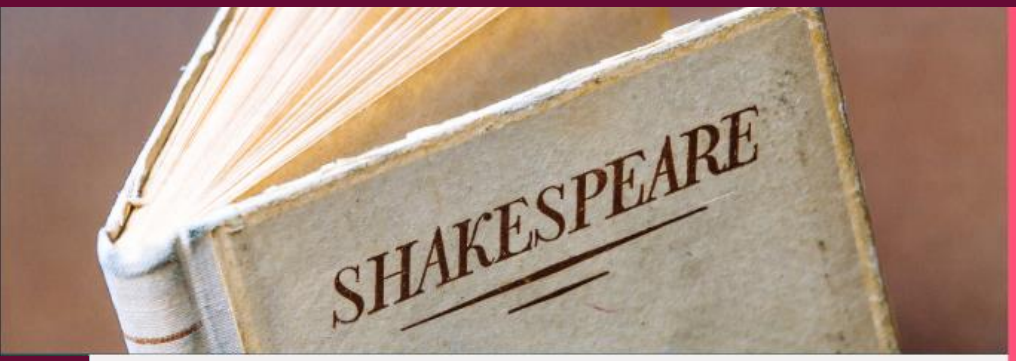
ENGLISH



OUR APPROACH

At Columbus, we believe Literacy is fundamental to empowering every student to communicate, connect, and navigate the world around them, regardless of their starting point or ability. Our inclusive Literacy program is specifically designed to support the communication, cognitive, and social-emotional growth of students with a wide range of special educational needs, including those working within the Engagement Model.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

- Promote Communication and Expression
- Develop Reading and Comprehension
- Build Functional Writing Skills
- Support Cognitive and Life Skills
- Ensure Access and Inclusion
- Provide Enjoyment and Motivation
- Prepare for Life Beyond School

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Aims of the curriculum

Promote Communication and Expression

- Empower every student to communicate effectively using their preferred method (e.g., verbal, PECS, AAC, gestures).
- Develop a range of expressive and receptive communication skills.
- Encourage students to share their thoughts, ideas, needs, and feelings.

Develop Reading and Comprehension

- Foster a life-long love of reading and stories.
- Improve phonological awareness, phonics, and early reading skills through systematic approaches like Read Write Inc.
- Develop comprehension of texts and real-world information (e.g., signs, symbols, instructions).
- Build a rich and functional vocabulary relevant to daily life and future experiences.

Build Functional Writing Skills

- Develop pre-writing and early writing skills, including mark-making, drawing, and letter formation.
- Teach practical writing skills such as typing, writing lists, simple messages, or filling in forms.
- Encourage written expression for various purposes, adapted to individual motor and cognitive abilities.

Support Cognitive and Life Skills

- Improve focus, attention, and task completion within literacy activities.
- Foster independence in accessing and engaging with literacy materials.
- Develop problem-solving skills related to understanding and conveying meaning.
- Encourage routine following and self-management during literacy sessions.

Ensure Access and Inclusion

- Adapt literacy activities to be accessible to all levels of ability, including those working within the Engagement Model.
- Use highly differentiated instruction, multi-sensory approaches, and assistive technologies.
- Promote equal opportunities for all students to participate fully in literacy learning.

Provide Enjoyment and Motivation

- Offer fun, engaging, and relevant literacy activities that promote active participation.
- Cater to individual interests and strengths to foster a positive attitude towards literacy.
- Provide a sense of achievement and joy through communication and literacy successes, no matter how small.

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Prepare for Life Beyond School

- Equip students with the communication and literacy skills needed for daily living and independence.
- Encourage participation in community-based activities that require literacy (e.g., reading signs, understanding instructions).
- Promote lifelong engagement with communication and learning.

Summary

Purpose and Aims:

- Empower students to communicate effectively and confidently.
- Promote a love of reading, develop comprehension, and build functional vocabulary.
- Teach practical reading and writing skills for daily living and independence.
- Support cognitive development, attention, and self-management through literacy.
- Ensure inclusive, accessible, and enjoyable literacy experiences for all.
- Prepare students for life beyond school through functional literacy skills.

