

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

Engage	Discovery	Develop	Deepen
<p>Pupils will engage with a wide range of instrumental and environmental sounds in different contexts.</p> <p>Pupils will listen to songs and stories with strong, repetitive rhythms and beats.</p> <p>Pupils will engage with a range of high quality texts and begin to show fleeting engagement.</p> <p>Pupils may begin to engage with 2 symbols to express 'more' or 'less'.</p>	<p>Pupils will discover a wide range of texts from non-fiction and fiction genres.</p> <p>Pupils will discover a carefully planned series of texts that develops their emerging reading and comprehension skills both through text and image.</p> <p>Pupils will discover to a wide range of texts on a daily basis and will engage with at least one text every day.</p> <p>Pupils will discover and use symbols to communicate.</p>	<p>Pupils will develop their knowledge of key authors and begin to recognise how authors use language and structure to engage the reader. Pupils will begin to develop links between texts and be able to identify favourite authors and stories.</p> <p>Pupils will begin to identify features of different genres and pick out features that are effective.</p>	<p>Pupils will deepen their knowledge of different text types and identify the genre, audience and purpose of each text.</p> <p>Pupils will deepen their inference and deduction skills and be able to explain how effective the author's use of language is, using key terminology such as similes and metaphors.</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 environmental sounds.</p> <p>Pupils will engage with a story by using objects of reference.</p> <p>Pupils will listen to quiet and loud sounds with increasing engagement.</p>	<p>Pupils will discover symbols and images to communicate.</p> <p>Pupils will be able to follow a sequence of symbols or pictures in order.</p> <p>Pupils will discover picture books and listen and engage with stories.</p>	<p>Pupils will develop reading skills in order to use books and the internet to find simple information.</p> <p>Pupils will be able to find basic information from functional texts such as menus, timetables and TV</p>	<p>Pupils will deepen their knowledge of language and how it is used to influence readers.</p> <p>Pupils will be able to synthesise information from texts in order to deepen their knowledge of a variety of</p>

			guides etc.	subjects.
<b>Independence</b>	Pupils will engage with objects used to make sound. Pupils may increasingly reach for the object independently or be helped to make a sound on a drum for example.	Pupils will discover how to use symbols to self-advocate for more or less/ yes and no. Pupils will be able to make simple requests by choosing the correct word or symbol. Pupils will discover a wide range of picture books.	Pupils will develop the range of symbols and key words they know and build upon these by being introduced to more text-types. Pupils will independently choose books they like and ask them to be read to them or read fully de-codable books themselves.	Pupils' deeper knowledge of language will allow them to independently seek information and be able to evaluate the information read. Pupils will be able to apply their reading skills in a wide variety of settings and give them the freedom to make informed choices.
<b>Resilience</b>	Pupils will engage with a range of environmental sounds linked to the world around them. Pupils will engage with sounds or music for longer and begin to show signs of enjoyment or anticipation.	Pupils will demonstrate resilience when listening and responding simply to a text which is read to them. Pupils will discover differences between environmental sounds and show signs of enjoyment or anticipation. They will begin to answer simple yes or no questions about a text. They will discover books for longer periods of time.	Pupils will develop resilience when sounding out unfamiliar words and explore texts with more complex plotlines and themes. Pupils will develop a love of reading for pleasure by having access to a wide range of high-quality texts.	Pupils will deepen their knowledge of different authors and genres and develop their resilience for reading texts in a timed manner in order to sit formal exams.

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

<b>Whiston</b>	<b>Dinnington</b>	<b>NAR</b>
Pupils will be taught in pathways and texts	Pupils will be taught in pathways and texts	Pupils will be taught in pathways and texts

<p>will be carefully chosen to maximise engagement and interest. Reading skills will be taught sequentially and built upon during each Key Stage cycle. Pupils will access a wide range of high quality fiction and non-fiction texts by different authors. Pupils will develop a love of reading by being exposed to exciting events promoting reading.</p>	<p>will be carefully chosen to maximise engagement and interest. Reading skills will be taught sequentially and built upon during a 3 year cycle in KS3 and then linked to a qualification in KS4 and 5. Pupils will access a wide range of high quality fiction and non-fiction texts by different authors. Pupils will develop a love of reading by being exposed to exciting events promoting reading. The Deepen Pathway students will be taught how to answer exam-style questions in order to prepare for formal qualifications.</p>	<p>will be carefully chosen to maximise engagement and interest. Reading skills will be taught sequentially and built upon during a 3 year cycle in KS3 and then linked to a qualification in KS4 and 5. Pupils will access a wide range of high quality fiction and non-fiction texts by different authors. Pupils will develop a love of reading by being exposed to exciting events promoting reading. The Deepen Pathway students will be taught how to answer exam-style questions in order to prepare for formal qualifications.</p>
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Newman

## Flightpath

### Focus area within the subject:

Engage	Discovery	Develop	Deepen
<p>Pupils will follow a sensory based curriculum which focuses on developing sound discrimination and pleasure in music, rhythm and rhyme. Pupils will engage with exciting and interesting stories and be able to handle objects of reference.</p>	<p>AQA Unit Awards selected and sequenced in a 'Passport' to allow Discovery students to demonstrate the smaller steps in developing their reading skills.</p>	<p>AQA Step Up to English will be used to demonstrate progress in reading and will be available for both Silver and Gold awards.</p>	<p>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.</p>

<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>
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**Impact – 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?**

<b>Engage</b>	<b>Discovery</b>	<b>Develop</b>	<b>Deepen</b>
<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- such as Guided Reading in EHCP. In some cases, pupils may not make progress or decline due to their diagnoses.</p>