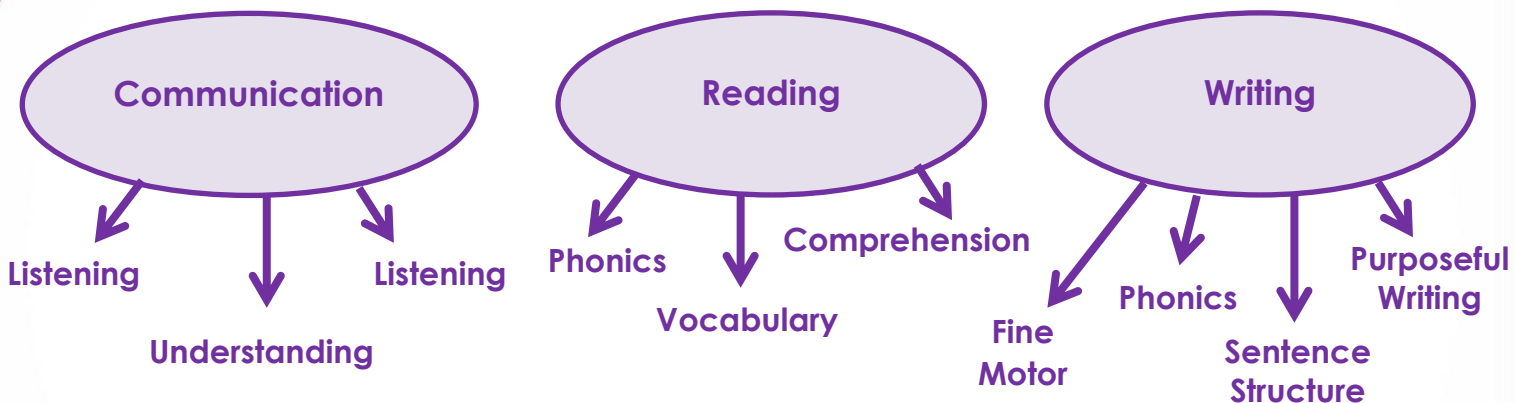


English Curriculum

At Coppice we have a bespoke English Curriculum designed to meet the needs of all our pupils, supporting their developmental steps in progress through our three main strands; Communication, Reading & Writing. Within these main strands are specific subsections which support development through our unique provision bands.



English Intent

We teach Communication, Reading & Writing at Coppice School, so that our children and young people can hold their rightful place in society, equipped with the knowledge to shape their own futures, develop skills to lead an enriched and happy life and find their 'voice' to make a positive contribution in the world.

Our planning and delivery is bespoke to the children and young people at Coppice. We encourage project based learning through overarching whole school termly themes, through this we ensure that the curriculum is broad and balanced and allow for flexibility within in each class so that the interests of the pupils are acknowledged, their 'voices' are heard and their learning is personalised.

Communication

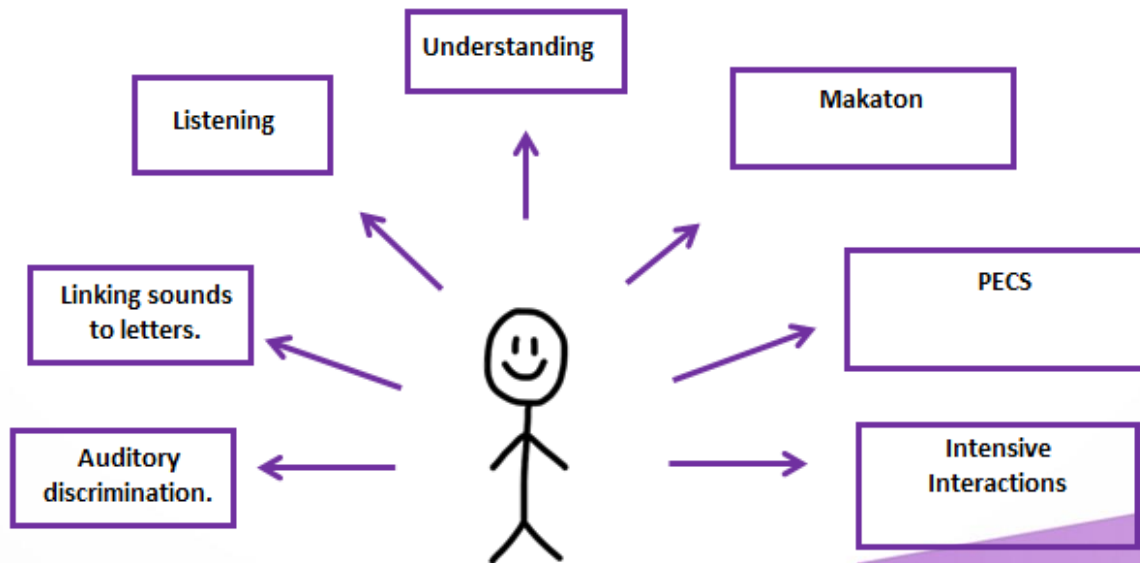
Implementation – How?