Approach and Methodology:

- Highly differentiated instruction based on individual needs, EHCPs (Education, Health and Care Plans), and assessment of progress, particularly for Engagement Model students.
- Extensive use of visual supports, PECS (Picture Exchange Communication System), AAC (Augmentative and Alternative Communication), and other communication aids.
- Emphasis on repetition, consistent routines, and multi-sensory learning experiences to embed skills.
- Activities adapted using inclusive equipment, modified materials, and assistive technologies.
- Systematic phonics instruction through Read Write Inc, tailored to individual student levels.
- Regular assessment of communication, reading, and writing progress, celebrating every step of achievement.
- Focus on functional and meaningful literacy skills directly applicable to students' lives.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Speaking and listening	I know how to communicate my wants and needs, views and opinions appropriately.	• Pupils will request a motivating item by touching the symbol on the core communication board by travelling to the adult with physical prompting. • Pupils will have their own likes and dislikes and communicate these to familiar adults. • Pupils will communicate satisfaction and dissatisfaction through action or preferred communication aid. • Pupils will make a clear choice between two items.	• Pupils will communicate favoured activities. • Pupils will use simple communication (more, finished etc) to replace challenging behaviours with adult support as required or a communication board. • Pupils will gain the attention of the listener before speaking. • Pupils will understand the difference between a want and a need. • Pupils will understand that everyone has different likes and dislikes.	• Pupils will verbalise or touch 3 or 4 symbols on the core communication board to make a request (linking these words together eg want drink) • Pupils will wait to gain the attention of an adult or peer. • Pupils will recognise the need to give time for others to respond • Pupils will respect others opinions and views. • Pupils will know that their wants cannot always be met immediately.	• Pupils will use a range of nouns when speaking • Pupils will use verbs to build sentences to communicate. • Pupils will use descriptive words in sentences to communicate. • Pupils will understand appropriate times to communicate wants and needs.	• Pupils will communicate their wants with known and unknown people in the community. • Pupils will hold conversations on a range of subjects, giving their own view or opinion.
	Engagement model **Exploration:** Pupils explore different means of communication including vocalisation, gesture and body language. **Realisation:** Pupils show realisation when a want or need is met and indicate if they want it to continue or finish. **Anticipation:** Pupils are aware of others and watch them closely. Pupils anticipate their turn to communicate. **Persistence:** Pupils persistent with their preferred method of communication until a need or want has been met. **Initiation:** Pupils vocalise or using their preferred method of communication to gain adult attention and imitate an adult actions or gestures					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
	I know how to hold a conversation with a range of familiar and unfamiliar people.	• Pupils will seek out favoured adults and peers. • Pupils will play in small groups, taking account of what others are doing. • Pupils will greet familiar people in appropriate ways. • Pupils will recognise familiar staff and peers around school.	• Pupils will gain the attention of another person. • Pupils will use an appropriate mode of communication to invite another to play. • Pupils will begin to engage in declarative conversation with another with support from a communication aid e.g *I like.....* • *I see.....* • *I don't like.....* • *Let's go to.....* • *Let's do.....* • *I am.....* • Pupils will greet unfamiliar adults appropriately. • Pupils will respond to greetings from a familiar adult. • Pupils will positively share attention with a staff member.	• Pupils will engage in a declarative conversation initiated by another. • Pupils will use language and imagination to gain and maintain the attention of others in play. • Pupils will positivity gain the attention of another person. • Pupils will respond to greetings from an unfamiliar adult. • Pupils will request items from unfamiliar adults, for example at the shop. • Pupils will begin to ask questions about something they have heard.	• Pupils will share their interests with others in conversation. • Pupils will have a larger bank of conversation starters • Pupils will ask questions to clarify what they have heard. • Pupils will enjoy sharing their interests with others, for example a favourite game. • Pupils will develop conventions of conversation for example turn taking, remembering learned responses.	• Pupils will question others to gain further knowledge. • Pupils will enjoy engaging in conversation with others and for a range of purposes. • Pupils will know how to request a conversation to end appropriately. • Pupils will extend communicative engagements that might be focussed on a narrow field of interest. • Pupils will ask unfamiliar adults or peers questions and respond to their reply.

