



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

English- Discover

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kirsty Whitworth- English and Reading Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>At Crosshill School, our English curriculum for Discover pathway learners is designed to nurture the communication, curiosity and independence of students with more complex needs such as complex autism and sensory processing disorder. Rooted in National Curriculum aims and thoughtfully adapted to support all pupils, our curriculum delivers a rich, meaningful and accessible learning journey. At the heart of our curriculum are the outcomes of independence, knowledge of ourselves, curiosity, communication, functionality, and being prepared for adulthood. We recognise that for our Discover learners, communication is the foundation for all learning and we have developed an English curriculum which allows for development of the fundamental building blocks of speaking, listening, writing and communication through practical, immersive, multi-sensory activities. Routines are meaningful and consistent, incorporating structured strategies such as TEACCH, total communication and individual therapy plans which ensure visual clarity, structure and consistency while enabling learners to access literacy at their own pace and in their own way. Therapeutic input is integrated into the curriculum where appropriate, including Speech and Language Therapy, Occupational Therapy and emotional regulation therapies.</p> <p>Our curriculum aims to:</p> <ul style="list-style-type: none"> • Foster communication and connection- prioritising functional communication through speech, symbols, signs, AAC and gesture, enabling learners to express needs, make choices and build relationships. • Promote curiosity and engagement- exploring books, sounds, marks and storytelling through rich sensory experiences reflecting interest and need. • Develop early literacy foundations- From sharing books and recognising symbols to sequencing events and mark-making, learners build pre-reading/ early reading and pre-writing/ early writing skills necessary for accessing the world around them.

- **Embed functional literacy-** Supporting learners to recognise everyday print in their environment, follow simple instructions, respond to visual prompts and engage with language in ways which prepares them for adulthood.

Through our Discover English curriculum, we provide the tools for learners to understand themselves and others, to engage with the world meaningfully, and to build the essential communication and literacy skills that are vital for our learners' future independence and wellbeing.

EYFS National Curriculum Aims:	This long-term plan draws from EYFS areas of communication and language, Literacy and Personal, Social and Emotional Development supporting learners to develop early reading and writing through rich story-telling, phonics strategies and engagement with texts.	KS1 National Curriculum Aims:	This long-term plan draws meaningfully on the KS1 National Curriculum Aims by providing learners with rich, multisensory opportunities to develop functional skills in speaking, listening, reading and writing. These include fostering a love of stories and encouraging active participation in discussions and supporting early decoding and comprehension. Learners begin to recognise key words, join in with patterned language and respond to text. Writing is	KS4 National Curriculum Aims:	This long-term plan has a functional link to KS4 areas by being mapped to AQA Unit Awards and functional skills Entry Level 1 qualifications, by developing students' ability to read short texts and write for purpose.
---------------------------------------	---	--------------------------------------	--	--------------------------------------	--

		scaffolded enabling learners to produce meaningful written pieces. The plan supports learners to express ideas clearly, use language purposefully and engage with reading and writing across real-life and imaginative contexts.	
--	--	--	--

Topic and Time Allocated	Primary	KS3	KS4
Year 1: Autumn A	<p>Topic: All About Me- Who I Am</p> <p>Knowledge: I will know that I have a name and identity.</p> <p>I will recognise familiar adults, peers and personal preferences.</p> <p>I will experience and respond to stories about identity.</p>	<p>Topic: All About Me- My Family and I</p> <p>Knowledge: I will know my own name and identify myself from a picture prompt.</p> <p>I will know some key facts about myself, including what I like and dislike.</p> <p>I will know who is important to me.</p> <p>I will understand that people live with me in my home.</p>	<p>Topic: All About Me- My Community</p> <p>Knowledge: I will begin to understand some key details about my community.</p> <p>I will have an awareness of print for purpose (e.g. signs in the community).</p> <p>I will recognise familiar words in environmental print, showing some knowledge of CVC and high frequency words.</p>

		I will begin to understand key routines within my home.	I will begin to show an understanding of sentences structure- e.g. capital letter, finger spaces and full stops.
	Skills: <ul style="list-style-type: none"> • I can respond to familiar adults through gestures, vocalisations or facial expressions • I can use objects, photographs or symbols to indicate preference of need • I can participate in predictable interactions and routines using vocalisation or body language • I can begin to initiate interactions (e.g. using a communication board to request an item) 	Skills: <ul style="list-style-type: none"> • I can attend to sensory stories • I can identify objects, voices and images related to familiar people • I am beginning to be able to follow simple single-step instructions at Blank level 1 • I am beginning to be able to answer questions at Blank level 1/2 • I can respond to my name and familiar phrases • I can communicate (through speech or AAC) likes and dislikes • I can communicate 	Skills: <ul style="list-style-type: none"> • I can attend to familiar stories or instructions for increasing duration • I am beginning to answer simple who/ what questions, with some support • I can participate in basic role-play/ sensory drama linked to community roles • I can engage in sensory storytelling using props, puppets or objects of reference • I am beginning to write and communicate simple sentences,

