

P

pupil voice

R

respect

I

independence

D

dignity

E

entitlement



ENGLISH POLICY

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An academy within:



“Learning together; to be the best we can be”



1. Introduction

English is a core curriculum area and pupils at Kelford School are entitled to receive a broad and balanced English curriculum. We aim to help our children and young people realize their full potential, providing them with an English curriculum which is appropriate to the child / young person's needs and ability. This policy should be read in conjunction with additional policies inclusive of: communication, curriculum, phonics and assessment policies. We want pupils to 'be the best that they can be' ensuring that individuals become successful learners who enjoy learning, make progress and achieve.

2. Aims

The aim of this policy is to ensure that each child has access to a broad, balanced and personalised English curriculum that:

- Matches their learning needs and abilities
- Ensures progression by building on prior knowledge and experiences
- Ensures application of English skills is cross curricular and embedded within thematic learning sessions and through independent learning opportunities
- Follows statutory guidance provided from DfE inclusive of National Curriculum and EYFS Curriculum
- Used additional documents to support personalised learning inclusive of SCERTS, Kelford School's Phonics programme and policy, Letters and Sounds, Routes for Learning targets and learning goals
- Values all forms of communication and gives pupils opportunities to develop their skills and achieve their fullest potential
- Provides access to high quality English resources and support for pupils

3. Objectives

Kelford School recognises the importance of enabling pupils to become confident and effective within their English skills and the application of these. We want to develop the necessary skills for expressive and comprehensive communication, reading and writing, but we also endeavour to foster and stimulate enjoyment and a love of literature in as wide a form as possible. We have high expectations of pupils and actively strive for each child to reach their fullest potential. We want to ensure that we help our pupils to develop the skills and capabilities they need to:

- Develop their ability to respond, listen and understand
- Develop their ability to interact and communicate effectively with others in different social situations



- Make choices, obtain information, question and be actively involved in decision making
- Develop reading and writing skills to aid independence and develop enjoyment of fiction, sensory stories, nonfiction, poetry and drama
- Enjoy English and be motivated to learn
- Extend their spoken, pictorial and written vocabulary
- Make progress in phonics by knowing and applying their letter sounds in reading, writing and / or speaking and listening
- Develop their skills in using: signing, high-tech devices, AAC, objects, pictures and words
- Make progress in Spelling, Grammar and Punctuation
- Read aloud with developing fluency and intonation
- Experience a broad range of texts and genres
- Use their own means of communication including PECS, OOR, AAC, signing and verbal means throughout the day and with multiple opportunities

4. Approaches to Spoken Language

Communication [Speaking and Listening / Expression and Comprehension] is such a vital key to all learning and runs through every aspect of school life. Communication and Spoken Language “underpins the development of reading and writing. The quality and variety of language the pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading, writing and the whole curriculum” (National Curriculum 2014).

Throughout the day at Kelford a range of alternative communication methods are used to support and encourage speech and language development. These are not used in isolation and a pupil may use several different methods to communicate. Kelford school uses a total communication approach and this is celebrated, personalised to each pupil. These include, PECS, communication aids – hi-tech and low-tech, Makaton signing, OOR, communication books, AAC devices and communication passports – refer to communication policy for further details. Whichever communication pathway is suitable for a pupil we will support and develop their skills in reading and writing to work towards achieving their true potential.

5. Approaches to Reading

Reading and pre-reading skills are taught at Kelford School from EYFS and all through school. We provide a breadth of texts and genres when sharing texts within class, often linked to the overall topic for that half term, following long term planning.

Kelford School used book banding to support for 1:1 reading. Reading skills are developed with shared reading of appropriately banded books for individual pupils.



This begins with non-script books to help develop early book handling skills such as page turning and using and sharing picture cues.

Reading at Kelford School occurs in the following ways:

- **Shared Reading and Sensory Stories** – key texts during introduction to English sessions
- **Pre-reading activities** – tailored to each child's individual needs
- **Guided reading** – when pupils are working within ARE and this is appropriate
- **Daily 1:1 reading** – When pupils are reading for formal reading, they will read daily using appropriately banded books, beginning with non-script books and extending to words.
- **Phonics** – Each class follows Kelford's Phonics programme which is based on the letters and Sounds programme. Phonics is taught throughout school. Pupils following the yellow pathway / working below P4 concentrate on phase 1, pupils following green, blue or orange pathways work through phases 2 – 6 as appropriate to their stage of development – refer to phonics policy for further information. Pupils are actively encouraged to apply their phonetic knowledge in both Reading and Writing.
- **Word reading** – Pupil's are taught to recognise and read key words alongside learning their letter sounds.
- **Reading for pleasure** – all pupils are encouraged to read for pleasure and enjoyment
- **World Book Day** – Whole school celebration / event every other year
- **Use of the Library** – pupil's are encouraged to use the Library within school and further up school (KS3 / KS4) to visit the local library to provide further breadth to the texts available.

