



supporting YOUR future

Arbour House

English Policy

Policy Review Date: **May 2017**

Introduction

We believe that literacy and communication are key life skills. Through the English curriculum, we help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Because literacy is central to the pupils' intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Aims

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

- Meets each pupils' specific learning need(s);
- Matches their ability;
- Ensures progression by building on prior knowledge and experience;
- Is cross-curricular;
- To ensure that 'Communication', 'Reading' and 'Writing' is integrated throughout the school;
- To facilitate independent learning and progress across the curriculum
- Uses statutory documents - *The National Curriculum 2014*;
- Uses other documents - *The P-Scales for English, Read, Write Inc and Letters and Sounds*.

We aim that every child will:

- Enjoy Literacy and be motivated to learn;
- Continue to develop communication, speaking and listening skills;
- Have an interest in books, sensory stories and reading for enjoyment;
- Develop skills using: signing, symbols, ICT, objects, pictures and words;
- Extend their spoken, pictorial and written vocabulary;
- Read aloud with developing fluency and intonation;
- Read and/or recognize their own name and other important key words;
- Make progress in phonics by knowing and applying letter sounds in reading, writing and/or speaking and listening;
- Make progress in Spelling, Grammar and Punctuation;
- Experience a broad range of texts and genres;
- Communicate answers to simple questions about past, present and future events and/or stories;
- Develop writing skills through writing for a variety of purposes;
- Continue to develop: mark making, fine motor and handwriting skills;
- Use their imagination in drama and role-play activities;
- Use ICT to support learning.

Organisation

The English Curriculum is differentiated according to each individual child's needs and ability. It is delivered using the following documents:

- The National Curriculum (2014);
- The P-Scales for English;
- Curriculum for multi-sensory impaired children;
- Other documents including Read, Write Inc, B-Squared.

The English Curriculum operates within a theme-based Curriculum which takes account of individual pupil interests and strengths as well as broader yearly themes. This continues up to Year 8 ensuring pupils are able to experience a broad range of texts and genres to motivate learning.

The Long Term Plan for English incorporates activities and objectives from the following areas:

- a range of texts/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.

Fiction, Non-Fiction and Poetry books are selected according to individual interests and themes for the term. These books include Fiction, Non-Fiction and Poetry books. These books are used as a starting point to plan a range of exciting and challenging Literacy lessons.

English objectives are also met through carefully planned individual workstation tasks.

Some children are provided with opportunities to develop community links within the community or mainstream links to extend and develop Literacy skills in another setting.

Literacy is planned for on a half-termly basis. All medium-term plans are available to view on the school's shared drive.

Approaches to Spoken Language

Communication (see Communication Policy) and Spoken Language "underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing the whole curriculum". (National Curriculum 2014).

Interactive and differentiated teaching strategies are used to engage all pupils in order to raise speaking, listening, reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

This is achieved by:

- Using alternative and augmentative forms of communication;
- Giving children a voice;
- Role-play, drama, performances and assemblies;
- Inclusion Links;

Approaches to Reading

Reading and pre-reading skills are taught from an early age starting with the child and topics that interest them. Reading occurs in the following ways:

- **Shared reading and Sensory Stories** – Timetabled sessions in all classes;
- **Pre-reading activities** – Tailored to each child's individual needs. Occurs throughout school and in all Key Stages;
- **Daily 1:1 reading**– When ready for formal reading, children take home words, library books and independent readers. Starting with no picture books and progressing through the book bands to extended, chapter books. Children throughout all Key Stages have 1:1 reading time on a daily basis;
- **Phonics**– when ready to phonics teaching Arbour House uses Read, Write, Inc with its structured approach to the teaching of phonics. Children are actively encouraged to apply their phonetic knowledge in both Reading and Writing;
- **Word Reading** - Children are taught to recognise and read key words alongside learning their letter sounds;
- **Reading for enjoyment** – All children are encouraged to read for pleasure;

Approaches to Writing

Fine motor, mark making and writing skills are actively encouraged and developed. Children are provided with a variety of opportunities to develop and refine their writing skills in a structured and safe environment.

- **Pre-writing Skills**– Children are provided with a variety of writing opportunities to develop their skills. They are actively encouraged to mark make, for example, through themed writing days.
- **Shared Writing** – Adults model writing to the children on a regular basis;
- **Guided Writing/Independent Writing**-Adults shape and guide children by helping them to: make marks, trace, copy write and write initial/medial/final letter sounds, words and simple sentences. All children experience writing for a variety of purposes.
- **Use of ICT** – such as Clicker and Purple Mash;

Approaches to Spelling, Vocabulary, Punctuation and Grammar

All pupils' are provided with opportunities to enhance their vocabulary through the use of ACC and Standard English. Where appropriate, children are provided with structured opportunities within English lessons or by accessing workstation tasks, to develop their: Spelling, Punctuation and Grammar skills. Spelling

scheme (based on the National Curriculum) is accessed by any child who is ready for more formal spellings regardless of key stage.

Cross-curricular English opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links through themed work, life-centred education and individual interests to motivate learning. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Assessment and Recording

All staff are involved in the process by:

- assessing work with the child;
- marking and annotating work;
- listening to reading;
- recording progress.

Next steps are identified with the child and staff working with them.

English is assessed in the following ways:

- B-Squared;
- P-Scales for English;
- National curriculum;
- MSI assessment;
- Photographs/film clip;
- Annotating children's work;
- Assessment files;

The Headteacher and Executive Headteacher will monitor termly plans and annual data. He/she will report to the Board. Observing lessons, learning walks and work scrutiny are also part of the monitoring process.

Resources

Opportunities to use ICT to support teaching and learning in English will be planned for and used on a daily basis. Examples of ICT include: laptops, IPADS, use of AAC, DVD, video and camera.

Our reading scheme is Read, Write Inc. We use a range of texts that motivate pupils to read in a functional way e.g. comics, newspapers, recipes, magazines.

There are also boxes of topic-based: Fiction, Non-Fiction and Poetry books on either a half termly or termly basis. These books are linked to the Long term Plans.

Monitoring and Evaluation of this Policy

This policy will be reviewed within 6 months and will take account of developments in the Curriculum, as well as developments and improvements in interventions and support.