

Southfield School

English Policy

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1. Context

Pupils at Southfield all have a statement of SEN. All pupils experience significant barriers to learning with regard to SLCN/ASD/MLD/SEBD/ADHD. All pupils attain at levels which are significantly below age related expectations. This means that pupils will make good progress through access to the EYFS and National Curriculum, differentiated by pace and objective to take account of their developmental stages, and delivered through specific teaching approaches which will minimise the barriers to learning which they experience. Pupils will also require access to other curricula and therapeutic approaches to ensure that they make good progress (e.g. SALT, OT).

The School is organised into four departments.

EYFS

KS1

Lower KS2

Upper KS2

Each department comprises two pastoral groups (usually nine pupils), which are then divided into a number of teaching groups. Some are grouped by ability to ensure that the learning objectives are set at a challenging but achievable level for the pupils. Some are mixed ability to enable pupils to learn through communication and interaction with a wider group of peers. The number of pupils in a teaching group will vary depending on pupil needs and the nature of the subject.

Pupils can enter the school at any point during the academic year, and at any age from 4-11. Admissions are not stable from year to year and so the school needs to be able to respond flexibly. This means that pupils do not necessarily progress from department to department strictly in line with their chronological age. However in general the following applies:-

(The attainment at the extreme ends of each band reflects a minority of pupils).

| EYFS | Pupil ages | Attainment/Development |
|---------------|------------|------------------------|
| Nursery to Y2 | 4-7 | P2-P6 |
| KS1 | 7-9 | P3-P7 |
| Lower KS2 | 8-10 | P3-L1 |
| Upper KS2 | 9-11 | P3-L2 |

This means that the curriculum content will be planned on a two year rolling programme, with content specified for each paired class, rather than by year groups.

This policy is being written to reflect the changes to the National Curriculum which become statutory in September 2014.

The English policy will be subdivided into three areas: - Communication, Reading and Writing. Communication has been retained as a discrete strand to ensure that pupils operating within the P levels are given every opportunity to develop the early communication skills which are an essential foundation for literacy. This means that opportunities to develop communication skills within English and across the school day must be identified within teacher's planning.

2. AIMS

The aim of this policy is to ensure that

- All pupils make good progress in communication, reading and writing.
- All pupils experience broad, balanced and relevant activities in English, which are appropriate to their age and developmental stage.
- All pupils experience enjoyable and engaging lessons which reflect their needs, interests and abilities.
- All pupils experience a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.

Communication

All pupils will learn:-

- To use conventional communication with increasing confidence (spoken/signed/symbol/object of reference or augmented communication aid)
- To use eye contact and gesture to communicate
- To listen and respond appropriately to adults and peers
- To understand and follow directions and instructions
- To attend to and participate in shared activities
- To understand turn taking within conversations
- To make and communicate choices, request, comment, question, describe and begin to discuss and debate
- To use a wider vocabulary
- To use talk to explore and develop ideas

Adults will support this by:-

- Ensuring well planned daily opportunities to develop communication across the curriculum and throughout the school day
- Working closely with other services e.g. SALT to ensure that activities are set at the right level for individuals, and that the right support is available to pupils e.g. use of symbols, objects of reference Makaton signing etc.
- Modelling spoken or signed language for pupils
- Encouraging pupils communication through positive and attentive responses and interaction
- Working closely with families to identify shared priorities and strategies for supporting the development of increasingly effective communication

Reading

All pupils will learn:-

- That symbols (including words) can convey meaning
- To enjoy sharing a variety of books and text types and to read for information, learning and enjoyment with increasing independence
- To use phonic strategies to read new words (some pupils may use whole word recognition)
- To use a variety of cues and strategies to help them to comprehend a variety of texts

To support this adults will:-

- Ensure well planned daily opportunities to develop reading across the curriculum and throughout the school day, including, individual, shared and guided reading, phonics sessions, and a variety of activities which encourage the development of reading skills e.g. recognising print in the environment, word games, visual discrimination activities, matching games etc.
- Ensure that pupils are encouraged to recognise print (including symbols) in their environment, and that appropriate, high quality written resources are available to pupils e.g. labelling, posters, word books etc.
- Model positive reading strategies, using a wide range of text types including high quality stories, poems, non-fiction texts, plays
- Encourage pupils engagement in reading activities by using a range of motivating approaches to explore texts e.g. sensory stories, drama, singing, signing, IWB or reading activities on the i-pad
- Work closely with families to identify shared priorities and strategies for supporting the development of increasingly effective reading, including using pupils own areas of interest as a motivating starting point