	<ul style="list-style-type: none"> • I can make vocalisations in response to sensory stimuli within a story • I can attempt to copy sounds, words or intonation used by familiar adults • I can use single words, signs or symbols to express basic needs or emotions (e.g. happy, more, stop) • I can begin to comment on familiar experiences using word approximations or symbol combinations • I can react to voice, music or environmental stimuli • I can maintain attention briefly on a sensory story or adult speaker • I can anticipate key events in routines or repeated lines 	<p>names/ identify pictures of family members</p> <ul style="list-style-type: none"> • I am beginning to be able to engage in turn-taking or joint attention activities • I can participate in simple interactions using speech or communication aids • I am beginning to be able to structure simple sentences with the support of colourful semantics • I can recognise/ write my own name • I can form letters, sometimes correctly • I can sequence visual home routines with support • I can identify some set 1 sounds 	<p>showing some awareness of sentence structure</p> <ul style="list-style-type: none"> • I can track print left to right with some support • I can recognise, respond to or identify sensory prompts (e.g. sound of ambulance-emergency) • I can use sound-talk to segment or blend CVC words • I can recognise key words for safety (e.g. stop, exit, fire) • I can demonstrate understanding of simple texts through matching or sequencing • I can identify and communicate personal details (e.g. name and address)
--	---	---	---

	<p>in sensory stories</p> <ul style="list-style-type: none"> • I can follow simple instructions supported by signs or visuals • I can show interest in books, tactile or sensory stories • I can explore and handle books, sensory pages or story bags, with support • I can match photos, symbols or objects • I can begin to respond to repetitive phrases or sequences in a familiar story • I can show awareness of tools or materials • I can begin to make intentional marks • I can explore cause and effect using writing tools 	<ul style="list-style-type: none"> • I can write some set 1 sounds • I am beginning to be able to blend set 1 sounds to read and write CVC and some CCVC words 	<ul style="list-style-type: none"> • I can recognise community places and people through images, photos and outings • I can make requests • I can practise turn-taking • I can identify safe adults and safe strangers
--	---	--	--

	<ul style="list-style-type: none"> I can make marks with some control during supported tasks linked to self I can begin to associate marks with meaning (e.g. my own name) 		
Year 1: Autumn B	Topic: Poetry in my pocket	Topic: Sounds, shapes and feelings	Topic: Poetry to be heard and felt
	Knowledge: I am beginning to know that poems are made up of words, sounds and patterns. I am beginning to know that poetry explores things we see, feel, hear, smell, touch and experience. I am beginning to discover that I can join in with poetry using my voice, hands, expression or tools.	Knowledge: I am beginning to know that poetry uses words and sounds to show feelings and ideas. I am beginning to recognise that poems contain rhyme. I am working towards knowing that poems can be read, spoken or shown through actions.	Knowledge: I am beginning to understand poetry can show thoughts and feelings I know that poems can be written, read aloud, performed or created with symbols and images I am beginning to know that poems can make us feel different things (e.g. happy, sad, calm and excited)
	Skills: <ul style="list-style-type: none"> I can show awareness of an adult's voice reading or performing a poem 	Skills: <ul style="list-style-type: none"> I can respond to poems using expressive language, gesture and AAC 	Skills: <ul style="list-style-type: none"> I can use supported sentence starters to describe a poem

	<ul style="list-style-type: none"> • I can anticipate repeated actions, sounds or phrases in a familiar poem • I am beginning to use vocalisations, body movements, gestures or AAC to respond to poems • I am beginning to imitate sounds or actions in poems • I am beginning to attend to and track visual elements in sensory poems • I am beginning to associate symbols or images with familiar parts of a poem • I can anticipate and react to repeated sounds or words • I am beginning to use tools, hands or my body to create marks and sensory traces 	<ul style="list-style-type: none"> • I can share preferences about a poem or describe a feeling using support • I am beginning to be able to participate in role-play or sensory drama inspired by poems • I can join in with rhythm, rhyme and repetition using percussion or vocalisation • I can recognise and match familiar symbols, visuals or words in a poem • I am beginning to blend CVC words • I can identify repeated words, rhymes or patterns in poems • I can copy, trace or write key words from a poem • I can create symbol/ picture poems using 	<ul style="list-style-type: none"> • I can participate in performing poems with actions, signs and vocalisation • I can respond to questions about a poem using speech, communication board or AAC • I can communicate choices about poems through structured tasks • I am working towards being able to read symbol-supported poems with some support • I can recognise familiar words and key vocabulary (e.g. happy, sun, big) from poems • I can identify rhyming words or repetition • I can use visual supports to sequence lines from a
--	--	---	---

