

Boston Endeavour Academy: English Communication Curriculum for Key Stages 2 and 3

Stage 1

Boston Endeavour Academy English curriculum delivers a personalised pathway at each pupil's own pace and recognising individual learning styles. This curriculum is designed for our Semi-formal curriculum learners, who begin at Stage 1 in Year 3 and progress to Stage 3B by Year 9, however, not all learners will progress at this rate. English curriculum content is informed by our topic map, which ensures that skills are advanced, overlearnt and generalised in new and engaging contexts. Our curriculum is aligned with the Rochford Review and the Pre Key Stage standards enabling our students to have their achievements against these benchmarks recognised.

		Combining Words		Social Communication	Vocabulary	
Speaking		I know how to combine single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.'	I know how to attempt to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.	I know how to begin to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'.	I know how to engage in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally or through signs or symbols to a very simple question about the picture. I know how to engage with less familiar people.	I know how to use a vocabulary of over 50 words. I know how to say please/thank you/sorry when reminded with prompts e.g. signing, PECS, electronic devices.
		I know how to initiate and maintain short conversations about familiar events using my preferred medium of communication. I know how to express likes/dislikes more consistently. I know how to respond to reciprocal interactions e.g. ask someone to play.	I know how to use prepositions such as 'in' or 'on'.	I know how to combine 3 words / signs / symbols to communicate meaning in a familiar situation. e.g. 'daddy sit chair.' I know how to begin to ask appropriately for help.	I know how to use some pronouns e.g. 'my', 'it', 'he/she' when retelling an event or a familiar story. 'It was the bears' house.' I know how to answer questions beginning to describe skills I have used as part of a piece of work e.g. writing, cutting, drawing.	I know how to start to ask simple questions such as 'What's that?', 'Where's cat?' I know how to infer a question by use of intonation, e.g. 'Dog gone!' I know how to use basic manners e.g. please, thank you, typically without prompts.



	Receptive Language	Following Instructions	Responding to Requests		
Listening	<p>I know how to respond appropriately to questions about familiar or immediate events or experiences, e.g. 'Where is the ball?' 'What are you doing?'</p> <p>I know how to attend to adult directed activity with 1:1 support for up to 5 minutes.</p>	<p>I know how to follow instructions containing at least two key words, signs or symbols, e.g. 'Put the car on the garage'.</p>	<p>I know how to select objects by function, e.g. when presented with an apple and a hat can indicate through preferred method of communication the apple when asked, 'Show me what you eat.'</p>	<p>I know how to respond to requests containing at least two key words, signs or symbols, e.g. 'What would you like for a snack?'</p>	<p>I know how to respond appropriately to simple questions such as 'Are you ready?', 'Is that your coat?' An appropriate response may be verbal or through sign, symbol or gesture</p>
	<p>I know how to respond appropriately to a range of simple questions asked by a familiar adult.</p> <p>I can intermittently pay attention to the leader of an activity for short periods.</p>	<p>I know how to follow instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'</p>	<p>I know how to follow simple context embedded instructions given to a small group, e.g. 'It is playtime - put your coat on.'</p>	<p>I know how to respond to others in group situations, for example, taking turns in a game.</p> <p>I know how to listen and responds to the ideas of others e.g. imitates others in their play.</p>	<p>I know how to follow simple rules in a small group with minimal adult prompts, e.g. can take turns during a familiar turn taking activity.</p>

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Stage 2

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		Linking Key Words and Sentences		Vocabulary	
Speaking	<p>I know how to talk about present, past and future events using simple phrases and statements.</p> <p>I know how to and respond to questions from familiar adults and peers about recent experiences e.g. 'Where has the dog gone?' 'Where is the blue ball?'</p>	<p>I know how to use regular plurals correctly.</p>	<p>I know how to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small group, e.g. 'I want big chocolate muffin.'</p>	<p>I know how to use conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</p>	<p>I know how to convey information to the listener by adding new information beyond what is asked.</p> <p>I know how to initiate communication with peers about a topic of interest e.g. walking over to peer and telling them about a new toy.</p>
	<p>I know how to talk about present, past events and future plans with greater accuracy.</p> <p>I know how to refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.'</p>	<p>I know how to begin to show regular verb endings when using past tense '-ed'. There is still over generalisation of irregular verbs, e.g. 'I runned.'</p> <p>I know how to use possessives. e.g. 'Fred's book.'</p>	<p>I know how to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group, e.g. 'The hairy giant shouted at Finn.'</p> <p>I know how to use conjunctions that suggest cause, e.g. 'cos', to link ideas.</p>	<p>I know how to take part in role play with confidence. I know how to initiate conversations and attend to what my peers and adults say.</p>	<p>I know how to use a more extensive range of vocabulary to convey meaning to the listener.</p> <p>I know how to respond appropriately to 'why' and 'how' questions e.g. Why does a bird make a nest? How does this toy work? I know how to ask lots of questions to find out more specific information e.g. Who? and Why?</p>