Writing

All pupils will learn

- To enjoy experimentation with a variety of mark making tools and materials (for some pupils this will involve significant work on removing the barriers which they encounter due to sensory processing disorder)
- To gain increasing fine motor control to enable them to develop increasing dexterity and fluency in mark making and handwriting
- To represent and record their own ideas, initially through drawing and formative writing, then through writing both handwriting and using word processing
- To rehearse and refine ideas for writing, initially mainly through talk for writing approaches with adult support
- To use a range of strategies to plan and refine their writing
- To write in different styles and for a variety of purposes and audiences, initially through imitation, then innovation and finally independent application

- To use phonic knowledge to spell an increasing vocabulary
- To learn to spell an increasing vocabulary of words with irregular spellings (tricky words)
- To correctly form letters and develop increasing control leading eventually to a joined cursive script
- To develop an awareness of punctuation and its role in producing coherent writing
- To develop an awareness of grammar and its role in producing coherent writing
- To use ICT to support their developing ability to record their ideas

To support this adults will:-

- Ensure well planned daily opportunities to develop writing across the curriculum and throughout the school day, including individual and shared writing activities
- Ensure that pupils have access to varied materials and opportunities to encourage writing e.g. writing activities in role play areas in child initiated play with adults modelling and scaffolding writing
- Provide frequent opportunities for phonic activities to develop spelling
- Model positive writing using a wide range of text types including high quality stories, poems, non-fiction texts, plays
- Encouraging pupils engagement in writing activities by using a range of motivating approaches e.g. multi-sensory mark making, IWB or writing activities on the i-pad
- Work closely with families to identify shared priorities and strategies for supporting the development of increasingly effective writing, including using pupils own areas of interest as a motivating starting point

3. SUBJECT ORGANISATION

Pupils in the EYFS department will follow the EYFS curriculum and other relevant curricula and approaches (e.g. SALT and OT activities designed to develop the communication and physical skills necessary to develop literacy skills)

Pupils in KS1 and KS2 will follow the National Curriculum and other relevant curricula and approaches (e.g. SALT and OT activities designed to develop the communication and physical skills necessary to develop literacy skills)

Long Term planning (based on the Herts for Learning) English programme of study will detail what aspects of English are to be taught each year across each department. This will be broken down in medium term planning for English which will give detailed learning objectives for all pupils in each area of the English curriculum. (see appendix 1)

Pupils in KS1 and KS2 will receive at least five hours of English a week. For some pupils this will be delivered in 45-60 minute literacy lessons, for others it will be planned within shorter teaching sessions/ therapy sessions and interventions (e.g. TEACCH/music therapy/intensive interaction)

Medium term planning (see appendix 2) will identify the breakdown of English activities across a half term, so that pupils receive an appropriate balance across the three strands and within the strands.

Class teachers will complete a weekly (short term) plan for the teaching of English. (Appendix 3). This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It will also include details of how learning is appropriately differentiated to meet the needs of the children. Pupils will be grouped across the department according to activity and need.

4. APPROACHES TO SPEAKING AND LISTENING

Opportunities to develop communication skills are a priority for all pupils and activities should be planned across the curriculum and throughout the school day. In English it is likely that for pupils who continue to attain within the early P levels that the majority of their Literacy provision will focus on developing the early communication skills which will enable them to develop the cognitive skills which are a necessary foundation for developing literacy skills.

All staff will need to use a variety of multi-sensory and visual techniques to support the communication needs of our pupils including signing, symbols, PECS, use of ACA and objects of reference, within a total communication approach. Liaison with other professionals from SALT and OT will be essential.

A structured and small steps approach will be needed for all pupils, and reference to activities from ELKLAN, narrative therapy, intensive interaction and other approaches should be made in medium term plans. Suggested activities for pupils working within the P levels are detailed in appendix 2.

5. APPROACHES TO READING

All pupils should have access to frequent opportunities to engage in shared reading of age and developmentally appropriate texts. The reading of these texts should encourage maximum engagement of all pupils using multi-sensory approaches. In order to ensure that pupils have access to a breadth of age appropriate material, the long term planning contains a bank of suggested texts. This does not mean that pupils should not re-visit favourite books, or that their individual interests should not be reflected in their reading materials.

