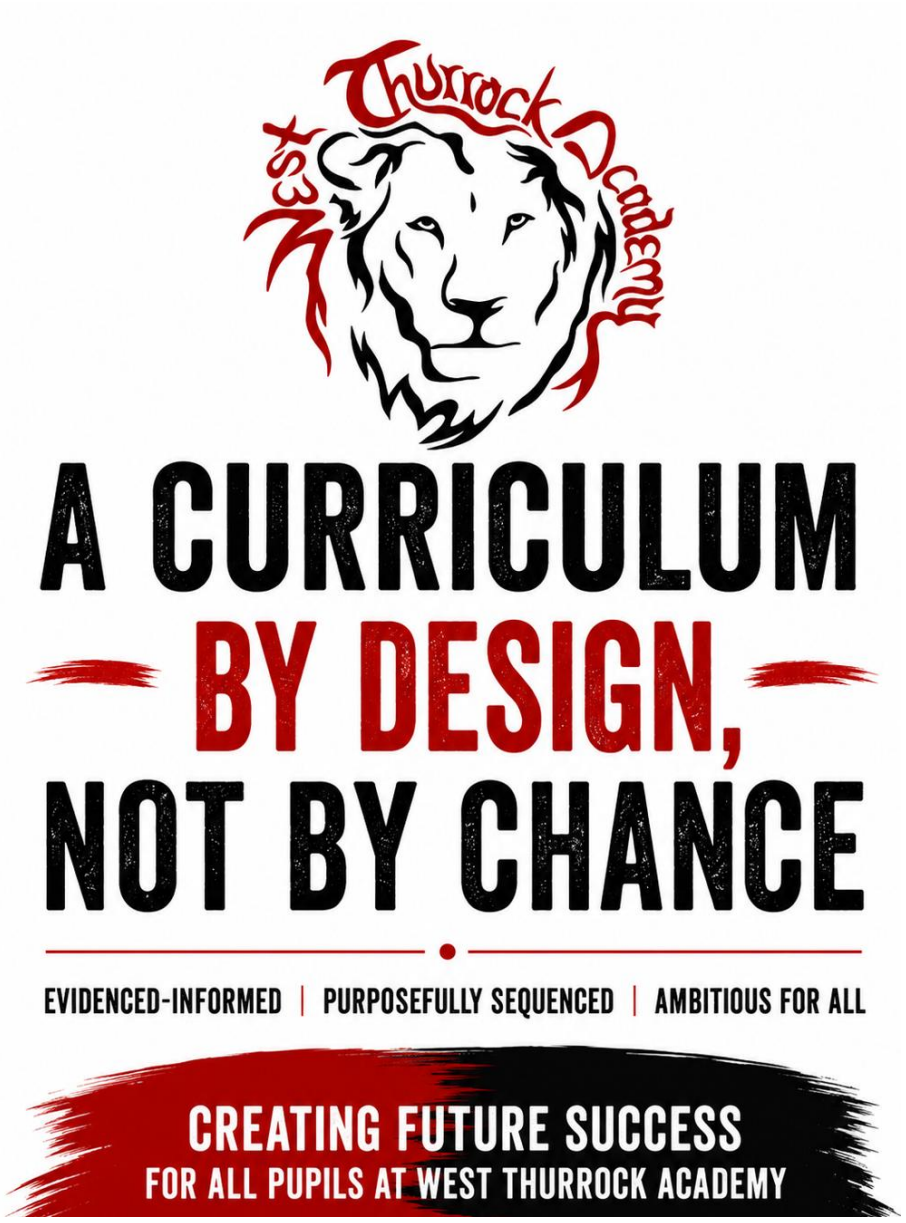

Semi-Formal Curriculum

Develops Foundations **Supports Independence** **Provides Repetition** **Fosters Learning Behaviours**

Achieve **Belong** **Thrive**

The Profile of a Semi-Formal Learner

A typical child, in our semi-formal provision, will:

- Need constant repeated exposure to new concepts.
- Be working at a developmental stage of learning.
- Find it difficult to work independently.
- Have access to a targeted support plan.
- Have **some** understanding of classroom routines.
- Require consistent scaffolds and visuals to support their understanding of taught concepts.
- Have not secured all of their Early Learning Goals.
- Be working towards achieving the Pre-Key Stage 1 Standards.
- Find it difficult to demonstrate appropriate levels of sustained attention, often needing short breaks.
- Experience barriers with communication and face processing difficulties.
- Experience difficulties with self-regulation.
- Be able to access an adapted version of their year group's topic (in a formal set up).
- Find it difficult to work at the pace of their peers.

Why?

We believe that all children should have access to an ambitious curriculum that recognises their individual starting points and enables them to thrive. For pupils who face environmental and/or academic barriers, an adaptive approach is required to bridge the gap between early developmental learning and the formal Key Stage 1 curriculum.

Some pupils have previously demonstrated inconsistency when engaging in child-initiated learning opportunities, which has impacted their ability to secure all the Early Learning Goals. The Semi-Formal Curriculum has therefore been designed to provide the additional structure, support and challenge needed to develop independence, resilience and positive learning behaviours. Through this approach, pupils will develop the confidence, knowledge and readiness required to engage successfully with the expectations of formal learning and achieve their full potential.

How we will achieve this:

- Access to smaller group sessions with the use of planned scaffolds.
- Structured routines, which lead to purposeful engagement in adult-led tasks.
- Repeated learning opportunities to support pupil's retention.
- Structured and purposeful communication approaches to manage cognitive overload.
- The design of a customised curriculum based on the Development Matters Framework, the Pre-Key Stage 1 Standards, the Early Learning Goals and elements of the Year 1 National Curriculum.