	<ul style="list-style-type: none"> I can explore making marks during or after experiencing a sensory poem I am beginning to select tools or media to represent an idea from a poem 	<p>communication boards</p> <ul style="list-style-type: none"> I can fill in gaps in structured poems (e.g. I see the ____) I can make simple choices for words or images in poems 	<p>familiar or class-created poem</p> <ul style="list-style-type: none"> I am beginning to use scaffolded formats to create poems I am beginning to write short sentences based on a theme (e.g. I am strong) I can use symbols or words to create a sensory or descriptive poem I am beginning to add descriptive words to poem
Year 1: Spring A	Topic: Stories I can Feel	Topic: Stories about Me and You	Topic: Stories that Shape Us
	<p>Knowledge: I am beginning to understand that stories can be experienced through touch, sound and movement.</p> <p>I am beginning to understand that characters and myself can feel happy, sad, scared or excited.</p>	<p>Knowledge: I am beginning to understand that stories have a beginning, a middle and an end.</p> <p>I am beginning to understand that characters have problems and feelings.</p>	<p>Knowledge: I am beginning to understand that stories help us think about ourselves and others.</p> <p>I understand that stories can show different places, people and life choices.</p>

	I am beginning to understand that stories have parts we can join in with.	I am beginning to understand that stories can be about things that happen to us too.	I understand we can share our own ideas through storytelling and writing.
	Skills: <ul style="list-style-type: none"> • I am beginning to attend to and engage with a sensory story • I am beginning to respond to repeated sounds, words or actions • I am beginning to use facial expressions, AAC, gesture or vocalisation to show enjoyment or preference • I am beginning to use objects, photographs or symbols to communicate story-related choices • I am beginning to imitate key sounds or actions in a story • I am beginning to explore story 	Skills: <ul style="list-style-type: none"> • I am beginning to respond to blank levelled questions about a familiar story • I can use communication boards, with support, to retell or sequence a story • I can share an opinion about a story • I can participate in a class re-telling of a story • I can match simple words or symbols to story characters or objects • I can join in with repeated phrases or predictable text • I can begin to identify letters and sounds 	Skills: <ul style="list-style-type: none"> • I can retell parts of a story using sentence stems or symbols • I can share feelings or ideas about a character's actions • I can use full sentences, speech output devices or symbol support to contribute in discussions • I am beginning to be able to perform or record a short story reading using expressive voice or actions • I can listen to a short, adapted story, identifying key

	<p>objects and props</p> <ul style="list-style-type: none"> • I am beginning to match objects of reference to images from a story • I am beginning to show anticipation of favourite parts of a story • I am beginning to make marks with different media after experiencing a story • I am beginning to choose or request materials for mark making linked to a story 	<p>linked to story vocabulary</p> <ul style="list-style-type: none"> • I can sequence key events using pictures or symbols • I can use sentence frames to write about a character or event • I can copy or trace key words from the story • I can create a class book with simple pictures, symbols or simple sentences based on a story • I can begin to use phonics knowledge to attempt CVC and CCVC words linked to a story 	<p>words and symbols</p> <ul style="list-style-type: none"> • I am beginning to be able to read short parts of adapted stories • I can answer simple who, what where questions about a story • I can match written words to pictures or select a sentence to complete a text • I can write a short caption or sentence about a story event (with scaffold) • I can create a simple poem or descriptive piece, based on the story, with support • I can sequence and write/ tell a version of a story with support • I can complete simple cloze tasks based on the story,
--	--	--	--

			implementing phonics skills
Year 1: Spring B	Topic: Non-fiction: Stay Safe! Look Again!	Topic: Non-fiction: Be smart; be safe	Topic: Non-fiction: Safe to Go
	Knowledge: I am beginning to understand that safety symbols tell us something important. I am beginning to understand that we can follow instructions to keep us safe. I am beginning to understand that pictures and symbols can help us to understand rules and routines.	Knowledge: I am beginning to understand the use of signs and posters to find out how to stay safe. I am beginning to know to refer to instructions to show me what to do next. I know the people who can keep me safe.	Knowledge: I understand the use of safety information to help us make good choices. I know signs, menus and posters help us understand what to do. I know instructions can show us routines and how to do something safely.
	Skills: <ul style="list-style-type: none"> • I am beginning to be able to respond to familiar verbal safety prompts • I am beginning to be able to use gestures, vocalisations or AAC to show understanding of key words (e.g. hot, cold, stop, go). 	Skills: <ul style="list-style-type: none"> • I can express simple responses to safety posters to establish meaning (e.g. Don't touch) • I can take part in supported discussions using visuals • I can use sentence frames or AAC 	Skills: <ul style="list-style-type: none"> • I can use full sentences to explain safety procedures • I can give and follow clear instructions in role-play or practical tasks • I can answer who/ what/ where and I am beginning to answer why