Pupils should have opportunities to engage in shared, guided and individual reading. Initially through adult modelling pupils will be encouraged to develop a variety of strategies to decode and comprehend words.

For many pupils, phonics will provide appropriate strategies. This will be taught in a structured way in KS1 by following the Jolly Phonics approach and activities from Letters and Sounds can be used to supplement. In KS2 pupils who are still developing phonics as an approach to reading will use the Sounds Discovery scheme. For pupils who are not yet ready to follow this approach activities from Phase 1 of Letters and Sounds will be used, alongside other approaches e.g. Narrative Therapy, sensory approaches to texts and select/match/say (whole word recognition) strategies.

For pupils developing very early reading skills, individual reading books should be developed using meaningful photos, words and symbols.

Wider Reading

Children have regular access to a well-resourced library within the school. They are encouraged to select, borrow and return books, reflecting a real life scenario. This is an opportunity for children to be independent and make personal choices of books that they are interested in. Children are encouraged to take these books home to share with parents/carers/siblings. Children also participate in reading events, such as book fairs, World Book Day activities and Library Club.

Books are organised according to National Book Banding levels and children are appropriately placed within these levels. In order to develop independence, children are encouraged to choose freely from an appropriate selection of books within the appropriate level. This is monitored to ensure a breadth of text type and scheme is covered.

In addition, children have a reading scheme book to take home daily. Parents are encouraged to comment on how their child reads at home.

6. APPROACHES TO WRITING

All pupils should have access to frequent opportunities to engage in writing activities, for a range of purposes and a variety of audiences. In order to develop as writers pupils will need to engage in activities which enable them to develop their own ideas 'composing', and to record these ideas 'handwriting and spelling'.

Handwriting and Spelling

Jolly Phonics and Sounds Discovery provide pupils with a structured and multi-sensory approach to using phonics for spelling, and the mechanics of handwriting. 'Magic Pencil' descriptions of letter formation will be used throughout the school for those pupils who need support with letter formation.

For some pupils who are not yet ready to engage in these approaches frequent opportunities to engage in a variety of mark making activities will be planned including approaches such as Write Dance.

Composing

For many pupils the emphasis will be engaging in 'talk for writing' activities.

Initially pupils will explore their own experiences and a range of genres with adult support. Scribing, using pictures, symbols, or objects of reference will be used to engage pupils in recording ideas.

As they develop as emergent writers, pupils will engage in early writing activities and will be encouraged to use pictures, labels, lists, captions and phrases to record and develop their thoughts.

As their writing progresses pupils will be encouraged to imitate and innovate, using a range of experiences and genres as a starting point. Adults will model shared writing strategies, using a range of planning formats and support e.g. word banks, word books and mats. Grammar will be supported at this level using approaches such as Jolly Grammar and Colourful Semantics.

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way; collaborate with others during the writing process, and draft and redraft, making changes where appropriate.

ICT will be used as a tool for writing (e.g. Clicker, Writing with Symbols or Word)

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Opportunities to develop English across the curriculum are identified in planning at the long, medium and short term.

8 ASSESSMENT AND TARGET SETTING

Priority targets should be identified for each pupil in communication, reading and writing on a termly basis in medium term planning. IEP's and needs and objectives should be taken into account when setting these targets.

Progress towards these targets should be reviewed on a termly basis, using observations or other evidence gathered throughout the term.

Assessment of pupil attainment using the 'P' levels through PIVATS takes place at least twice a year for all pupils (January and June), and individually for Annual Review.

In KS1/2 pupils will be screened on an annual basis using the Sounds Discovery placement tests and the Salford Reading Test. Pupils will also be screened using the HFW lists

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

10. EQUAL OPPORTUNITIES

All children are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

11. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy: -
 - Pupil progress
 - Provision of Literacy (including Intervention and Support programmes)
 - The quality of the Learning Environment;
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

12. THE GOVERNING BODY

Governors are kept informed about the teaching and learning of Literacy at Southfield School through Governor visits to the school and reports from the English Co-ordinator and SLT.

This policy will be reviewed every year or in the light of changes to legal requirements.

13. CONCLUSION:

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Communication Policy
- Speech and Language Policy
- Assessment and Record Keeping
- Marking policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

15. APPENDICES

A – blank medium term plan

B – blank weekly plan

C – blank reading record

D – Reading Scheme Colour Coding Guide