



CURRICULUM AREA: English

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of English. The Policy draws together the DfE 2013 National Curriculum 'Language and literacy' guidelines and the statutory English programmes of study for Key Stages 1-3. Where appropriate reference is taken from the 2014 English programmes of study for KS4. It was produced as a result of consultation with all teaching staff.

The policy seeks to address the individual learning needs of the pupils and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Department's Schemes of Work for English, which set out in detail what pupils in different key stages of different ability ranges will be taught.

This policy has been approved by the Governing Body and is reviewed regularly by the staff team and Governors.

Audience

This document is intended for all staff with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff and stored electronically on the 'Teacher Drive' of the school's network, under curriculum> subjects> English> policies. A copy of this policy is also available to parents on the school's website.

Aims

Our aim is to teach the English entitlement as defined by the 2013/14 National Curriculum along with current examination syllabi at KS4.

In English it is intended to promote learning through the following aims: -

- To ensure that pupils will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one if deemed appropriate.
- To enable all pupils to communicate as effectively as possible.
- To develop pupil's abilities to acquire language and use language creatively, socially and academically.
- To provide the opportunity for pupils to experience work and text, drawn from a variety of cultures and traditions, including their own and others.
- To ensure that all pupils have the opportunity to develop an understanding, and appreciation of texts, as prescribed in the National Curriculum.
- To enable pupils to create and enjoy the theatrical and dramatic works of their peers as well as professional companies in a variety of settings.

- To liaise with other external agencies eg speech and language therapy, OT.
- To practise flexibility as an integral part of Long Term Planning in order to reflect the interest, emotional well-being and enthusiasm of our students.
- To develop the pupil's ability to express their thoughts and feelings by promoting considered use of language in their responses to personal events, ideas, literary texts and other media.
- To provide opportunities for students to reach their potential in functional literacy where appropriate.

Within our English Department, we will continue to provide a positive, secure and caring learning environment for us all. Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outline in the Online Safety Policy.

The Nature of the Subject at Pendle Community High School

This is provided by:

- a consistent approach to Literacy across all subject areas
- careful selection of texts
- a whole school agreed approach to the teaching and learning of synthetic phonics
- support from visiting specialists, visits to workshops etc.
- ensuring a full range of learning objectives that support the students' spiritual, moral, social and cultural development.
- ensuring a classroom ethos that is risk free
- opportunities for reflection are provided for in lesson design
- interaction between pupils, teachers and TA's upholds the students' spiritual, moral, social and cultural development.

Class organisation and teaching and learning styles

All teachers at PCHS are teachers of English and as such will ensure that Literacy is a focus within their lessons.

Each teacher of discrete English lessons, with the support of the English co-ordinator and senior management team, is responsible for the English lessons taught in their classes.

English lessons are mainly structured to include:

- A stimulating starter activity.
- The sharing of the lesson objective using the agreed AFL WALT format.
- A focussed main activity to include whole class, group, paired and individual work.
- A plenary to consolidate, where appropriate.

Reading

At Pendle Community High School we celebrate the importance of reading as a life skill – essential for the progression of pupils' intellectual and social development through life.

Reading involves all aspects of pre-reading and reading skills, and includes skills in looking, scanning, memory, visual perception and discrimination, sequencing, auditory and cognitive skills. Pupils learn that objects, drawings, photographs, pictorial symbols and written words carry meaning and respect objects and ideas in the everyday world. Through continued experience of handling books and listening to stories, rhymes and poetry, pupils are encouraged to develop an interest in the written word, books, and reading for pleasure as well as for functional purposes.

Whole class, shared, guided and modelled reading learning objectives are taught. Age and ability appropriate texts have been carefully chosen to ensure all students have access to the KS3 and 4 programmes of study. However, as the school population changes, texts are chosen from the content from an earlier key stage, as appropriate.

Guided reading will be an integrated part of the curriculum as are individual reading programmes - where students work at their own ability appropriate level on a commercial reading scheme. The school has recently invested considerably in numerous reading schemes, an audit of which can be found in Room GLT07. The schemes span a broad reading range from: pre readers with no vocabulary to books with a reading age of 12 yrs. Many of these books are available as e-books, these will shortly be available on the 'network'. Students whose reading ages have exceeded the commercial schemes have free choice of a widening range of age and ability appropriate texts from our well-stocked library. In addition to this it is planned that the students will take home age and ability appropriate library books each month. Students also have the opportunity and are encouraged to read a wider range of books, magazines and newspapers and use reading scheme CD roms. A recent acquisition in the Department has been 9 e-readers: they were trialled with years 10 and 11 in 2016. There have been difficulties with the Kindle App and its ability to 'role-out' texts simultaneously. Also students have struggled to focus on the 'reading' whilst negotiating the technology.

We aim to listen to our students read from their reading scheme everyday during 'ERIC' time, at the beginning of the afternoon.

Lesson design and teaching and learning at Pendle Community High School make close connections between reading and writing, modelling reading strategies and widening reading repertoires. Through exploring and analysing texts and their features and relating the author's purpose with language, structure and organisation, students learn that reading is purposeful, exciting and fun.

The Department will also try to celebrate World Book Day and National Poetry Day with a view to enhancing understanding and learning.

English at Pendle Community High School is designed to encourage students, as they mature, to write as a reader and read as writers.

The Department also provides a well stocked library that includes:

- CD's
- Phonic games
- 'Bag Books' multi-sensory books specifically for PMLD/SLD students. (These can be borrowed by staff for narrative therapy story sessions too.)
- Sensory books
- A wide range of age appropriate, recent and classical fiction texts
- A constantly updated stock of non-fiction texts
- 'First News' a news paper for reluctant readers
- A variety of football programmes and magazines.