6. Approaches to Writing

The mechanics of writing will begin with early fine motor skill development, understanding left to right orientation and mark making, leading to emergent and then independent writing. Fine motor, mark making and writing skills are actively encouraged and developed at Kelford. Pupil's are provided with a variety of opportunities to develop and refine their skills in a structured and safe environment. Writing at Kelford:

- **Fine Motor Skills** – Pupils are provided with a variety of opportunities to develop their fine motor skills, including threading, scrunching and tearing, cutting and sticking, and opening and closing fastenings.
- **Pre-writing Skills** – Pupils are provided with a variety of writing opportunities to develop their skills. Pupils are actively encouraged to mark make, for example, encouraging pupils to make straight line, curved, zig-zag and circular marks in a variety of mediums.
- **Phonics** – Each class follows Kelford's Phonics programme which is based on the letters and Sounds programme. Phonics is taught throughout school.



Pupils following the yellow pathway / working below P4 concentrate on phase 1, pupils following green, blue or orange pathways work through phases 2 – 6 as appropriate to their stage of development – refer to phonics policy for further information. Pupils are actively encouraged to apply their phonetic knowledge in both Reading and Writing.

- **Shared Writing** – Adult model writing on a daily basis to the pupils
- **Guided / Independent Writing** – Staff at Kelford shape and guide children, helping them to: make marks, trace, copy write and write initial / medial / final letter sounds, words and simple sentences. All pupils experience writing for a variety of purposes.
- **Use of ICT** – Pupils use Clicker, touch screens, Keyboards, adapted Keyboards as appropriate to support them their writing skills.

7. Approaches to Spelling, Vocabulary, Punctuation and Grammar

Pupils at Kelford School will have the opportunity to enhance their vocabulary through the use of their communication method and Standard English. Where appropriate, pupils are provided with structured opportunities within English lessons to develop their: Spelling, Punctuation and Grammar skills. Spelling support should be accessed by any child ready for formal spellings regardless of Key Stage if on the orange pathway for reading / writing and delivered in a personalised manner appropriate to the pupil.

8. Approaches to Teaching and Learning

English is taught discreetly at Kelford School as it is a core subject, but contributes too many subjects. Opportunities should be sought to draw English experiences and application of the skills learnt within English lessons to a wide range of activities across the curriculum. Additional English may be taught within other subject lessons when appropriate, providing cross curricular links within the thematic, topic based sessions. Teachers will seek to take advantage of opportunities to make cross-curricular links, they will plan for pupils to apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

At Kelford School every pupil accesses four English sessions per week, these may be two double sessions or four single sessions across the week. Within these sessions there will be a good balance between whole class, group work and individual practice whilst pupils will be working on their own personalised learning skills.

Kelford's English Curriculum operated alongside a thematic based Curriculum and is outlined on the long term plan. The long term plan identifies the main English strand and theme to be covered. This informs the medium term plan which details what will be taught and specifically the learning objective for each pupil, including an overview of how this will be done / taught. Long term planning at Kelford incorporated activities from the following areas:



- A range of texts and genres
- Phonics
- Word Reading
- Comprehension
- Writing composition and transcription
- Mark making and handwriting
- Spelling, grammar and punctuation

All of which is underpinned by Communication and Spoken Language.

9. Monitoring, Assessment and Recording

English is assessed in the following ways:

- Summative assessments are carried out mid-year and end of year using PIVATS
- Summative assessments are carried out end of year using P-Levels for English
- Pupils following alternative curriculum pathways – yellow (Routes for Learning) will complete alternative MAPP assessments
- Pupils following alternative curriculum pathway – orange will complete ARE assessments mid-year and end of year using stage assessments
- Evidence of progress recorded using photographs, observations, assessment files, Evidence for Learning App, evaluated planning and targets
- Developmental curriculum booklets are completed for pupils following green pathway and are kept up to date to inform planning and evaluate progress
- Pupil's attainment is reported to parents and carers in end of year reports and during a pupil's Annual Review
- Pupil's progress is evaluated by class teachers and the senior leadership team through planning scrutiny
- Pupil's progress is monitored through the pupil progress cycle by teacher and senior leadership team
- Teacher judgments are monitored internally through the moderation cycle
- Extra Reading assessments are undertaken using the PM Benchmark which give a guide for the reading attainment of specific pupils. [Reading records are kept for individuals with a sheet showing progression for those children accessing the PM Benchmark assessment tool
- Phonics screening (Year 1's) if appropriate
- Assessments to be used as a tool to inform future planning and teaching

10. Responsibilities

The **Senior Leadership Team** is responsible for:

- Overseeing the whole school curriculum within each phase
- Supporting and challenging the thinking of the staff within Primary and Secondary Departments



- Monitoring progress through data analysis and pupil progress meetings.

The **English Subject Leader** is responsible for:

- Ensuring coverage and breadth through long term plans
- Keeping policies up to date
- Ensuring pupils progress through school is tracked and measured
- Action planning and completing data analysis
- Ordering / maintaining whole school resources to support learning

11. Parental Involvement

Parents / carers have the opportunity to discuss their child's pathway and learning achievement at their annual review meeting. They also receive and comprehensive annual report at the end of the year. Effective communication with parent / carers is vital in supporting each pupil. Parent / carers can support the teaching of English at Kelford School by:

- Reading with their child at home
- Attending whole school events / family learning days
- Attending parent / carer meetings and annual reviews