

ASHGATE CROFT SCHOOL

ENGLISH POLICY



Approved by Full Governors: 23rd November 2017

Minute No.: 95.7/17

INTRODUCTION

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of English.

Aims

- All staff understand what is meant by English at Ashgate Croft School and know it is made up of four key strands - reading, writing, speaking and listening.
- Pupils fulfil their potential in all strands of English as stated in the National Curriculum 2014.
- That literacy skills are embedded in all areas of the curriculum and the importance of these skills are recognised.

PROCEDURES AND PRACTICE

Teaching

Planning

Each department has a long term plan in place for English. Teachers are responsible for completing medium term planning each term and a short term plan for each week. Teachers use the EYFS curriculum and the Key Stage 1, 2, 3 and 4 National Curriculum to inform all medium and short term planning. All staff receive regular, concise termly feedback on medium term planning and/or short term planning from the English subject leader.

What/When is English taught?

EARLY YEARS FOUNDATION STAGE (EYFS):

What: Students in the EYFS follow the same curriculum and timings as the primary department, however their learning objectives come from the Early Learning Goals prime area 'Communication and Language' and specific area 'Literacy' of the EYFS curriculum (Please see the EYFS Curriculum policy).

When: Students have two discrete English lessons a week and one lesson directed to phonics. This lesson is sometimes broken down into 15 minute sessions throughout the week which is taught after lunch time play.

PRIMARY DEPARTMENT (Key Stages 1 & 2):

What: Students follow a long term plan of 'topics'. Teachers are provided with a scheme of work which includes suggested texts and activities. Over the course of the year, teachers are expected to incorporate opportunities to develop reading, writing, speaking and listening skills.

When: Students have two discrete English lessons a week and one lesson directed to phonics or sight reading techniques. This lesson is **sometimes** broken down into 15 minute sessions throughout the week **which is taught after lunch time play.**

MIDDLE DEPARTMENT (Key Stage 3):

What: Students follow a long term plan of ~~'themes'~~ 'topics'. Every half term, lessons will be taught with specific focus within each topic. For example, poetry is taught within the 'Celebrations' topic. Class teachers will be provided with ideas, activities and resources which they can use within these lessons. ~~Within each theme teachers are provided with a scheme of work which includes suggested texts and activities.~~ Over the course of the year, teachers are expected to incorporate opportunities to develop reading, writing, speaking and listening skills.

When: Students have two discrete English lessons a week and one lesson directed to phonics or sight reading techniques. This lesson is **sometimes** broken down into 15 minute sessions **throughout the week which is taught after lunch time play.** Functional English skills are also embedded in other practical lessons, with for example, pupils learning to read shopping lists or recipes.

UPPER DEPARTMENT (Key Stages 4 & 5):

What: Students follow a five year long term plan of 'themes'. Within each theme teachers are provided a scheme of work which includes suggested texts and activities. The themes cover a range of fiction and non-fiction topics with a real world application that help prepare students for life after school. Over the course of the year, teachers are expected to incorporate opportunities to develop reading, writing, speaking and listening skills.

When: Students have one discrete English lesson a week. Functional literacy skills are also embedded in the curriculum through OCR units, with for example, pupils learning to read shopping lists or recipes.

Reading

In our school reading can be defined in a variety of ways; from participating in the sensory experience of sitting under a literacy umbrella, to reading more complex novels. Students can read; listen to books being read to them; look at or touch sensory books or objects of reference; blend and segment letters and sounds as taught in phonics sessions and learn to read words through sight reading techniques. We aim to promote the enjoyment of reading and to provide opportunities for pupils to progress at their own pace, in order for them to reach their full potential.

As part of the Early Years Foundation Stage children will be encouraged to love and respect books. Regularly, staff shares fairy stories, poetry, factual and picture books with the whole class and at other times with individuals or small groups. They will sing songs, join in finger rhymes and play games, all of which are vital part of the literary experience.

