

### What does my subject look like in each of the pathways?

| Engage   | Discovery   | Develop   | Deepen   |
|--|---|---|--|
| <p>Pupils will engage with implements to develop gross motor skills e.g making large circular movements with wands, ribbons etc.</p> <p>Pupils will engage with objects to mark-make if appropriate and begin to associate marks with writing.</p> | <p>Pupils will discover a range of tools to make horizontal, vertical and circular movements in order to prepare for writing.</p> <p>Pupils will discover how to effectively grip a pencil that is practical and comfortable.</p> <p>Pupils will discover that they can mark-make with a range of implements.</p> | <p>Pupils will develop their writing skills by grouping letters together and leave spaces between them.</p> <p>Pupils will experiment writing lists and short notes.</p> <p>Pupils will develop their writing skills to write across the page from left to right.</p> | <p>Pupils will deepen their writing skills so that their writing is neat, accurate and can be easily read by others.</p> <p>Pupils will deepen their understanding of how to use punctuation correctly in their writing.</p> |

### What does my subject look like in each of the pathways, for each of our drivers?

|               | Engage   | Discovery  | Develop  | Deepen   |
|---------------|--|--|--|--|
| Communication | <p>Pupils will engage with their preferred way to communicate- iPad, AAC, PECS etc.</p> <p>Pupils will be given all necessary means to communicate at their level and have access to these at all times.</p> | <p>Pupils will discover that letters and symbols can be used to communicate.</p> <p>Pupils will discover writing implements can be used to communicate marks and associate marks with meaning.</p> | <p>Pupils will develop communication skills by using a preferred method of communication.</p> <p>They will discover how to form letters following the RWI writing scheme and be able to communicate in simple phrases and short sentences.</p> | <p>Pupils will deepen their knowledge of spelling, punctuation and grammar in order to communicate in different formats for a range of audiences and purposes.</p> |
| Independence  | <p>Pupils will be encouraged to engage with their preferred communication</p>  | <p>Pupils will discover different mediums to independently mark-make. They will</p>  | <p>Pupils will develop their pencil-grip and be able to independently communicate</p>  | <p>Pupils will be able to independently write for a range of audiences, purposes</p>   |

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|                   | device in order to communicate their needs.   | independently choose to mark make in sand, on paper etc.   | through short phrases and sentences, beginning to understand the importance of capital letters and full stops.   | and formats, using persuasive, descriptive, formal and informal language for example.  |
| <b>Resilience</b> | Pupils will show resilience when engaging with malleable materials to create simple shapes with their fingers. They will show resilience when developing gross motor skills and build up muscle memory when using objects to mark-make. | Pupils will discover resilience when using writing implements to mark-make. They will build up their gross and fine motor skills by practising their gross and fine motor skills every day and for longer periods of time. | Pupils will develop resilience when writing by ensuring that their letter formation is the best of their ability and can be read by themselves and others. They will check their writing for errors and begin to self-correct. | Pupils will show resilience when writing longer pieces of work. They will strive to use higher-level vocabulary and will up-level their work in the re-drafting process. |

### What does my subject look like in each of the Newman sites?

| <b>Whiston</b>   | <b>Dinnington</b>  | <b>NAR</b>  |
|--|--|---|
| <p>At Whiston, pupils will have access to a wide range of resources that encourage their gross and fine motor skills in order to be able to hold writing implements. For example, play-dough, sand, slime etc.</p> <p>Pupils will have full access to their preferred method of communication at all times and these will be updated with key vocabulary in order for pupils to communicate their needs. Pupils will have a daily RWI session to develop their letter formation and spelling skills.</p> | <p>At Dinnington, pupils will have access to a wide range of resources that encourage their gross and fine motor skills in order to be able to hold writing implements. For example, play-dough, sand, slime etc.</p> <p>Pupils will have full access to their preferred method of communication at all times and these will be updated with key vocabulary in order for pupils to communicate their needs. Pupils on the Develop pathway will write for different purposes and audiences throughout each cycle.</p> | <p>At NAR, pupils on the Develop pathway will write for different purposes and audiences throughout each cycle.</p> <p>Deepen pupils will be learning a range of writing skills linked to qualifications, such as writing to persuade, argue, advise, describe etc.</p> |

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| Pupils on the Develop pathway will write for different purposes and audiences throughout each cycle. | Deepen pupils will be learning a range of writing skills linked to qualifications, such as writing to persuade, argue, advise, describe etc. |  |
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## Flightpath

### Focus area within the subject:

| Engage   | Discovery   | Develop   | Deepen   |
|--|---|---|--|
| Pupils will follow a sensory based curriculum which focuses on developing gross and fine motor skills. They will use a range of tools to make vertical, horizontal and vertical movements. Pupils will engage with exciting and interesting stories and be able to handle objects of reference and begin to mark make. | AQA Unit Awards selected and sequenced in a 'Passport' to allow Discovery students to demonstrate the smaller steps in developing their writing skills. | AQA Step Up to English will be used to demonstrate progress in writing and will be available for both Silver and Gold awards. | Pupils will sit the AQA Level One Functional Skills in English before working towards achieving a grade 4 or above in AQA English Language GCSE. |

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|------------------------|----------------------|----------------------|----------------------|---------------------|-------------------|
| <b>AQA Unit Awards</b> | <b>Entry Level 1</b> | <b>Entry Level 2</b> | <b>Entry Level 3</b> | <b>ELC, Level 1</b> | <b>GCSE (AQA)</b> |
|------------------------|----------------------|----------------------|----------------------|---------------------|-------------------|

**How are children achieving in each of the pathways? How do you know, quantitative and qualitative? What actions are you taking as a result of the analysis? How are you ensuring that staff have the subject knowledge to teach your subject?**

| Engage   | Discovery  | Develop  | Deepen   |
|--|--|--|--|
| <p>Pupils will be assessed on the Engagement Model. Most pupils should make progress which is good to outstanding for them. Targets will be agreed and reviewed in Pupil Progress Meetings and in Curriculum teams.</p> <p>If pupils do not make expected progress they will receive bespoke interventions in order to minimise any further lack of progress. In some cases, pupils may not make progress or decline due to their diagnoses.</p> | <p>Pupils will be assessed based on the Pre-Newman tracker. Most pupils should make progress which is good to outstanding for them. Targets will be agreed and reviewed in Pupil Progress Meetings and in Curriculum teams.</p> <p>If pupils do not make expected progress they will receive bespoke interventions in order to minimise any further lack of progress. In some cases, pupils may not make progress or decline due to their diagnoses.</p> | <p>Pupils will be assessed based on the Newman tracker. Most pupils should make progress which is good to outstanding for them. Targets will be agreed and reviewed in Pupil Progress Meetings and in Curriculum teams.</p> <p>If pupils do not make expected progress they will receive bespoke interventions in order to minimise any further lack of progress-such as RWI Fresh Start. In some cases, pupils may not make progress or decline due to their diagnoses.</p> | <p>Pupils will be assessed based on the Newman tracker for Entry Level/ Level 1 or a GCSE grade. Most pupils should make progress which is good to outstanding for them. Targets will be agreed and reviewed in Pupil Progress Meetings and in Curriculum teams.</p> <p>If pupils do not make expected progress they will receive bespoke interventions in order to minimise any further lack of progress.</p> <p>All pupils following the Deepen Curriculum will be observed by the Writing subject lead once per term and meetings held with class teachers.</p> |