

# EYFS and Key Stage 1&2 English Curriculum



## Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), reading, writing and communication skills are developed throughout the Key Stages, following the 2014 National Curriculum. However, at CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in English to the level and pace specific to each learner. For all areas of the English curriculum, we use our own planning, set work from a student's enrolled school, or their interests as a method of engagement.

### **Reading**

#### **Intent**

At CCHS, we believe that reading opens up a world of learning and opportunity. We aim to develop a love of literature and reading for enjoyment for our students. We understand that offering choice and regular opportunities to read, or be read to, is key to this.

#### **Implementation**

CCHS has a wide range of high quality and inclusively diverse reading material, including physical texts (fiction books, non-fiction books, magazines, recipes etc.), eBooks and audio books. We are proud to work with 'Read for Good' who provide brand-new, carefully chosen book trolleys and book boxes. We provide opportunities to read, and be read to, regularly. The use and enjoyment of high-quality reading material extends to all areas of the curriculum.

We recognise the importance of teaching phonics and reading strategies for early reading and all primary pupils receive support from staff who have received training in this area. Staff recently attended training from our Literacy Advisor, which reinforced our knowledge of a range of synthetic phonics programmes used in schools. We aim to follow the phonics and reading schemes from enrolled schools in order to support continuity and reintegration. If for any reason, a child is not following a systematic synthetic phonics programme or we cannot access the materials for their programme, we teach them using the DFE approved Twinkl phonics programme, for which staff have been trained. We use fully decodable books that staff match to the developing phonic knowledge of the student.

In order to develop a student's comprehension skills, staff use a variety of questioning techniques and provide opportunities for discussion and reflection. Learners are encouraged to ask questions about books, clarify what different words mean, summarise what they have heard or read and predict what might happen.

### **Writing**

#### **Intent**

At CCHS, we aim to create a collaborative and supportive environment in every lesson to support a student's resilience and encourage them to take risks in their writing, make mistakes and learn from them. We believe that learners are the most motivated to write when they are given a purpose and audience.

#### **Implementation**

Writing takes place across all areas of the curriculum, and staff model writing on a regular basis, building on the children's metacognition by modelling the thinking process. Opportunities are provided to reflect and edit work whilst drafting.

We showcase students' writing on our school website and dedicated writing blog, *Writers' Ink*. Staff and pupils are able to comment on written work, which provides a sense of purpose, achievement and opportunity for discussion and interaction.

We provide opportunities throughout the school year to celebrate reading and writing, such as World Book Day, National Poetry Day, professional poet and storyteller visits, and projects involving outside agencies.

## **Speaking & Listening**

### **Intent**

At CCHS, we understand the importance of developing a student's spoken language, including vocabulary. CCHS aims to develop supportive learning environments, so that students feel confident to express themselves without fear of embarrassment or criticism.

### **Implementation**

We provide a language rich environment that promotes a culture of reading and writing in order to develop a student's ability to communicate effectively. Throughout all subjects and key stages, we provide opportunities to discuss, debate, present or use drama strategies such as hot seating or role-play. We explicitly develop vocabulary in talk-rich classrooms to allow students to hear, understand and use vocabulary in context.

### **Early Years Foundation Stage**

At CCHS, teaching and learning in EYFS is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of rich, play-based experiences in which they can explore, think creatively and be active learners. Children experience a range of stories, non-fiction, poems, songs and rhymes in order to develop a life-long love of reading. Staff communicate and model language effectively, discussing the world around the child, and their learning experiences. The most relevant statements for English taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are:

#### Literacy:

- To read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read some common exception words matched to the phonics' programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences.
- Read and re-read books to build up their confidence in word reading, fluency understanding and enjoyment.
- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words using known letter-sound correspondences that include a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### Communication and Language:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day / session.
- Ask questions to find out more and check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

- Engage in story times.
- Listen and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in other words.
- Use new vocabulary in different contexts.
- Listen carefully to rhyme and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### **English as an Additional Language**

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners. We are able to offer reading books in additional languages and all our iPads are equipped with Google Translate and uTalk to aid with translation. Members of our teaching staff speak a range of languages, and we draw upon this expertise when needed.

### **Pupils with Special Educational Needs**

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities. In English, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).

All our students are able to access books and the experience of being read to, regardless of their SEND. We have access to Barrington Stoke books that use dyslexia-friendly fonts and accessible layouts, Makaton books using symbols and signs, and Makaton trained staff for storytelling on each hospital site. As a school, we use the Northern Ireland Curriculum to support targeted teaching for children with SEND, and have developed sensory stories for the classroom and hospital wards. Key staff are trained in using GL Dyslexia screener, which identifies dyslexic tendencies and recommends intervention strategies, helping pupils achieve their potential. We also have a subscription to Units of Sounds - a structured, multi-sensory English language intervention programme that helps struggling readers.

In terms of written and oral communication, we have symbol-writing programs Symwriter and Communicate in Print. We offer access to wide range of assistive technology and specialist equipment including switches and communication devices such as BIGmacks, to support learning and communication.

### **Impact**

All students at CCHS will have opportunities to read, listen to stories, and write for a variety of purposes. They will feel confident to express opinions and share ideas with others. They will learn in talk-rich environments and have learning tailored to their needs and interests.

Charlotte Thorpe, May 2022