	<ul style="list-style-type: none"> • I am anticipating repeated safety routines • I can join in with repetitive phrases in safety-themed rhymes or chants • I am beginning to be able to match objects of reference and photographs to safety symbols • I am beginning to be able to track visual cues during routines • I can engage with sensory stories about safety • I am beginning to be able to make marks with symbolic colours (red/green) • I am beginning to explore mark making to represent shapes • I am beginning to be able to explore symbols or 	<ul style="list-style-type: none"> to give instructions • I am beginning to be able to ask and answer questions related to safety signs • I am beginning to be able to read and match common safety words with symbols or signs • I can follow simple visual instructions in a routine • I know the meaning of common signs in the environment • I can copy or trace key words linked to safety • I can create a poster with scaffolded sentence starters and symbols • I can sequence a visual instruction sequence with short sentence prompts • I can use structured 	<ul style="list-style-type: none"> questions linked to safety scenarios • I am beginning to be able to present a simple poster to explain a routine or safety topic • I can read and understand simple, symbol supported texts • I can locate key information in a text (e.g. the cost on the menu) • I can follow simple written instructions to complete a task • I can read and match simple sentences to visuals • I can write or complete scaffolded safety instructions, with support • I can produce a labelled safety poster, with support
--	---	--	--

	stickers to show response to safety signs	sentence building activities	<ul style="list-style-type: none"> • I can complete a checklist (e.g. for kitchen equipment) • I can create a simple guide or menu using symbols and words • I can use capital letter, full stops and finger spacing in simple instructions
Year 1: Summer A	Topic: Writing to inform: Let me show you!	Topic: Writing to inform/ persuade: Pick me, please!	Topic: Writing to inform/ persuade: Your Voice; Your View
	<p>Knowledge: I am beginning to recognise that instructions tell us what to do and what comes next.</p> <p>I am beginning to understand that we can show or tell others what to do and how to do it.</p> <p>I am beginning to understand that pictures, words and actions can give information.</p>	<p>Knowledge: I understand that we can use words, symbols and images to show what we want and like.</p> <p>I understand that we can explain how to do something using steps and sequence.</p> <p>I am beginning to understand that giving a reason can persuade somebody else.</p>	<p>Knowledge: I understand that we can give or follow instructions to help others and ourselves to do something.</p> <p>I understand that we can use words and symbols to explain our opinions or persuade others.</p> <p>I am beginning to understand that writing can help us share our voice in everyday life.</p>

	Skills: <ul style="list-style-type: none"> • I am beginning to engage with a familiar routine • I am beginning to respond to familiar objects of reference, repeated sounds or phrases in routines/ texts • I am beginning to use gesture, vocalisation, symbols or AAC to request or name objects • I am beginning to respond to simple instructions • I am beginning to match objects to pictures from an instruction sequence • I am beginning to explore books and symbol-supported instructions and routines, with support • I am beginning to track or follow along a 	Skills: <ul style="list-style-type: none"> • I can use speech, symbols or AAC to express preference • I can begin to give reasons why I like something • I can sequence short instructions using picture or props • I am beginning to be able to take turns to share an idea in a supported group discussion • I can join in with repeated lines from a set of instructions • I can recognise and read key topic-related symbols and words • I can follow a simple visual instructional sequence • I can match instruction to pictures • I am beginning to be able to identify 	Skills: <ul style="list-style-type: none"> • I can express an idea or opinion and give a reason why • I can participate in structured discussions with peers using symbols, visuals, words or AAC • I can present a choice or preference with justification • I can ask and answer simple questions related to an instructional or persuasive text • I can practise giving verbal instructions during role-play tasks • I can read and follow short, instructional texts (symbol supported or simple sentences) • I can recognise and am beginning
--	---	--	--

