

## Learning Pathway - English & Communication

English and Communication skills are essential parts of our everyday lives. It helps us to understand our world through what we hear, see, say, write and read. Our Pupils' achievement is celebrated both in class, across the school and then with parents.

### Communication & Interaction

We believe that Communication and interaction are key skills which are essential for all aspects of everyday life. The teaching and learning of C&I skills are given a high priority at Riverside School across all areas of the curriculum. Communication includes the important skills of being able to listen, pay attention, interact, play and understand what is being said. Language is more than spoken words. Our focus is promoting meaningful interactions and developing positive relationships. Communication is promoted through alternative communication systems, speech and Makaton sign. Where appropriate, pupils also use electronic devices to aid communication e.g. prolo2go or quick talkers.

### Cognition & Learning

Our English and Communication strands embed learning throughout the year, providing a broad and balanced curriculum to our pupils. Themes are used to ensure pupils have access to different texts, genres of writing and balanced access to both fiction and non-fiction texts to stimulate the learning each half term. Alongside this, pupils are given opportunities for reading, phonic development and sight word recognition through daily planned sessions or IEP/ELTs. Different learning styles are supported to ensure progression. Gaps in pupil progress are identified and targets set through Annual reviews and IEP/ELTs

### Sensory & Physical

The physical development of our pupils progresses from supporting their mark-making and physical movement, providing hand gym activities to develop muscle tone and giving opportunities for fine motor tasks. Not only does this support life long learning for writing, but it also develops skills for life and enables our pupils to be independent with dressing, opening food packets or holding cutlery. In E&C sessions our pupils also explore the use of their senses through i-hear or i-see activities - improving on their speech, language and reading. Some pupils have difficulties holding writing tools and therefore develop their mark making and composition skills using a keyboard or IT equipment e.g. using clicker. Across the school, Heuristic play and TACPAC is used to build on pupil sensory experiences and promote communication through touch and exploration.

### Social, Emotional & Mental Health

Our learning pathways allow pupils to rehearse skills in English and communication, embedding them into their everyday lives. We promote high levels of well-being and involvement through creating a culture where every child's need is catered for. Building pupils' self-esteem is important to ensure a capacity of success and to ensure the pupils in our setting are confident, happy and secure. Pupils are encouraged to persevere and build resilience in their learning, attempting tasks with a 'have a go' attitude. Staff adapt tasks so pupils can rehearse and overlearn without repeating the same activities, this supports contextualising and retention of knowledge

### EYFS

Our pupils are inquisitive, independent and engaged and develop a love of learning. We endeavour to ensure that the pupils in our EYFS are ready to enter key stage 1. We build on the Characteristics of Effective learning and enable a 'have a go' curriculum where pupils have opportunity to learn, rehearse and embed new skills and knowledge. The fundamental Language and Literacy learning in the EYFS has a big focus on adult-led interaction. The importance of modelled language is highlighted in the EYFS framework, along with an emphasis on introducing new vocabulary, the interaction between pupils and adults and pupils and their peers, and speaking in sequenced sentences. Phonic skills are introduced in line with our whole school schemes and pupils have opportunities to build early reading skills, using a range of personalised vocabulary, phonic decoding and symbols.

### Discovery

Play lays the foundation for English and Communication. Through play and discovery, pupils learn to make and practise new sounds. They try out new vocabulary on their own or with friends, and exercise their imagination through exploration. Early reading skills are developed and pupils increase their use of known phonics to decode more unfamiliar words. Some learners are identified as 'whole word readers' and therefore develop their skill of on sight reading. Phonics teaching and learning remains a large part of the curriculum with daily activities being introduced. The adult's role provides valuable commentating and developments in interaction. Pupil engagement increases as they are given opportunities to discover and explore resources with more confidence, over-learning and embedding skills. Using a variety of different play resources builds on pupils' fine motor skills which can be used in their daily living activities.

### Builders

Fundamental skills learned during discovery play are built upon and opportunity for shared experience is more frequent. Activities include resources to build English skills through pupils' play, allowing for emergent writing e.g. lists, stories or plans and pupils are encouraged to interact with their peers. Shared speech, language and Communication involves many different processes including; hearing, listening, memory, articulation, understanding sounds of speech, social interaction and non-verbal communication. Phonic and reading development is more secure and pupils access a wider range of texts through E&C sessions as well as reading for pleasure. Pupils develop their use of information technology and produce posters, information leaflets and word-processed documents.

### Impact

Daily play sessions and continuous provision support pupils' skills in coping with challenge and facing uncertainty in different circumstances. The pupils are introduced to new language and build their social interaction skills, being able to engage alongside peers. Pupil progress is measured against the EYFS profile.

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Pupils develop their early play skills, beginning the move from solitary to parallel play and from parallel to social play where pupils share and interact directly, building their communication skills. They begin to use role play and early mark making in their play, developing their ability to write and communicate ideas. Reading skills show progression and learning is measured according to the engagement model or learning steps 4-8

### Impact

Pupils demonstrate the knowledge and skills they have learnt in a range of contexts, across all areas of the curriculum. Regular play sessions support pupils' skills to become more resilient and develop their sense of self. Pupils take risks in their learning, and learn from their mistakes. Pupils have opportunities to learn and develop crucial skills in communication, interaction, working with others, sharing and being helpful. Progress ranges from learning step 8 and into the early National curriculum.