



## English and Reading

The English programme at Hope House School is designed to develop good standards of language and literacy for all pupils. Through ambitious pathways, the English offer is adapted to meet individual needs using structured and visual approaches to support communication, social understanding, and develop literacy skills for everyday living and future careers.

Our progressive curriculum covers the literacy, communication, and language areas of learning from the Early Years Foundation Stage (EYFS), up to English Functional Skills Level 2 qualifications as children progress through the school. The curriculum aims to ensure security in the skills defined in the EYFS framework and builds on these to teach essential skills and the right foundation for future prospects.

Every child at Hope House School is offered opportunities to read and share a range of books daily. We have an extensive assortment of books in our class reading areas, and in our school library, which each class visit at least once per week. We actively promote a lifelong love for reading and believe that this passion is best fulfilled when shared at home too.

Pupils begin their literacy journey following the DfE approved Twinkl Phonics Programme alongside a broad and progressive English curriculum. Twinkl Phonics is a fully comprehensive, synthetic phonics teaching series, which offers a coherently planned sequence of lessons to support the effective teaching of phonics for developing readers and writers. The scheme is delivered through 6 Levels and tells the stories and adventures of Kit, Sam, and the Twinkl Phonics family. The scheme intends to not only provide children with opportunities to develop knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and an overall love for reading and writing.

Our emergent learners access phonics alongside knowledge rich, engaging Cornerstones topics to gain security in early literacy and communication skills. Learners are tracked against the progressive branches detailed in the Cherry Garden assessment framework. Emergent learners access daily reading and phonics sessions as they begin Level 1 phonics, which focuses on developing their knowledge, skills and understanding to discriminate between auditory, environmental, and instrumental sounds through 7 aspects. Level 1 underpins learning throughout the teaching of Phonics Levels 2-6, with the overarching aim for children to experience regular, planned opportunities to listen carefully and talk about what they hear, see, and do.

Once pupils are ready to progress to Level 2, children will have had experience of a wide range of listening activities including songs, stories, and rhymes. They can distinguish between different sounds, including speech sounds and may be able to orally blend and segment words. Level 2 then teaches the first 19 most commonly used letters and the sounds they make. Pupils move on from oral blending and segmenting to blending and segmenting with letters, as well as being introduced to some tricky words for reading. Termly assessments inform progression, where at Level 3 where children are introduced another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that pupils can represent 42 phonemes with a grapheme; securing knowledge of the basic alphabet code. They will continue to practise CVC blending and segmentation and apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

At Level 4, children consolidate their knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs. They are introduced to words with adjacent consonants- CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC and CCVCCC. This supports them as they learn polysyllabic words and learn to read and spell further common exception words. As learners demonstrate a readiness to progress to subject specific learning, they begin accessing Literacy Tree units, a book-based platform that covers all requirements of the Primary English Curriculum. Our units are chosen to link with each areas focus topic of the term and are designed to help children to grow their ideas and expand their minds. Our Writing Roots embed complete curriculum coverage and



engage children to write with clear audience and purpose; the Teach Through a Text pedagogy is the backbone for each sequence.

At Level 5 phonics, pupils learn alternative graphemes for known phonemes and alternative pronunciations of known graphemes. They are introduced to split digraphs, suffixes and prefixes and continue to learn to read and spell more common exception words. On completion of Level 6, learners will have developed their knowledge of spelling patterns and best-guess grapheme selection. They will know more alternative graphemes for known phonemes and more alternative pronunciations for known graphemes. They will develop an understanding of the spelling rules for adding prefixes and suffixes. They will recognise homophones/near homophones and contractions and learn to spell more common exception words. By the end of our phonics scheme, our aim is that all learners have a secure understanding of grammar rules, and they can demonstrate effective writing techniques including editing and proofreading so that they can read and write independently.

At Key Stage 3, pupils' access Beyond English units that are focused on the latest Key Stage 3 curriculum specifications and offer high-quality, teacher-led secondary resources. This ambitious model is adapted to meet individual needs to support pupils working towards personal outcomes using our skills progression map. We continue to strive towards equipping pupils to be able to speak and write fluently so they can communicate their ideas and emotions to others; and through their reading and listening, others can communicate with them. Our approach ensures that pupils are exposed to age-appropriate resources that challenge and give pupils chance to develop culturally, emotionally, intellectually, socially, and spiritually. Our choice of literature, gives learners chance to acquire knowledge, build on what they already know and challenge their perceptions to give them the best chance at participating fully as a member of society.

Our aim is that by Key Stage 4, learners are ready to achieve Functional Skills qualifications at a level that is relevant to them. Functional Skills provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.

For pupils who are not yet able to access the Functional Skills exam based route to gaining an English qualification, some pupils may focus their Post 16 studies on the ASDAN English Short Course or the combined study route of ASDAN Transforming Aspirations. The English Short Course accredits up to 60 hours of portfolio based English language and literature activities. The challenges are chosen based on pupil interests and abilities, therefore offering a knowledge rich unique learning opportunity. They can also underpin the preparation for Functional Skills qualifications and some elements of the GCSE English language and literature examinations. The Transforming Aspirations course aims to better prepare young people for the next stage in their education and for good life outcomes. The cross-curricular pathway provides opportunities to cover compulsory national curriculum subjects across four preparing for adulthood pathways, which include: friends, relationships, and community; employment; good health; and independent living.

Our overarching goal is that every pupil at Hope House School can achieve their personal potential. In English, every pupil will access a curriculum path that is led through a love of literature; promoting curiosity, developing interests, and supporting personal development at every level.