Engagement model

Exploration: Pupils show interest and curiosity with familiar and unfamiliar adults or peers.
Realisation: Pupils interact with others, paying more attention to favoured peers/adults
Anticipation: Pupils are aware of others and watch them closely. Pupils anticipate their turn to communicate.
Persistence: Pupils persist with their preferred method of communication to engage/observe favoured peers/adults
Initiation: Pupils vocalise or using their preferred method of communication to gain adult attention and imitate an adult actions or gestures

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
	I know how to listen for a sustained period of time and respond appropriately, for example listening to instructions accurately, asking for help and clarification if necessary.	• Pupils will begin to pay attention to more than one thing at a time. • Pupils will listen and follow simple instructions with some visual support. • Pupils will build a bank of instruction words, such as go, bring, collect etc. • Pupils will maintain attention for AA, stage 1 and 2. • Pupils will look to an adult for support if they are unsure of something.	• Pupils will maintain attention for longer periods of time to an adult speaking or activity, ignoring distractions. • Pupils will listen and follow 3 step instructions, asking for help if needed. • Pupils will maintain attention for AA, stage 1, 2, 3 and 4 • Pupils ask relevant questions to extend their knowledge and understanding and listen to the answer. • Pupils will respond with relevant comments and actions to things they have heard or seen.	• Pupils will maintain attention for longer periods of time to an adult speaking or activity, ignoring distractions. • Pupils will listen and follow 3 step instructions, asking for help if needed. • Pupils will maintain attention for AA, stage 1, 2, 3 and 4 • Pupils ask relevant questions to extend their knowledge and understanding and listen to the answer. • Pupils will respond with relevant comments and actions to things they have heard or seen.	• Pupils will maintain attention to their class staff when out in the community. • Pupils will listen and follow more complex instructions and know the appropriate person to ask for help if needed. • Pupils will actively listen and participate during input of a lesson. • Pupils will ask questions if unsure of something they have heard. • Pupils will listen to responses and ask relevant prompted questions. to gain further knowledge and understanding.	• Pupils will know where to direct their attention in a range of circumstances. • Pupils will listen and follow multi instructions and ask for clarification if needed. • Pupils will listen to responses and ask relevant questions to gain further knowledge and understanding. • Pupils will recount what they have learnt.
	Engagement model Exploration: Pupils explore the different sounds around them and discriminate between sounds. Realisation: Pupils recognise and respond to adults simple instructions in order to achieve an outcome Anticipation: Pupils anticipate what will happen next, linking this to a familiar routine. Persistence: Pupils will persist and maintain attention until the instruction has been completed. Initiation: Pupils vocalise or look to a favoured adult for support if they are unsure of something or need help.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Reading	*Word reading:* I know how to use my knowledge of phonics and words to read to the best of my ability.	Columbus provides a bespoke reading plan for every individual pupil. Pupils are assessed and grouped according to their ability, which is continually monitored throughout the year. When pupils are ready, they follow the Read, Write, Inc programme.				
	Comprehension I know how to handle a reading text and understand the structure of texts.	• Pupils understand that print has meaning. • Pupils hold a book correctly oriented. • Pupils point to text from left to right and from top to bottom. • Pupils recognise that a book has a front cover and a back cover. • Pupils can turn one page at a time or will indicate when they want a page turned.	• Pupils understand that print can have different purposes. • Pupils open a book from the front. • Pupils follow text from left to right and from top to bottom. • Pupils know that a book has a title, author and a blurb.	• Pupils recognise the key features of a book. • Pupils turn to a specified page number when asked. • Pupils know what an author is. • Pupils know what an illustrator is. • Pupils know that non-fiction texts provide factual information and fiction texts are read for pleasure.	• Pupils know how to use a contents and index page. • Pupils can select a page using information from the contents or index.	• Pupils know that different genres are stored in different places, for example a cookbook in a kitchen. • Pupils know that more than one book comes in a series • Pupils are able to find a genre of text in a library.