In the Foundation Learning Curriculum (Key Stage 4/5) students look for symbols and pictures in order to read labels on packaging, to identify ingredients therefore helping to develop their independent living skills. For students that continue to make progress in phonics, phonics based activities are included but if progress is not being made, alternative methods of teaching reading, such as sight reading techniques, will be utilised.

Agreed procedures

- Requirements from the National Curriculum 2014 are used to inform medium and short term planning for reading throughout school.
- Teachers develop reading lessons that include word (symbol/picture) reading as well as comprehension activities.

- Students are taught using a broad and differentiated reading curriculum tailored to their individual needs. The Foundation Learning Curriculum incorporates age appropriate material such as magazines, newspapers and books produced in school. Across all key stages, students are given daily opportunities to read whether in school or out in the community.
- Reading is taught using a wealth of multi-sensory hands-on activities, ICT, objects of reference, drama and role-play.
- Throughout the year, students are given access to poetry, fiction and non-fiction texts.
- Students are given the opportunity to read for a variety of purposes.
- Examples of books, reading materials and activities to promote reading are included in the Primary ~~Middle~~ and Upper English schemes of work. Teachers are also directed to webpages containing suitable media texts.
- Opportunities for students to experience reading activities are provided across all subjects.
- A variety of schemes are used in school to ensure reading is accessible to pupils of differing abilities. **These schemes include; Oxford Reading Tree, Collins Big Cat, Bug Club and PM Family (Nelson Cengage Learning)** These are in Cuttholme Hall, for Upper and Middle Department and outside Purple class in the EYFS/ Primary Department. All pupils have access to reading books which should be taken home.
- All pupils have a reading record and in some cases a reading folder, which includes exception word sheets, recognised symbols or photos. This is taken home on a **weekly daily** basis.
- Teachers are able to borrow resources from the resource area to support all curriculum areas.
- Each student has an opportunity to share a book with a member of staff a minimum of once a week.
- The school's phonics scheme, which includes The Primary National Strategy Letters and Sounds Scheme, alongside other materials, is used to inform the teaching of reading.
- Phonics is taught in the equivalent of one English session on a weekly basis, ~~which can either be in one block or in~~ three 15 minute sessions throughout the week.
- Sight reading techniques are also incorporated into phonic sessions, so that students have the opportunity to grasp exception words.
- 'Better Words' is used with students who do not have the capability to decode sounds in words. Students will then continue to learn words through sight reading techniques.
- Intensive interaction is used with some students who are thought to be functioning below phase one of the Letters and Sounds scheme and for other pupils it is appropriate for.
- ICT is used to assist in the teaching of reading such as the use of ipads, communication aids, big macs and switches. Examples of programmes used include: Communication in Print, Choose it Maker, Switch it Maker and Espresso.
- Classroom displays and notice boards offer a broad and rich reading experience for pupils.
- To ensure consistency, comic sans font is used in any text read by pupils around school.

Writing

Writing and mark making is encouraged at all levels. A variety of medium including ICT and art are used to enhance and support writing. Communication aids and symbols are used to enable pupils to have ownership of their own writing.

Agreed procedures

- Writing is taught in a purposeful and functional way. Where appropriate, attention is given to pre-writing activities, such as mark-making and the development of fine motor skills.
- Requirements from the National Curriculum 2014 are used to inform medium and short term planning for reading throughout school.
- A range of activities are utilised to incorporate transcription and composition of writing. Vocabulary, grammar and punctuation are taught where appropriate.
- Opportunities are given to write for different purposes across all levels and subjects. Different forms such as lists, stories and instructions are utilized.

- ICT and a wide range of other materials are used to support mark making and writing in school – including writing and mark making through play and art.
- All classes have access to activities designed to enhance fine motor skills, such as ‘funky fingers’ boxes. Teachers are aware of the importance of fine motor skills in the development process of writing.
- Teachers are encouraged to consider students needs and teach handwriting as appropriate to them. Teachers will provide support for parents/carers in ways to develop writing where appropriate.
- Some students have access to laptops and are encouraged to learn to write through this medium.

