



Reading, Writing & SP&G Coverage KS 1

- The difficulties children with DLD have in acquiring and using language impact across all aspects of the English Curriculum.
- The coverage of the curriculum in the Enhanced Learning Provision is shaped by the needs of the children. Their needs differ from children without DLD in that they need:
 - Specific teaching of conceptual vocabulary and vocabulary that is used for learning, not just subject specific vocabulary.
 - Frequent repetition of vocabulary across situations to allow for generalisation.
 - Specific teaching of correct sentence structure.
 - Explicit teaching of narrative structure to develop sequencing skills and build skills in expressing coherent narratives which includes the use of 'Black Sheep' narrative program
 - Significant contextualisation of concepts and ideas
 - Most of the children have literacy skills well behind their age expectations which is directly linked to their language difficulties.
- The Enhanced Learning Provision employs a curriculum model that allows for an immersive approach to learning.
- Where possible texts are chosen that reflect learning in other areas of the curriculum
- There is an increased weighting for narrative texts.
- Pupils regularly revise and practise correct letter formation. They are taught to write with a joined up style as soon as they can form letters securely with the correct formation.
- Other texts types are supported through narrative texts (except information texts)
- The children are assessed regularly and grouped according to their phonic knowledge, regardless of their age. Teaching is delivered in 5 groups by specialist teachers and TA's using some of the SFA phonic resources.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

In addition to texts studied in English lessons, the children read at least once a week individually. This time is used to develop narrative, vocabulary and grammar and directly informs SALT sessions.

TEXT

Texts are chosen to:

- Support, where possible, cross-curricular learning.
- Enrich the children's vocabulary, while at the same time being understandable with appropriate support.
- Develop narrative skills.
- Develop awareness of specific authors.
- Develop awareness of different text types.
- Allow for retell and linked writing tasks.

READING & WRITING

	Narrative retell	Poetry	Narrative	Narrative	Narrative	Narrative
	Predicting	Non-Fiction (Signs, labels and posters)	Letter writing	NF Diary & First person account	Descriptive Language	Poetry
	Descriptive language	Rehearsal and performance	Stories from various cultures	NF Instruction Texts	NF Information Texts	NF non-chronological report
	NF Recount	Narrative retell	NF Information Texts			Author focus

SP & G

'The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading.' National Curriculum 2013.
This is not the case for children with Developmental Language Disorder. The nature of their difficulty is that they do not learn language naturally and implicitly.



	Phonemes: a, s, t, l, p, n Alphabet Chant Phonemic awareness games and 'rhyme time' Listening for initial sounds in words	Phonemes: m, d, l, g, o, c Alphabet Chant Phonemic awareness games and 'rhyme time' Begin to blend cv and cvc words High frequency word games & activities	Phonemes: k, u, r, k, f, e Alphabet Chant Phonemic awareness games and 'rhyme time' Blend cv and cvc words High frequency word games & activities	Phonemes: h, sh, z, w, ch, j Alphabet Chant Phonemic awareness games and 'rhyme time' Blend & segment cv and cvc words High frequency word games & activities	Phonemes: v, y, th, q, ng, x Alphabet Chant Phonemic awareness games and 'rhyme time' Blend & segment cv, cvc and words longer than cvc words. High frequency word games & activities	Phonemes: Revisit all phonemes Alphabet Chant Phonemic awareness games and 'rhyme time' Blend & segment cv, cvc and words longer than cvc words. High frequency word games & activities
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SPaG to include:

- Use appropriate upper and lower case letters when writing name.
- Begin to use finger spaces between words.
- Show awareness of capital letters and full stops.
- Use capital letters for names of people, places, and days of the week.
- Begin to use simple conjunctions.
- Begin to identify and experiment with question marks and exclamation marks.



Reading, Writing and SP&G Coverage KS2

- The difficulties children with DLD have in acquiring and using language impact across all aspects of the English Curriculum.
- The coverage of the curriculum in the Enhanced Learning Provision is shaped by the needs of the children. Their needs differ from children without DLD in that they need:
 - Specific teaching of conceptual vocabulary and vocabulary that is used for learning, not just subject specific vocabulary.
 - Frequent repetition of vocabulary across situations to allow for generalisation.
 - Specific teaching of correct sentence structure.
 - Explicit teaching of narrative structure to develop sequencing skills and build skills in expressing coherent narratives
 - Significant contextualisation of concepts and ideas.
 - Some of the children have persistent difficulties with spelling and decoding and remain behind their age expected
- The Enhanced Learning Provision employs a curriculum model that allows for an immersive approach to learning.
- Where possible texts are chosen that reflect learning in other areas of the curriculum
- There is an increased weighting for narrative texts.
- Pupils regularly revise and practise correct letter formation. They are taught to write with a joined up style as soon as they can securely form letters with the correct formation.
- Other texts types are supported through narrative texts (except information texts)
- Specific teaching and revisiting of phoneme/grapheme correspondence to give greater fluency to decoding unfamiliar words is continued through KS2.
- The children are assessed regularly and grouped according to their phonic knowledge, regardless of their age. Teaching is delivered in 5 groups by specialist teachers and TA's using some of the SFA phonic resources.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

In addition to texts studied in English lessons, the children read at least once a week individually. This time is used to develop narrative, vocabulary and grammar and directly informs SALT sessions.

TEXT

Texts are chosen to:

- Support, where possible, cross-curricular learning.
- Enrich the children's vocabulary, while at the same time being understandable with appropriate support.
- Develop narrative skills.
- Develop self-monitoring of understanding and the ability to ask for more specific clarification.
- Allow for adaptation and linked writing tasks.

READING & WRITING

-Narrative retell
-Predicting
-NF information text
-Persuasive language

-Poetry
-Narrative retell
-Play scripts, rehearsal and performance

-Narrative
-Letter writing
-Stories from various cultures
- Information Text

-Narrative
- Diary/First person account
- Instruction texts

-Narrative
- Fantasy
-Explanation text
- Descriptive language

-Narrative
- Non-chronological report
- Author focus



	<p>‘The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading.’ National Curriculum 2013. This is not the case for children with Developmental Language Disorder.</p>
SP&G	<ul style="list-style-type: none">◦ Phonic teaching continues in Key Stage 2 and is responsive to the needs of the particular cohort.◦ Where children have spelling skills within their age expectations they will work on areas of their language and grammar skills that need developing.◦ Misconceptions and gaps are addressed as they manifest in reading and writing tasks.◦ Groups are arranged flexibly to allow for accurate matching of input to need.◦ SALT provision supports the children’s grammar and vocabulary development. The ELP teaching provision and SALT service work together to identify need and to mitigate difficulties.
	<p>To include:</p> <ul style="list-style-type: none">• Using a range of punctuation accurately• Sentences with different forms• Apostrophe for contracted words• Expanded noun phrases• Punctuating direct speech• Non-literal language• Conjunctions• Apostrophe for possession• Determiners• Past and present tense• Pronouns• Adverbs