	Engagement model **Exploration:** Pupils explore the reading material/objects by moving away/closer, reaching out to touch, using body language and turning their head to the sound of somebody reading.. **Realisation:** Pupils display a consistent reaction to a familiar/favoured text/ sensory story **Anticipation:** Pupils anticipate the reading of a book when they see a book being held and opened. **Persistence:** Pupils will persist and maintain attention throughout a reading activity. **Initiation:** Pupils indicate a desire to read, continue or repeat a text.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
	Comprehension I know that I can read for pleasure and will develop vocabulary and story structure from reading / being read to.	• Pupils will develop play through role playing stories they have read, using a range of props. • Pupils will develop a love of reading by hearing a wide range of stories, poems and non-fiction read by others. • Pupils will repeat key words or phrases from well known stories. • Pupils will follow a simple story map from a favourite story. • Pupils will name familiar character names, such as Goldilocks.	• Pupils will experience visits to their local library. • Pupils will retell favourite stories using props, pictures and costumes. • Pupils will retell a story using pictures as prompts. • Pupils will explore how different characters are feeling. • Pupils will predict what will happen next from a choice of 3. • Pupils will predict words, signs or symbols in narrative e.g. when the adult stops reading pupils fill in the missing word.	• Pupils will regularly visit their local libraries. • Pupils will retell stories in their own words or on a story map. • Pupils will select adjectives to describe a character. • Pupils will be able to draw upon a bank of story openers. • Pupils will draw on story book language when writing/ talking about something they have read/heard. • Pupils will sequence key events of the story in words or pictures. • Pupils will enjoy stories and texts that they can read by themselves that link to their own experiences. • Pupils will predict what will happen next. • Pupils will have the opportunity to share texts with younger children.	• Pupils will visit a larger range of libraries. • Pupils will use a range of adjectives to describe a character/ setting • Pupils will make up their own alternative endings. • Pupils will explore a series of texts. • Pupils will share favourite texts with a range of younger students. • Pupils will select books for personal reading and give reasons for choices. • Pupils will expect written text to make sense and check for sense if it does not.	• Pupils will know how to borrow and return books from a library. • Pupils will make predictions showing an understanding of ideas, events and characters. • Pupils will be able to review a book, giving views and opinions. • Pupils will read/ share favourite stories to larger groups. • Pupils will support younger students with reading.
	Engagement model **Exploration:** Pupils will display a positive reaction to a reading event, responding to an initial stimulus. **Realisation:** Pupils will respond with different emotions appropriate to the context. Pupils display a consistent reaction to a familiar/favoured text/ sensory story **Anticipation:** Pupils anticipate an event in a familiar text, anticipate reading is about to begin, and anticipate a recurring refrain. **Persistence:** Pupils will join in with repeated phrases and indicate a desire to repeat. **Initiation:** Pupils indicate a desire to initiate a reading activity.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
	Comprehension I know that I can obtain information and answer questions through reading/	• Pupils will answer simple questions about a picture in a fiction and nonfiction text. • Pupils will have an understanding of question words, where, who, what, why and how.	• Pupils will communicate understanding of heard familiar texts by answering simple comprehension questions. • Pupils will use conjunctions to combine simple ideas when responding to questions about texts. • With support, pupils will know how information can be found in nonfiction texts to answer questions about where, who, what, why and how. • Pupils will have an understanding of the difference between fiction and nonfiction	• Pupils will communicate understanding of heard texts by answering comprehension questions, with a choice of answers. • Pupils can identify key features of a non fiction text. • Pupils will distinguish fiction and non-fiction texts and the different purposes for reading them. • With support, pupils will use a contents or index page to find topic pages.	• Pupils can explain the difference between fiction and nonfiction. • Pupils will answer questions using nouns, verbs and adjectives. • Pupils will explain clearly their understanding of what they are reading / having read to them. • Pupils will independently use a contents page and index page to find out new information about a topic. • Pupils will know that the Internet can also be a source to find information. • Pupils will create a leaflet about a topic that interests them.	• Pupils will use nonfiction text to find answers to unknown questions. • Pupils will know how to find nonfiction text in a library. • Pupils will use the Internet to find answers to unknown questions.
