



Nurture Phase One Curriculum

Overview:

Nurture provision is designed to meet the individual SEND or otherwise personalised learning needs of students in Year groups 7 and 8. The students are identified for the provision following intensive transition work carried out by the TAH SEND Team. Following July testing, Trinity students benefit from early transition and entry to Trinity Academy Halifax. Utilising the early transition period for new Year 7's, we conduct CATS, Star Accelerated Reading Assessment and subject specific assessments, the results of which are used in combination with students SATs results to identify students requiring Nurture provision. Subsequently, data reviews take place during the year to monitor the reading age progression of the students. Provision and personalised learning is also reviewed by the delivery team in tandem with SLG. Provision includes Ruth Miskin Phonics, targeted literacy activities, 1:1 Reading, Lexia, First News, Speaking and Listening and thematic Humanities provisions. Where appropriate students are placed into Platinum Reading as the next wave of intervention.

Content:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	All About Me- initial assessment topic, diagnostic reading assessments and basic writing skills. <u>Topic: The Sea</u>	Fresh Start (Ruth Miskin) phonics based reading and writing skills. Thematic topic based learning to build and consolidate literacy skills. Tasks to promote confidence in reading aloud, following social expectations and routines (Speaking and Listening)	Literacy skills based on a studied fiction text. Thematic topic based non-fiction reading and writing. Continuing to promote confidence in reading aloud, following social expectations and routines (Speaking and listening) <u>Topic: Plants and Insects</u>	Further development of literacy skills, focusing on research to greater depth to independently producing (with guidance as required) a written outcome used as a basis to present information to the whole group (Speaking and listening)	Cross-curricular (Geography bias) working through a shared reading text, access to fiction and non-fiction, focusing on research to greater depth to independently producing (with guidance as required) a written outcome used as a basis to present information to the whole group (Speaking and listening)	Fresh Start, poetry-devices, ambitious vocabulary and comprehension. Continue to develop inference skills and analysis. Broadening understanding of abstract concepts and developing understanding of how to observe different viewpoints. <u>Topic: Poetry</u>

		<u>Topic: The Sea</u>		<u>Topic: Plants and Insects</u>	whole group (Speaking and listening) <u>Topic: Weather</u>	
Year 8	Fresh Start. Instant recognition of common suffixes and prefixes. Reading aloud skills with appropriate intonation, pace and “story-teller” voice. Social skill focus. <u>Topic : Space</u>	Developing reading skills and literacy through thematic learning- using ICT to support learning and access to activities. Social skill focus. <u>Topic : Space</u>	Exposure to a range of fiction and non-fiction texts from different cultures, broadening cultural understanding and addressing misconceptions. Social skill focus. <u>Topic: Cultures Around the World</u>	Developing reading and literacy skills through thematic learning- social skill themed tasks and exposure to various cultural ideas such as cuisine, music and entertainment. <u>Topic: Cultures Around the World</u>	Exposure to a range of fiction and non-fiction texts linked with theme. Supporting creative writing elements through targeted literacy activities. <u>Topic: Myths and Legends</u>	Preparing for further academy life, GCSE skills workshops, looking at curriculum options and cross-curricular themed tasks. <u>Topic: Phase 2 and beyond!</u>

Who to contact about Phase One Nurture:

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