. • To join in discussions about a text. <p>M.2:</p> <ul style="list-style-type: none"> • Read accurately and fluently without over sounding out. • Answer questions and make inferences in a familiar text to show understanding. • Read texts that are consistent with their phonic knowledge accurately and independently. • Begin to predict what may happen next. <p>M.3:</p> <ul style="list-style-type: none"> • Use phonic knowledge to de-code quickly and accurately. • Read common words independently and accurately. • Showing a positive attitude towards reading through using intonation, discussing different features of the text • Show an understanding of the text by asking and answering questions appropriately and checking the text makes sense to them. • Retrieve and record information from non-fiction 	<p>M.2:</p> <ul style="list-style-type: none"> • Read aloud to a group or whole class, using appropriate intonation. • Control tone and volume so that meaning is clear. • Keep expanding vocabulary and reading more complex texts • Analyse how characters develop, interact with each other, and advance the plot • Determine themes and analyse how they develop over the course of the text • Use evidence from the text to support analysis of the text • Identify imagery and symbolism in the text <p>M.3:</p> <ul style="list-style-type: none"> • Read/ Think aloud to a group or whole class, using appropriate intonation. • Control tone and volume so that meaning is clear. • Students learn to take notes while reading in order to make connections and keep track of their questions and unknown vocabulary. • Teacher uses a graphic organiser which provides structure and organisation to the information, increasing accessibility for students. • Teacher uses compare/contrast activities, visuals and brainstorm mapping.
Speaking and Listening	<p>Access:</p> <ul style="list-style-type: none"> • With adult support listen and respond to adults and peers. • Join in with peer and group discussion using visuals, prompts and cues. 	<p>Access:</p> <ul style="list-style-type: none"> • Students have the opportunity to say, name and describe through everyday practical situations and role play or make a scene collage and discuss it.

	<ul style="list-style-type: none"> • Respond to simple questions using visuals. <p>M.1:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>M.2:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Students are stimulated through songs, play and sensory input to develop their communication skills. • Students will anticipate and join in with rhymes and predictive text. • Students use Picture Exchange Communication System to respond to simple questions. <p>M.1:</p> <ul style="list-style-type: none"> • Provide multiple opportunities for structured and unstructured talk • Opportunities for students to collaborate with each other • Include open-ended questions in your lessons <ul style="list-style-type: none"> ○ What do you think/believe about...? Why? ○ What do you observe? ○ “In this picture, I notice ...” ○ “I noticed that, too, and I want to add ...” <p>M.2:</p> <ul style="list-style-type: none"> • Teacher Breaks up lessons and categorises vocabulary. • Role Model Good Speaking and Listening Skills, teacher uses lots of props. • Students write a Speech and deliver it to their classmates. • Students participate in class discussions and state their opinion.
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