

ENGLISH
Responding to pupils' needs when teaching English

The importance of English to pupils with learning difficulties

Adapted from: QCA (2001) *English. Planning, teaching and assessing the curriculum for pupils with learning difficulties*. London: QCA

Learning English encompasses all aspects of communication – non-verbal, verbal and written. Work in English promotes learning across the curriculum and underpins pupils' achievement and participation in all aspects of their lives.

In particular, English offers pupils with learning difficulties opportunities to:

- Develop the ability to respond, to listen and to understand
- Interact and communicate effectively with others in a range of social situations
- Make choices, obtain information, question and be actively involved in decision-making
- Develop creativity and imagination
- Have access to a wide range of literature to enrich and broaden their experience

In response to these opportunities, pupils can make progress in English by:

- Using a wide variety of activities, which are age-related, especially where aspects of the programmes of study are revisited at later key stages
- Increasing engagement in, and the quality of, a range of literature and communication activities
- A widening of horizons and participation from the immediate social circles of family and school, to an extended participation in the local and wider community
- Adapting to different circumstances and contexts with independence and confidence
- Acquiring an increasing range of vocabulary, from the names of everyday objects, events and people, to vocabulary used across the curriculum and related to the wider community