

Subject: English/ My Communication

Subject Lead: Francesse Timmins

11Curriculum 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

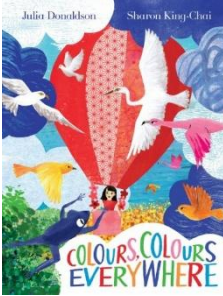
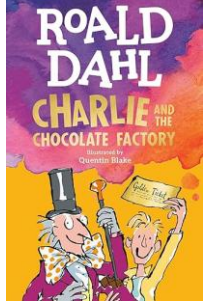
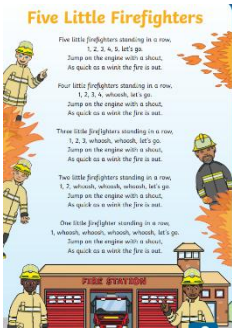
We recognise that many of our pupils find writing challenging. At the Seeker level, the focus is on mark-making and developing fine and gross motor skills to improve control and dexterity. Pupils work on the early stages of pencil control before forming letters. As they progress, pupils move from overwriting and copying letters and words towards increasing

ENGLISH/ MY COMMUNICATION LONG TERM PLAN

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.

KS2 (Explorers): My Communication/ English – 2025 – 2026

Topics	All about me – My Senses English – Traditional Tales/ Familiar Settings	People who help us English – People who help us/ Character Description	Paint my World English – Non-Fiction	Chocolate English – Instructions/ Recipes	What a Mess! English – Fables	Competition – World Cup English –
Core Topic-Linked Texts	<p>The Magic Porridge Pot FIRST FAVOURITE TALES</p> 	<p>Clothesline Clues to Jobs People Do</p> 	<p>Colours, Colours Everywhere</p> 	<p>Charlie and the Chocolate Factory</p> 	<p>The Lion and the Mouse</p> 	<p>Sammy Striker and the Football Cup</p> 
Songs/ Visual Literacy	<p>Jack and the Beanstalk - Debbie and Friends</p>		<p><i>Painting whilst they sing</i> <i>Gerta Grippe Songs</i></p>			<p>Visual Literacy https://www.youtube.com/watch?v=zPjvWFmoyQ0 Peppa pig plays football</p>
Poetry/ Rhyme		<p>Five Little Firefighters</p> 		<p>Chocolate Cake by Michael Rosen</p> 	<p>My Magical Mud Kitchen</p> 	

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Genre/ Writing Coverage	Story Retell Setting Description	Character Description Labels and Captions	Adjectives/ Setting Description	Instructions and Recipes (Writing to inform) Setting Focus	Writing a Letter/ Story Retell/ Narrative	Colourful Semantics – what doing/ who
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KS2 (Connectors): My Communication/ English – 2025 – 2026

Topics	All about me – My Health English – Alternate traditional tales	Careers English – Setting Description	United Kingdom English – Familiar Settings	Space English – Non-fiction	What’s Next? English – Fables	Competition – World Cup English – Books from Around the World
Core Topic-Linked Texts	The True Story of the Three Little Pigs 	The owl who was afraid of the Dark 	Katie in London 	The Smeds and the Smoos 	The Boy who Cried Wolf 	Books linked to Countries participating in the World Cup – each class to have a specific book related to their country.
Poetry/ Rhyme	Nursery Rhymes	Rhyming Couplets	Onomatopoeia and Alliteration	Planet Mnemonic	Shape Poems	Acrostic Poem
Genre/ Writing Coverage	Recounts/ Poster/ Character Description/ Comparisons	Setting Description / Poster	Setting Description/ non-chronological report	Character Description/ Adjectives/ Non-Fiction – Labels and Captions/ Fact File	Vocabulary/ Retell/ Create their own ending	Newspaper Report/ Postcards