	Engagement model **Exploration:** Pupils will indicate obtaining information from the text, e.g. pointing to a character. **Realisation:** Pupils will turn the pages to find information, for example find the mouse. **Anticipation:** Pupils anticipate an event in a familiar text, anticipate reading is about to begin, and anticipate a recurring refrain. **Persistence:** Pupils will persist with looking through a text to find simple information. **Initiation:** Pupils will turn the pages to find a favoured part or character within the text.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Writing	I know how to construct an accurate sentence using the correct punctuation and consistent letter size.	• Pupils will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Pupils will practise writing their name. • Pupils will find their own name from a choice of written names. • Pupils will match tactile letters to copies of their name. • Pupils will differentiate between letters and symbols, e.g. producing a drawing to accompany writing. • Pupils will practise handwriting patterns especially for letter shapes. • Pupils produce or write recognisable letters or symbols related to a few familiar words including their name.	• Pupils will write some letters accurately. • Pupils will write/ type their names independently. • Pupils will order/ write/ type three key-words to make a sentence. • Pupils will use a pincer grip and preferred hand to hold writing implement. • Pupils will make left to right and top to bottom tracking marks, with increasing control and coordination. • Pupils will communicate what they want to write for a caption or label • Pupils produce some words independently.	• Pupils will write their full names independently. • Pupils will write cards for different celebrations. • Pupils will communicate a complete sentence for a photo or picture. • Pupils will write a simple sentence with help. • Pupils will leave spaces between words and use capital letters and full stops. • Pupils will produce some words independently and attempt less familiar words.	• Pupils will write a sentence or list. • Pupils will write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip. • Pupils will write with spaces between words accurately. • Pupils can write their own address. • Pupils sequence sentences to form short narratives re-reading what they have written to check that it makes sense • Pupils will read aloud their writing clearly enough to be heard by their peers and the teachers. • Pupils will begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Pupils will use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• Pupils will form lower-case letters of the correct size relative to one another. • Pupils will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Pupils will use spacing between words that reflects the size of the letters. • Pupils will write for a range of purposes such as shopping lists, envelopes. • Pupils will consider what they are going to write before writing it.
	Engagement model **Exploration:** Pupils will explore making marks with a range of materials and resources. **Realisation:** Pupils shows a reaction when making marks. **Anticipation:** Pupils anticipate that the materials and resources together will create marks. **Persistence:** Pupils will persist with mark making until their desired outcome. **Initiation:** Pupils indicate a desire to participate in mark making activities.					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
EYFS Reading text	• Hey diddle, diddle and other nursery rhymes: Jane Chapman • Maisy dresses up: Lucy Cousins • Noisy farm: Rod Campbell • Tremendous tractors: Tony Mitton and Ant Parker • Hunpty Dumpty and other rhymes: Davis Mellins • Mr Pusskins: Sam Lloyd • Dear zoo: Rod Campbell • A good place: Lucy Cousins • Who are you?: Smriti Halls & Ali Pye • Oh No, George: Chris Haughton • Pip and Posy: The Friendly snail: Camilia Reid and Axel Scheffler • Kindness makes us strong: Sophie Beer • Little rabbit Foo Foo: Michael Rosen • Peace at last: Jill Murphy • No! Said rabbit: Marjoke Henrichs • Daisy... eat your peas: Kes Gray & Nick Sharrat • What the ladybird heard: Julia Donaldson • Love our Earth: Jane Cabrera					