Spoken Language

Speaking and listening enables pupils to express themselves and to communicate with others. Students are given the resources needed to communicate at their own level using intensive interaction, picture exchange communication, symbols, communication aids, objects of reference as relevant, iPads and computer programmes.

Agreed procedures

- Speaking and listening is not only taught as a separate skill but integrated into every aspect of the school day. Every opportunity is taken to use speaking and listening in every area of the curriculum.
- Requirements from the National Curriculum 2014 are used to inform medium and short term planning for reading throughout school.
- Students are given regular opportunities to develop speaking and listening skills; to make choices; to request and share information; to participate in story-telling as well as call and response activities.
- Phonics is used as a sound basis for the teaching of speaking and listening at phase 1.
- Students are given the resources needed to communicate at their own level; whether through intensive interaction, using picture exchange communication, objects of reference, pictorial clues, symbols, communication aids, gesture or Makaton, as appropriate. Ipads are available for pupils to enhance their communication abilities.
- Drama and role-play is used to develop and enhance spoken language skills.
- Classes use the Soundfield system to enable students with hearing difficulties to access lessons more effectively.
- Further information can also be found in the Communication Policy.

Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress within lessons or blocks of work. Throughout the year the English subject leader moderates work from all classes in school and teachers take part in moderating each other’s work in order to ensure consistency in levels. English data is analysed three times per academic year by the subject leader. In addition to this:

- In the EYFS each child’s progress should be assessed against the relevant EYFS early learning goals each half term. Goals achieved should be highlighted and recorded on the assessment tracking document (further information can be found in the EYFS policy).
- In Key Stage 1, 2 and 3 reading, writing, speaking and listening are assessed through regular teacher assessment and B-squared three times per year. Reading scale assessments are also available to provide a reading age for students.
- In Key Stages 4 and 5 reading, writing, speaking and listening are assessed through regular teacher assessment and B-squared three times per year. The B-squared assessments follow the Adult Functional Curriculum.

- PMLD students are assessed ~~against B-squared three times a year and~~ against the Sensory Curriculum.
- Further information can be found in the Assessment Policy.

British Values

Work related to the British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance towards those with different faiths and beliefs) are embedded within many of the English curriculum within Ashgate Croft School. Students have the opportunity to develop personal thinking and decision making skills; to take responsibility for their own behaviour and learning; to have respect for other people and to develop skills which will assist them in becoming active citizens as they progress to adulthood.

Children's Rights

Within English the Children's Rights which are developed are:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 - Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 17 - Every child has the right to reliable information from the mass media, television, radio, newspaper and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Role of the Subject Leader

- To keep up to date with government initiatives related to the teaching of English.
- To participate in relevant training to support a broad knowledge of the English Curriculum across all ages and abilities in school.
- Work with Deputy Headteacher to monitor progress in English and to use data to inform action plans.
- To work with Assistant Headteachers to discuss support that may be needed and the resources required in each department.
- To monitor teacher medium term and short term planning for English across the school.
- To manage Pupil Premium Interventions in English across the school.
- To support teachers in ensuring English is delivered effectively across the school. This may include peer observations of/shadowing good practise.
- To provide relevant training.

Parental Involvement

Across the school teachers send homework grids for parents/carers to complete with their child/young person. This is regularly work linked to English tasks.

All pupils take a reading book/ reading material home **every day** to read with their family.

Some pupils with MLD take home spellings to learn.

Parents/ carers are informed of progress in English within annual reviews, parents' evenings and on the annual report (this includes attainment levels).

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

For further information, please see the Equality Policy

Monitoring of the policy

Monitored by ~~Marie-Old~~. **Chelsie Housley**

Teachers' MTP will be monitored by ~~Marie-Old~~ **Chelsie Housley** each term.

REFERENCES

- Espresso (<http://www.espresso.co.uk/>)
- EYFS Curriculum policy
- National Curriculum 2014
- ACS Phonics scheme of work
- Communication Policy
- Assessment Policy
- Equality Policy
- Primary and Secondary English schemes of work (alongside Long Term Plans)