



# Sunningdale School

## **Subject Overview: Communication, Language and Literacy**

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Communication, language and literacy curriculum is pervasive across all subject areas taught in each pathway. It is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Literacy builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Communication, language and literacy we aim to develop children's language and literacy skills to enable them to interact effectively in the world around them, express themselves creatively and communicate confidently.

The key skills and knowledge we want to develop in Communication, Language and Literacy, are:

- Speaking and listening skills
- Reading (including the foundations of reading skills)
- Writing both for functional purpose and creative writing.

Understanding/ Developing Communication, language and literacy supports pupil's development and understanding of British Values

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

Communication, language and literacy supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

### **Our Curriculum Intent: Communication, language and literacy**

The Communication, language and literacy curriculum has been carefully designed and sequenced to enable children to have opportunities to develop their language and literacy skills through all learning experiences. Communication, language and literacy is taught across the curriculum rather than as a discreet subject area. At Sunningdale school we are ambitious in our pursuit of excellence for our pupils and as such each child's literacy curriculum is personalised to them across the whole curriculum and targets are set on an individual basis using pupils personalised learning plans. At Sunningdale School we strive to give children the necessary tools to be able to communicate effectively and creatively at their level. At all stages, the curriculum links to previous content and concepts and identifies later links on an individual pupil basis.

The Communication, language and literacy curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped

targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with engagement with a total communication approach to develop pupils understanding and anticipation at it's earliest levels. Pupils will be beginning to build trust and relationships with familiar adults and be aware of the world/people around them.

As skills become more developed pupils will develop a range of purposeful actions including movements, vocalisations, looking and reaching, behaviours which adults continue to assign meaning to. They will begin to anticipate when they recognise previous routines and experiences. They will fill in the gaps in turn-taking interactions and become more consistent in indicating likes, wants, dislikes, rejections and awareness of the familiar and unfamiliar.

As pupils communication, language and literacy becomes more developed they will begin to follow simple instructions within routines. Develop their main communication method (including AAC). They will develop the ability to request comment or protest. They will be developing symbolic understanding and making purposeful choices.

As pupils become more confident communicators their language and literacy skills will also be developing. Pupils will be developing an understanding both in and out of context. They will be using appropriate language in play. They will begin to comment using single words. Pupils will be developing an understanding of narrative. Progression is from participation in story-telling to retelling personal narratives through to developing, elaborating and creating fictional stories.

Communication, language and literacy prepares pupils for future learning and transition to Key Stage 3 by giving a sound and secure understanding of the fundamentals of early communication, language and literacy which serves as the foundation for further development. Pupils will all develop at their own rate and the curriculum supports pupils to apply their skills in the wider community to allow them to live fulfilling and independent lives, both now and in adulthood.