Communication and the skills to communicate underpin everything we do at Coppice. Pupils are given the means (PECS, II & Makaton), reasons (motivators) and are exposed to regular opportunities to communicate throughout the day.

The skills of Communication are transferred throughout the curriculum and embedded during themed sessions.

Impact – What?

By teaching the knowledge and skills of English, we aim to develop these essential skills for life;



Reading

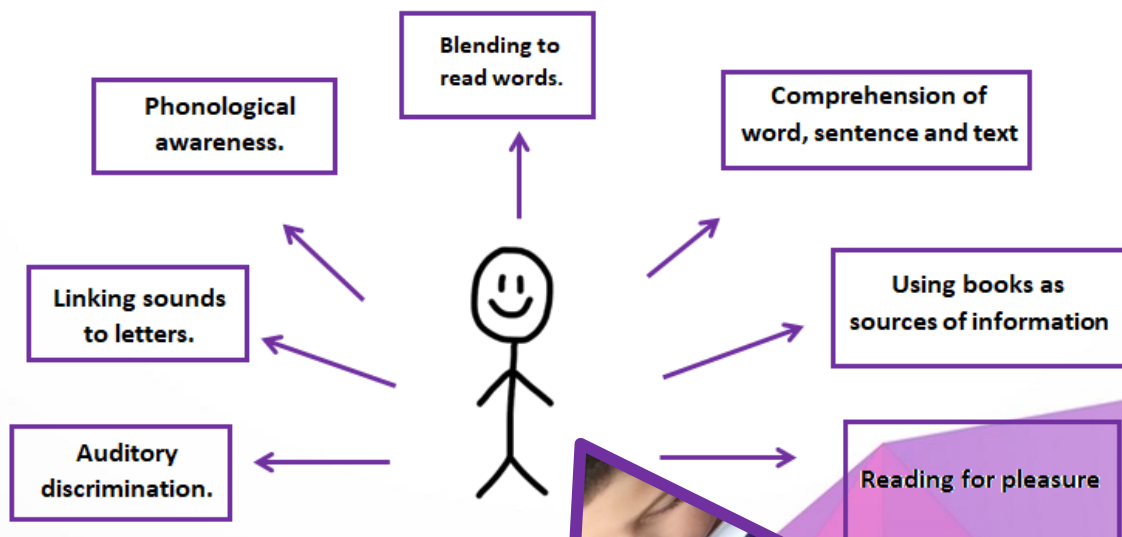
Implementation – How?

Pupils are encouraged to share books with adults and/or peers on a daily basis. Themes and weeks are structured through a supporting text or book, which is delivered in an appropriate format. Pupils are supported in their early reading and comprehension skills through the use of Blank Level Questioning as a part of their English and Theme sessions. Once pupils begin to be a Yellow provision band learning they will continue to use their phonic knowledge to banded reading scheme books for individual reading time, which will then develop into group shared/guided reading as their confidence develops.

Reading and a love of books is enhanced through focussed days; World Book Day, Extreme Reading Challenge and through the support of our school reading dog Herbert.

The skills of Reading are transferred throughout the curriculum and embedded during themed sessions.

Impact – What?



Writing

Implementation – How?

Every class delivers fine and gross motor session twice per week, this is integral to provide pupils with essential motor functions for writing, provide core stability and support fine motor control. During English sessions pupils will develop their phonological awareness, be exposed to regular and purposeful mark making/writing opportunities. Pupils develop their understanding of phonics through a bespoke structured phonics program, following the order of developmental speech sounds.

The skills of Writing are transferred throughout the curriculum and embedded during themed sessions.

Impact – What?

By teaching the knowledge and skills of Writing, we aim to develop these essential skills for life;

