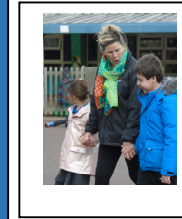




English; Communication - the curriculum at Middleton School is designed to prepare pupils for the next steps in their learning journey and for an independent life as young adults. It is therefore a priority within our curriculum that pupils develop skills that enable them to communicate effectively with others. Basic communication skills allow pupils to function within society and access a wider range of opportunities. It is important that pupils are taught a full range of communication skills, including those beyond the spoken word. They must also learn to interpret communication from others. Middleton is a Makaton signing school.



**Everyone at
Middleton is
safe and happy**



Learning for Life

INTENT - We aim for our pupils to:

- Have a desire to want to interact with others.
- Engage in a range of sensory activities
- Mimic the sounds, gestures, expression that they observe in others.
- Follow a simple, and then more complex request
- Express basic needs and desires through sounds and gesture.
- Express feelings and emotions.
- Respond appropriately with 'yes' and 'no' and single words/ signs/ or gestures.
- Respond to more complex questioning.
- Develop their expressive vocabulary.
- Develop an understanding of receptive vocabulary and communication.
- Initiate and maintain a short communication with others.
- Communicate in simple sentences about the past, present and future.
- Communicate appropriately in both 1;1 and small group discussions.
- Consider the audience when communicating.
- Develop the confidence to speak out in a large group.
- Take part effectively in role play scenarios.
- Communicate freely and confidently about matters of interest.
- Communicate audibly and clearly.
- Communicate with others using appropriate gesture and sustained eye contact.
- Use familiar symbols to support communication.
- Make effective use of 'colourful semantics' when communicating with others.
- Experience communicating with others for a range of different purposes and a range of audiences.

INTENT - We aim for our pupils to:

- Ask relevant questions to extend understanding.
- Know when it is appropriate to pause and listen.
- Understand that effective communication can be used to support everyday life and familiar activities.
- Develop a 'voice' and remain safe and vocal within the widening world.
- Express opinions and listen to those of others.

Implementation -

- The communication aspect of the English curriculum is delivered everyday to pupils through both dedicated Speaking/ Listening lessons as well as an intrinsic aspect of all areas of curriculum delivery.
- The delivery of the communication element of the English Curriculum is led by the M scale planning and assessment framework.
- Planning and delivery of the teaching and learning of communication is largely sequential in nature.
- Pupils have opportunities to recall and practise skills already learnt before building upon that already acquired with the teaching of new skills.
- The teaching of communication skills is supported by consistent use of sign, symbol, gesture and facial expression.
- Pupils are encouraged to use communication as a functional element of their daily life, for example when learning offsite (shopping, cafes).
- Resources and favoured objects/ activities are used as an incentive for pupils to initiate communication and not provided as a matter of course.
- The teaching of communication is delivered to individuals on a 1;1 basis, as part of a small group and as part of larger groups and is supported by a team of Speech and Language therapists within school.
- Pupils follow communication targets/plans set by the Speech and Language therapists and staff receive training in how best to deliver this teaching.
- Although pupils are taught within mixed ability class groups, there are also dedicated sessions where pupils are ability grouped for the teaching of some aspects of the communication curriculum.
- Pupil ability is assessed and activities are provided which are linked to the relevant communication attainment of each pupil.
- Alternative modes of communication may be used to support pupils when expressing themselves.
- Technology is used as a means of access for those pupils with a communication impairment.
- Parents/ families are invited to presentations which address how they can support their children in the development of their communication skills.
- Regular CPD for staff and updates within the teaching and delivery of communication skills are planned into the staff CPD cycle.
- Intervention groups are provided for pupils who are identified as making less than expected progress in the acquisition of their communication skills.
- The creative and expressive elements of the communication are valued, supported with additional aids and planned for routinely.
- Effective and confident communication skills are modelled by staff across the school.

Impact -

- Pupils make good and outstanding progress within their Speaking and Listening attainment when assessed against the Writing M scale descriptors.
- Pupils progress through the phases of the Letters and Sounds Phonics Strategy.
- Pupils are well prepared to transition into the next stage of their learning journey.
- Pupils who attend intervention groups make good progress as a result.
- Pupils are enthusiastic about communicating with others and confidently engage in a full range of communication activities.
- Pupils enjoy participating role play and drama activities.
- Pupils communicate in front of a range of audiences.
- Pupils raise attainment in multiple areas of the curriculum as they make progress within their communication skills.
- Pupils are able to make appropriate selections and choices.
- Pupils are able to ask questions to further their knowledge in a range of subjects.
- Pupils gain greater access to, and independence within, the wider world. This is evident during offsite learning sessions, as they communicate freely with others within the local community.
- Pupils find a voice and are happy to communicate their opinions, wants and desires.
- Pupils develop a more prosperous outlook upon life beyond school and the opportunities open to them are broader.
- Pupils develop positive relationships and friendships as a result of effective communication.

Enrichment Opportunities;

Visiting storytellers/ presenters, visits to local service providers, experiencing 'Attention Autism' activities, school plays, assemblies and presentations, vibrant displays, offsite learning, sensory stories/ story sacks, role play, forest learning, ICT devices, Focus Weeks, pantomime and theatre visits, outdoor trails/ treasure hunts, food technology sessions, links with pupils from other schools, leadership opportunities across the school

Learning for Life