What

This curriculum is deliberately deigned to develop the pupil's ability to demonstrate age-appropriate levels of sustained attention, build resilience and promote independence. Through access to this provision, pupils will gain a secure understanding of early reading, writing and mathematic principles, which will support a successful transition into the formal Key Stage 1 curriculum.

Maths – Pathway 1

Aim:

To develop early number foundations through practical mathematical experiences, enabling pupils to develop confidence, independence and readiness for formal Key Stage 1 mathematics.

Objectives:

- Distinguish between one object and a group of objects
- Count objects using one-to-one correspondence
- Count reliably to 10
- Recognise numerals to 10
- Match numerals to quantities to 10
- Compare quantities using more, fewer and the same
- Subitise up to 5
- Understand that the last number counted tells us how many there are
- Explore the composition of numbers to 10
- Automatically recall number bonds to 5
- Begin recalling some number bonds within 10
- Add and subtract within 10 using practical resources
- Read and write numerals to 10
- Recognise + − and =
- Find one more and one less within 10
- Count forwards and backwards to 20
- Read and write numbers to 20
- Count from any given number to 20

Maths – Pathway 2

Aim:

To begin to secure number foundations, using practical mathematical knowledge to become increasingly confident, accurate and independent mathematicians.

- Understand place value in teen numbers
- Compare numbers to 20
- Order numbers to 20
- Find one more and one less within 20
- Count in 2s, 5s and 10s
- Count to 100 by ones
- Recall number bonds to 10
- Recall subtraction facts within 10
- Add and subtract within 20
- Solve one-step addition problems
- Solve one-step subtraction problems
- Understand the equals sign
- Recognise that addition can be done in any order (commutativity)
- Recall all number bonds to 20
- Count in 2s, 3s, 5s and 10s
- Recognise odd and even numbers
- Solve missing number calculations
- Use place value to 100
- Name common 2D and 3D shapes
- Describe the simple properties of common 2D and 3D shapes
- Recognise half and a quarter of shapes through practical activities
- Compare and measure length, mass, capacity and time using everyday language
- Recognise and know the value of common coins
- Tell the time to the hour and half past the hour

Writing – Pathway 1

Aim:

To develop the foundations of writing by developing communication, transcription and physical skills, enabling pupils to become increasingly confident and independent writers.

Objectives:

- Say an appropriate clause to complete a sentence that is said aloud.
- Make up their own phrase or short sentence to express their thoughts aloud.
- Write down a sentence that they have rehearsed.
- Hold a pencil effectively in preparation for fluent writing.
- Correctly form most lowercase letters.
- Form capital letters correctly.
- Identify 40+ phonemes and represent these with the corresponding graphemes.
- Record words with known graphemes, including consonant clusters and simple digraphs.
- Spell words with known graphemes by identifying the phonemes.
- Spell some common exception words.
- Write a caption or short phrase using known graphemes.
- Begin to punctuate sentences with a capital letter and full stop.
- Leave spaces between words.
- Read their writing aloud to ensure it makes sense.

Writing – Pathway 2

Aim:

To begin to secure writing foundations by developing composition, transcription and sentence construction, enabling pupils to write with increasing confidence, accuracy and independence.

Objectives:

- Form lower-case and capital letters correctly and consistently.
- Sit letters correctly on the line with consistent size and orientation.
- Spell many Year 1 common exception words accurately.
- Apply common suffixes such as **-s, -es, -ing, -ed**.
- Spell some Year 2 common exception words accurately.
- Compose a sequence of orally rehearsed sentences before writing.
- Write a series of simple sentences to form a short piece of writing.
- Re-read what they have written to check it makes sense.
- Discuss what they have written with an adult or peers.
- Begin to make simple changes to improve their writing.
- Consistently use capital letters and full stops.
- Use finger spaces consistently between words.
- Join words and clauses using **and**.
- Use question marks and exclamation marks where appropriate.
- Begin to use expanded noun phrases to describe people, places and things.
- Use the present and past tense correctly in their writing.
- Use simple conjunctions to join ideas.
- Begin to write a range of sentence types including statements, questions, commands and exclamations.

Reading – Pathway 1

Aim:

To develop early reading foundations through the development of communication, language and high-quality phonics instruction, enabling pupils to become fluent, confident and increasingly independent readers.

Objectives:

- Listen attentively and respond appropriately during stories and discussions.
- Talk about events in a story and relate them to their own experiences.
- Respond to simple questions about a familiar text.
- Retell familiar stories using pictures, props or simple sentences.
- Respond speedily with the correct sound to all 40+ phonemes.
- Recognise one grapheme for each of the 40+ phonemes.
- Say at least 10 digraphs.
- Blend sounds to read words containing known graphemes.
- Read accurately by blending words with up to five known graphemes.
- Read some common exception words.
- Read aloud books that are closely matched to their phonic knowledge without relying on pictures or context.

Reading – Pathway 2

Aim:

To begin to secure early reading foundations through the development of fluency, comprehension and increasingly accurate decoding, enabling pupils to read with confidence, understanding and independence.

Objectives:

- Read most Year 1 common exception words accurately.
- Apply phonic knowledge to decode unfamiliar words confidently.
- Read words containing taught suffixes.
- Read words with contractions.
- Read books fluently that are matched to their phonic knowledge.
- Develop reading fluency through repeated reading of familiar texts.
- Check that what they have read makes sense.
- Explain what has happened in the text.
- Predict what might happen next in a story.
- Answer retrieval questions about a text with increasing accuracy.
- Explore the meaning of unfamiliar words with an adult.
- Make some simple inferences about characters' feelings and actions.
- Sequence three events from a story.
- Self-correct when a word does not make sense.