	Responding to Questions	Following and Understanding Instructions		Listening and Attending to Stories	Understanding Time Concept Words
Listening	<p>I know how to attend to and respond to, questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone?'</p> <p>I know how to attend to and respond to, questions from their peers about recent experiences and events, e.g. 'Where is the big bike?'</p>	<p>I know how to follow instructions with four key words or symbols, e.g. 'Get the big book about dinosaurs from the library.'</p> <p>I know how to follow simple direction from an unfamiliar adult more consistently.</p>	<p>I know how to follow a request with four key words or symbols, e.g. 'Place the giraffe on the beach and the rabbit in the forest?'</p>	<p>I know how to listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.</p>	<p>I know how to understand time concept words including, today, morning and afternoon.</p>
	<p>I know how to respond appropriately to questions about why or how, e.g. 'Why does a bird make a nest?' 'How does the Jack-in-the box work?'</p>	<p>I know how to follow a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.'</p> <p>I know how to follow simple direction from an unfamiliar adult consistently.</p>	<p>I am able to understand a message containing four key words, signs or symbols from a less familiar adult without prompts.</p>	<p>I know how to listens to stories attentively for longer periods of time and am able to demonstrate understanding during role play which he/she takes part in with confidence.</p>	<p>I know how to understand time concept words including, yesterday, tomorrow, first and last.</p>

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Stage 3A

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Spoken Language	Receptive Language	Social Communication
<p>I know how to listen and respond appropriately to adults and my peers.</p> <p>I know how to ask relevant questions to extend my understanding and knowledge.</p> <p>I know how to use relevant strategies to build my vocabulary.</p> <p>I know how to use a wider range of connectives to build larger sentences and elaborate, for example, and, but, also, because.</p> <p>I know how to use a range of tenses, not necessarily in the correct context, for example, play, playing, will play, played.</p>	<p>I am able to understand who, what and where in a range of questions.</p> <p>I know how to sustain attentive listening, responding to what I have heard with relevant comments, questions or actions.</p>	<p>I know how to look to others for responses which confirm, contribute to, or challenge their understanding.</p> <p>I am able to enjoy being with and talking to adults and children.</p>
Spoken Language	Receptive Language	Social Communication
<p>I know how to articulate and justify answers, arguments and opinions.</p> <p>I know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>I know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>I know how to understand a wider range of how and why questions.</p>	<p>I have the confidence to talk to others about my own wants, opinions, interests and ideas.</p> <p>I know how to initiate and hold a conversation that jumps from topic to topic.</p> <p>I know how to initiate a conversation, attend to and take account of what others say.</p>

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Stage 3B

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Spoken Language	Receptive Language	Social Communication
<p>I know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>I know how to speak audibly and fluently with an increasing command of Standard English.</p> <p>I know how to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>I know how to gain, maintain and monitor the interest of the listener(s).</p>	<p>I know how to demonstrate an understanding of how and why questions by giving explanations.</p> <p>I know how to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>I know how to introduce a storyline or narrative into my play.</p> <p>I know how to talk freely about my home and community.</p>
Spoken Language	Receptive Language	Social Communication
<p>I know how to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>I know how to select and use appropriate registers for effective communication.</p> <p>I know how to use Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>I know how to give short speeches and presentations, expressing my own ideas and keeping to the point.</p>	<p>I can learn new words rapidly and can use them when communicating.</p>	<p>I know how to understand and enjoy humour, for example, nonsense rhymes, jokes.</p> <p>I know how to question why things happen, for example, asks who?, what?, where?, why?, when?, how?.</p> <p>I know how to use language to imagine and recreate roles and experiences in play situations.</p>