	<p>visual sequence of a task</p> <ul style="list-style-type: none"> • I am beginning to make marks linked to a sequence or task • I am beginning to select colours or materials which represent a task or routine • I am beginning to work towards being able to make marks which reflect a choice or action • I am beginning to be able to trace marks relevant to the task, with support 	<p>persuasive words or phrases in a text</p> <ul style="list-style-type: none"> • I can use scaffolded sentence structures to express my opinion • I can create a poster or label using symbols, pictures of words to promote a choice • I am beginning to be able to write or copy simple instructional or persuasive sentences • I can make choices about the layout of a poster 	<p>to understand persuasive language</p> <ul style="list-style-type: none"> • I can match images and words in posters, adverts or leaflets • I am beginning to be able to read and respond to short functional texts • I can identify key information in simple, persuasive texts, with support • I can plan and write short instructional texts (hot-to routines) using scaffolded structures • I can create persuasive posters or captions, with support • I can write or complete a short, scaffolded personal statement
--	--	--	---

			<ul style="list-style-type: none"> I can use simple sentence structures (with symbols or word banks) to give reasons and suggestions I am beginning to be able to choose key words/ images to improve a persuasive or informative text
Year 1: Summer B	Topic: Plays: Play with me!	Topic: Plays: My Part, My Voice	Topic: Plays: Take The Stage!
	Knowledge: I am beginning to know that plays show what people do and say. I am beginning to understand I can pretend to be somebody by dressing up and using sounds and actions. I am beginning to understand plays tell stories.	Knowledge: I am beginning to know that plays have different parts for different characters played by different people. I know we can act and speak to show we are in a story. I am beginning to know that a script shows what the characters say and do.	Knowledge: I know a play script has different lines for different characters. I know characters use voice and movement to tell the story. I know plays can be read and performed for others.
	Skills:	Skills:	Skills:

	<ul style="list-style-type: none"> • I am beginning to be able to use single sounds, vocalisations or sound effects to represent familiar characters • I am beginning to be able to copy sounds or single words from familiar sensory plays • I am beginning to be able to repeat familiar words in songs or rhymes linked to the play • I am beginning to be able to anticipate lines or cues in a sensory play • I am beginning to be able to respond to familiar sounds • I am beginning to show awareness of character voices or environmental sounds • I am beginning to be able to indicate choice 	<ul style="list-style-type: none"> • I can speak, sign or select a short line or word from a script • I can repeat familiar scripted phrases • I am beginning to be able to use different voices for characters • I am beginning to be able to practise intonation through echo repetition • I can follow simple stage directions • I am beginning to be able to respond to a peer's line or action with a rehearsed response • I can join in with repeated phrases • I can listen and identify who is speaking in a group performance • I am beginning to be able to access a visual 	<ul style="list-style-type: none"> • I can read aloud a rehearsed line clearly • I can participate in a group performance using cue cards or a simple extract from a script • I am beginning to be able to show understanding of volume and emotion in a performance • I can deliver a short monologue or two-line exchange • I can follow stage directions from a script • I can listen and respond appropriately to others' lines • I can reflect on peer performance with a scaffolded prompt • I can practise and recall one or several lines
--	---	--	---

	<p>and preference of a prop or character using gesture, eye pointing, symbol or AAC</p> <ul style="list-style-type: none"> • I am beginning to be able to join is using predictable signs (e.g. waving) • I am beginning to be able to express preference for repeated actions or characters • I can explore visual or tactile story-boards or symbol-supported scripts • I am beginning to be able to indicate matching of props to characters • I am beginning to be able to track from left to right in a visual story with adult support • I am beginning to be able to make marks 	<p>script or cue card to join in with a group performance</p> <ul style="list-style-type: none"> • I can choose or express a preferred role or costume • I can share a feeling or reaction to a performance, or element of the performance • I can match character names to visuals or lines in a script • I am beginning to be able to access colour-coded or symbol-supported scripts • I am beginning to be able to track my own line using a visual or tactile prompt • I can recognise repeated phrases or actions in a script • I can copy script lines 	<p>after repeated rehearsal</p> <ul style="list-style-type: none"> • I can use spoken language, AAC or communication boards to suggest props, emotions or actions • I can make choices about how to read a line, with some support • I can give simple feedback to peers, with prompts • I can read Entry Level 1 language scripts • I can understand stage directions • I can create a class programme with support • I can write or record a personal reflection with some support • I am beginning to be able to use
--	--	--	---

	<p>using character linked materials</p> <ul style="list-style-type: none"> • I am beginning to be able to choose from symbol sets to label or match actions/ roles 	<ul style="list-style-type: none"> • I am beginning to be able to write or complete a simple character description sentence • I can participate in creating a group poster for a play, with support • I can sequence simple images to show a scene from a play 	<p>punctuation in character speech</p>
--	---	---	--