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Key stage 1 Reading text	• The bog Baby: Jeanne Willis • Mister Magnolia: Quentin Blake • The foot book: Dr Seuss • Dogger: Shirley Hughes • Owl babies: Martin Waddell • The slightly annoying elephant: David Walliams • Farmer duck: Martin Waddell • It's my birthday: Helen Oxenbury • Two can toucan: David Mckee • Each peach pear plum: Janet and Allan Ahlberg • Mrs Armitage on wheels: Quetin Blake • The gingerbread man • Snow white: Maggie Moore • The little red hen • The sleeping beauty • Little red riding hood • We're going on a bear hunt • Hansel and Gretel: The brother's Grimm • Mr Grumpy's motor car: John Burningham • Lost and Found: Oliver Jeffers • Shark in the park: Nick Sharrat • Kitchen disco: Clare Foges & Al Murphy					

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Key stage 2 Reading text	• Cinnamon: Neil Gaiman, • The Gruffalo: Julia Donaldson • The tiger who came to tea: Judith Kerr • You can't take and elephant on the bus: Patricia Cleveland-Peck • You choose: Pippa Goodhart • Look up: Nathan Bryon & Dapo Adeola • What if, pig?: Linzie Hunter • The hat full of secrets: Karl Newson & Wazza Pink • Around the world in 80 ways: DK & Katy Halford • The owl who was afraid of the dark: Jill Tomlinson • You matter: Christian Robinson • How airports work: Lonely planet kids • That rabbit belongs to Emily Brown: Cressida Cowell • Man on the moon: Simon Bartram • Poems out loud: Ladybird • Stickman: Julia Donaldson • Paddington: Michael Bond • Gorilla: Anthony Browne • Anita and the Dragons: Hannah Carmona & Anna Cunha • The lightkeepers Lunch: Ronda & David Armitage • Aliens love underpants: Claire Freedman					

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Key stage 3 Reading text	• The Gruffalo's child: Julia Donaldson • The storm Whale: Benji Davis • Investigators: John Patrick Green • Poems aloud: Joesph Coelho & Daniel Gray-Barnett • Aaron Slater Illustrator: Andrea Beaty • Great Women who saved the planet: Kate Pankhaust • Captain Flinn and the pirate dinosaurs: Giles Andreae & Russell Ayto • The rainbow bear: Michael Morpurgo • The three little wolves and the big bad pig: Eugene Trivzas & Helen Oxenbury • An emotional menagerie: The school of life • The most important animal of all: Penny Worms & Hannah Bailey • Dolphin boy: Michael Morpurgo • The proudest blue: Ibtihaj Muhammad • Into the forest: Anthony Browne • Tiger walk: Dianne Hofmeyr & Jesse Hodgson • My very important world: DK • Beegu: Alexis Deacon • Funnybones: Janet & Allan Ahlberg • Inside the villains: Clotilde Perrin • Don't look in this book: Samuel Langley-Swain • The day the crayons quit: Drew Daywait • The adventures of Captain underpants: Dav Pilkey • Mr Wolf's pancakes: Jan Fearnley • The Enchanted wood: Enid Blyton • The naughty Bus: Jan and Jerry Oke • Supertato: Sue Hendra					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Key stage 4 Reading text	• Interview with a shark: Andy Seed & Nick East • A day in the life: Mike Barfield & Jess Bradley • The worries: Jion Sheibani • Amazing Islands: Sabrina Weiss • Tiger, Tiger burning bright! : Fiona Waters & Britta Teckentrup • The puffin keeper: Michael Morpugo • The street beneath my feet: Charlotte Guillain & Yuval Zommer • The after fall: Dan Santat • The ironman: Ted Hughes • The night flower: Lara Hawthorne • Charlotte web: E.B.White • Jelly boots, smelly boots: Michael Rosen • Ocean meets sky: The fan brothers • When the mountains roared: Jess Butterworth • The lion, the witch and the the wardrobe: C.S.Lewis • Children who changed the world: Marcia Williams • A street through time: Steve Noon • Olympic poems: Brian Moses & Roger Stevens • Scientists: DK • I talk like a river: Jordan Scott & Sydney Smith • Diary of a wimpy kid: Jeff Jeffkiney					

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	FE
Resources	Equals - The EQUALS Development Matters Non-statutory curriculum guidance for the early years foundation stage First published September 2020 Revised July 2021 National curriculum: English programme key stage 1 and 2					