

Subject: English/ My Communication	Subject Lead: Francesse Timmins	Academic Year: 2025/2026
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### Curriculum Intent

At Leycroft Academy, we view English and Communication as core subjects across the curriculum and essential to everyday life. Without these skills, our pupils' access to wider communication opportunities would be limited. Social engagement becomes a reality for our pupils only when they can develop their communication, reading, and writing skills. Our curriculum is delivered through three pathways: Seekers (KS1), Explorers (KS2), and Connectors (KS2).

#### **Communication**

Our aim is to provide opportunities for pupils to develop their senses and build the ability to attend, focus, respond, engage, and interact with others. Through this, pupils can form meaningful relationships and become more active communicators. We want our pupils to use their existing communication and language skills to maximum effect, building on these where possible to achieve their full potential. They are encouraged to develop ownership of their own functional communication system, accessing and using the most effective methods for different situations and purposes. Communication is fostered not only for practical needs but also for social interaction, conversation, play, and the formation of friendships.

Our curriculum also gives pupils opportunities to develop subject-specific vocabulary, conceptual knowledge, and the ability to explain and apply their understanding. Vocabulary development is closely linked to each child's personality, age, culture, lifestyle choices, and experiences. We also aim to build confidence and provide strategies that enable pupils to communicate effectively within the wider community. Ultimately, our curriculum seeks to empower and challenge pupils to become confident and successful communicators.

A wide range of strategies are used to support communication, including Intensive Interaction, Attention Autism, objects of reference, single symbols, sensory sentences, and communication books. Although the curriculum is organised into distinct strands, we make rich connections across English and Communication to develop fluency, comprehension, and understanding. Pupils are encouraged to apply their knowledge across all subjects. Decisions about progression are always based on the security of understanding and readiness to move forward, rather than pace. For Seekers, "My Communication" is timetabled as the focus of English sessions, recognising that pupils with limited communication must first develop functional communication before they can access the wider curriculum.

#### **Reading**

Our reading approach has two dimensions: reading skills and reading for pleasure. Reading skills include learning how to read and reading for information, with strategies such as sound discrimination, sound boxes, Read Write Inc, and multi-sensory stories. Reading for pleasure focuses on enjoyment, being read to, and listening to audio books. We believe both dimensions are essential, as books chosen for pleasure must also inspire and motivate, building independence and curiosity as readers.

Phonics is central to the early stages of reading. Pupils begin with sound discrimination before moving on to sound boxes, where the emphasis is on engagement and anticipation. As pupils start to retain phonetic sounds, they progress onto the more formal Read Write Inc scheme. Comprehension skills develop through high-quality discussions with teachers and support staff, as well as through exposure to a wide range of stories, poems, and non-fiction. For those pupil's who have successfully completed the phonics programme we move onto comprehension-based tasks where pupils focus on the inference and retrieval of information.

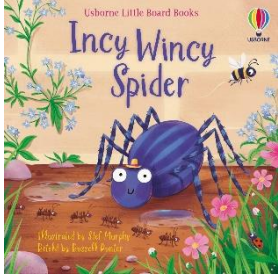
All pupils are encouraged to read widely across both fiction and non-fiction to build knowledge of themselves and the world around them. This approach fosters a love of reading, extends vocabulary through exposure to less common words, and stimulates imagination and curiosity. Reading widely and often also supports pupils in gaining knowledge across the curriculum.

### **Writing**

We recognise that many of our pupils find writing challenging. At the Seeker level, the focus is on mark-making and developing fine and gross motor skills to improve control and dexterity. Pupils work on the early stages of pencil control before forming letters. As they progress, pupils move from overwriting and copying letters and words towards increasing independence. Writing skills are developed through a gradual process, moving from dependence to independence, with teachers using shared and guided approaches to nurture creativity and expression.

The progression of writing moves through three stages: imitation, innovation, and independent application. These stages are adapted to suit the needs of learners at every level. A range of approaches are used to support writing development, including the colourful semantics, Nelson Handwriting Scheme, the Gerta Grippe Pre-Writing Programme, Dough Disco, and a variety of fine motor skills activities.

# KS1: My Communication/ English – 2025 – 2026

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topic</b>		<b>All about me – My family</b>  English – Traditional Tales/ Familiar Settings	<b>Celebrations</b>  English – Celebrations (Birthdays and Christmas)	<b>Mix it up!</b>  English –Non-Fiction	<b>On the Farm</b>  English – Animal sounds	<b>Travel</b>  English – Travel	<b>Competition – World Cup</b>  English - Traditional Rhymes
<b>Core Topic-Linked Texts</b>	<b>Seekers and Connectors</b>	Hansel and Gretel 	Happy Birthday, Cupcake 	Chocolate Mousse for Greedy Goose 	Farmyard Hullabaloo 	Maisy goes by plane 	Incy Wincy Spider 
	<b>Song / Visual Literacy</b>	When Goldilocks went to the house of the bears  Visual Literacy Link - <a href="https://www.youtube.com/watch?v=qOJ_A5tqBKM">https://www.youtube.com/watch?v=qOJ_A5tqBKM</a>		Visual Literacy Link – Bluey duck Cake <a href="#">Time for Duck Cake!</a>   <a href="#">Bluey Baking Moment   Season 2 Highlight</a>   <a href="#">Bluey Bandit's Duck Cake   Season 2   Bluey</a>	Old McDonald has a Farm		
<b>Poetry/ Rhyme</b>		Christmas Poems - Performance   Twelve Days of Christmas Poem				I'm a little airplane   Humpty Dumpty I had a little turtle Grand Old Duke of York Round and Round the Garden	
<b>Genre/ Writing</b>	Settings Description Focus Recount	Letters/ Invitations Focus Recount	Instructions/ Recipes Focus	Labels and Captions/ Character Description	Setting Description Focus Recount	Rhyming Recount	

# KS1: My Communication/ English – 2026 – 2027

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Topics</b>		<b>All about me – My Body/ My Features</b> English – Traditional Tales	<b>Musical Mayhem!</b> English – Environmental and Instrumental Sounds	<b>All Creatures big and small</b> English – Non-Fiction	<b>Where can we eat?</b> English – Non-Fiction	<b>Under the Sea</b> English – Non-Fiction	<b>Competition: Wimbledon</b> English – Action Songs/ Body Percussion
Core Topic-Linked Texts	Seekers and Connectors	Rumpelstiltskin 	So many sounds 	Monkey Puzzle 	The Tiger who came to Tea The Tiger Who Came to Tea 	Commotion in the Ocean 	The Wheels on the Bus 
	Song	There was a Princess Long ago – Rapunzel			The Muffin Man		This is the way I am the Music Man Wind the Bobbin up If your happy and you know it
Poetry/ Rhyme		The Sound Collector	I Know an Old Lady Who Swallowed a Fly		Row Row Row Your Boat		
Genre/ Writing Coverage	Labels and Captions/ Traditional Tales/ Character Focus	Labels and Captions/ Environmental and Instrumental Sounds	Labels and Captions / Recounts	Labels and Captions/ Instructions/ Recipes Focus/ Familiar Settings	Labels and captions/ Leaflets	Labels and Captions/ Actions	