ENGLISH AT ST NICHOLAS

	Curriculum Intent (What do we want for the children at St Nicholas?)	Curriculum Implementation (How will we achieve this for our pupils?)	Curriculum Impact (How will we know if we have achieved this?)
WHOLE SCHOOL	At St Nicholas, our English curriculum is designed to provide all pupils with meaningful opportunities to develop communication, reading and writing skills. We aim to ensure purposeful, well-sequenced progression towards greater independence, effective communication and entitlement to a rich and engaging literacy curriculum that is tailored to individual needs.	English is embedded across the curriculum through high-quality teaching, consistent communication approaches and personalised support. Staff use a range of strategies, including visuals, signing, communication technology and adapted resources, to ensure every child can access learning and achieve success.	Pupils make progress from their individual starting points and become increasingly confident communicators, readers and writers. They demonstrate greater independence and apply their literacy skills across a range of contexts.
INVESTIGATE	We aim to develop early communication, engagement and literacy skills through structured, sensory and experiential learning opportunities. Pupils are encouraged to explore language and develop the foundations for reading and writing in a highly supportive environment.	Communication is supported through visuals, signing, communication boards, GRID and structured interaction. Little Wandle phonics is delivered through a systematic, multi-sensory approach. Guided and shared reading opportunities are carefully matched to pupils' needs, interests and phonics knowledge. Fine motor development and handwriting are supported through adapted resources and Handwriting Without Tears approaches. Sensory storytelling and experiential learning underpin literacy development.	Pupils develop greater confidence in expressing their wants, needs and ideas. They begin to recognise sounds, symbols and words, applying emerging phonics knowledge. Increased engagement, communication and independence are evident across literacy activities.

ADVENTURE	We aim to develop communication, literacy and independence through practical, personalised and meaningful learning experiences. Pupils are supported to become active participants in reading, writing and discussion activities.	Pupils take part in structured oracy sessions, collaborative learning opportunities and communication-rich activities. Little Wandle phonics provides a consistent approach to early reading, supported by repetition, visuals and practical application. Guided and independent reading sessions focus on developing fluency and comprehension. Purposeful writing opportunities, structured handwriting practice and simplified sensory-based texts support literacy development. Accelerated Reader, MyON and Little Wandle Fluency resources further develop reading comprehension and enjoyment. SPaG is taught within meaningful contexts. Communication boards and GRID support access and independence.	Pupils become increasingly confident communicators who engage actively in reading and writing. They demonstrate growing fluency, improved comprehension skills and increasing independence when applying literacy skills across different learning contexts.
EXPLORE	We aim to promote communication, literacy and creativity through play, collaboration and imagination. Pupils develop reading and writing skills through meaningful experiences that encourage curiosity and self-expression.	Speaking and listening opportunities are embedded through imaginative play, role play and group learning activities. Little Wandle phonics supports progression from sound recognition to reading fluency. Pupils access a broad range of reading experiences with opportunities for discussion and comprehension. Regular handwriting practice, creative writing tasks and storytelling activities encourage pupils to communicate their ideas confidently. Accelerated Reader, MyON and Little Wandle Fluency support reading development, while SPaG is taught through	Pupils demonstrate enjoyment and confidence in literacy. They communicate effectively with others, apply phonics knowledge independently and show increasing creativity and resilience as readers and writers.

		engaging and purposeful contexts. Communication boards and GRID ensure accessibility for all learners.	
CHALLENGE	We aim to prepare pupils for the next stage of education by developing confident, independent communicators, readers and writers who can apply literacy skills across the curriculum and in everyday life.	Pupils participate in structured discussions, presentations and higher-level speaking and listening opportunities. Reading lessons expose pupils to a wide range of high-quality texts, developing comprehension, inference and analytical skills. Writing opportunities across the curriculum promote independence, stamina and audience awareness. Continued phonics and spelling support are provided where appropriate. Little Wandle Fluency, Accelerated Reader and MyON support reading progression, while SPaG is taught explicitly and applied across writing tasks. SATs preparation and consolidation activities ensure pupils are prepared for assessment expectations where appropriate. Pupils become independent communicators who confidently apply reading, writing and speaking skills across subjects. They demonstrate strong comprehension, effective written communication and increased readiness for the next stage of learning. Progress is evident through assessment outcomes, pupil voice, work scrutiny and successful application of literacy skills in a range of contexts.	Pupils become independent communicators who confidently apply reading, writing and speaking skills across subjects. They demonstrate strong comprehension, effective written communication and increased readiness for the next stage of learning. Progress is evident through assessment outcomes, pupil voice, work scrutiny and successful application of literacy skills in a range of contexts.