The Library continues to be open to students at break times and via its long standing lunchtime club.

Writing

At Pendle Community High School we celebrate the importance of writing as a life skill – essential for the progression of pupil’s intellectual and social development through life. Writing includes all aspects of pre-writing as well as writing skills, expression and composition. It encompasses skills in hand-eye co-ordination, visual perception and discrimination, memory and sequencing and organisational skills. It involves pupils in learning that the marks they make on paper can be used to carry meaning to others. It is a complex process, which begins with making marks and scribbling, and progresses to meaningful marks, and writing well formed letters, and sentences using spacing, spelling and punctuation.

Whole class shared, guided and modelled writing objectives are taught. Age and ability appropriate tasks have been carefully chosen to ensure all students have access to the curriculum and strategy.

Guided writing is an integrated part of the curriculum – where students work in small, ability appropriate groups supported by either the teacher or the TA.

Through the teaching of non-fiction writing and cross-curricular writing, students learn how to write:

- To inform
- To recount (Through journals and autobiographies as well as events)
- To explain
- To instruct
- To persuade
- To argue
- To analyse and evaluate

Recent intervention strategies have seen the introduction of the development and enhancement of writing. Therefore, it is hoped that through the teaching of narrative writing, students learn how to write in the following genres:

- Mystery
- Romance
- Diary story
- Children’s fiction
- Folk retelling
- Horror / Ghost
- Science Fiction
- Adventure
- Biography

A sequence for teaching guided writing :

1. Establish and share clear objectives
2. Provide examples
3. Explore the features of the text

4. Define the conventions
5. Model how it is written
6. Compose together
7. Scaffold the first attempts – writing frames
8. Independent or supported writing – drafting and editing
9. Draw out key learning – plenary
10. Review

During modelled and shared writing sessions, teachers at Pendle Community High School keep the focus on the objective, think aloud about choices and ideas, rehearse sentences aloud before writing, constantly reread, take it one step at a time and prompt, sift and analyse contributions. Where appropriate, students use wipe boards to plan and draft their sentences before committing to paper.

When students are ready to write independently they are taught to write sentences by:

- Saying aloud what they want to write about
- Composing a sentence orally before writing it
- Re-reading what they have written to check that it makes sense

And to progress:

- Sequencing sentences to form short narratives
- Read aloud their writing loud enough to be heard by peers and staff
- Discuss what they have written with peers and staff.

Currently Reading Journals are used to record student responses to a text, characters, plot and setting. Future plans could see journals used to record responses to holidays and special events.

Spelling and Phonics

At Pendle Community High School students often exhibit delayed phonetic development. The school has adopted the synthetic phonic approach to learning and teaching phonics. It is systematically taught via a regular discrete lesson each week. **All staff** in school agreed the approach. Where possible, curriculum opportunities will be sought to apply the skills being taught in English phonic lessons. Phonic skills are occasionally taught through the starter activities of English lessons and also discretely as part of the spelling lesson. Each English teacher has specific resources to support the learning and teaching of phonics and spellings. The major resources in the school are Letters and Sounds and Early Phonics for secondary pupils. The majority of staff have received a recent update in supporting and developing their understanding of phonic principles. (06.11.12)

Due to the learning needs of some of our students, particularly those on the Autistic Spectrum or with a Down's syndrome diagnosis, the staff will also use other recognised teaching methods to aid progression in reading, such as 'sight words' - look and say. The school feels that the English Department are skilled and confident in choosing and using whatever works for each student in developing their reading skills. Of course this must be shared with all staff teaching a particular student.

In addition to this, students are encouraged to use dictionaries, wordbooks or mini wipe boards to attempt to spell unfamiliar words in all lessons where writing is required.

Students learn the following aspects of phonics and spellings:

- Phase One of Letters and Sounds concentrates on developing a student's speaking and listening skills and lays the foundations for the phonic work which starts in

Phase 2. The emphasis during Phase 1 is to get students attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

- Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).
- Phases 2-6 include the aspects below:
 - Recognising and reading letter sounds and letter names.
 - Common phonic blends
 - Segmenting/decoding words
 - Reading then spelling high frequency words – common letter clusters
 - Key words from the Letters and Sounds programme.
 - Vowel choices
 - Pluralisation
 - Word endings / beginnings
 - Prefixes and suffixes
 - Contractions
 - Spelling rules

Spelling is taught as a discrete English lesson to students who have a solid grasp of letter recognition and initial blending of CVC words. It is consistently reinforced through all subjects across the curriculum, as staff can access the English input into a student's IEP. Staff should teach from the 'Statutory requirements from the National Curriculum English Appendix 1: Spellings.' (Years 1-6) with support from the 'Violet Brand' Scheme. A spelling test is administered every year, so that progress in spelling can be reported to parents for those students who can confidently respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, read common exception words and blend sounds in unfamiliar words. For students who are unable, as yet, to confidently apply phonic knowledge and skills to decode words, the annual review will record the progress in letters and Sounds and the HFW lists.

Students are also encouraged to:

- have a go,
- recognise and record personal errors,
- sound out words phonetically and by syllables,
- draw on known words, analogies, roots, derivations, word families, morphology and familiar spelling patterns,
- identify challenging words and learn them,
- use a spell checker when working on the computer.

Grammar

Adults in school model correct grammar implicitly across the curriculum through their interaction with the students either via spoken English or reading. Explicit knowledge of grammar is taught as part of the main reading, writing and spoken aspects of the English lesson and is also reinforced across the curriculum. Stimulating starter activities allow teachers to focus on sentence level objectives and making learning fun. Specific sentence level learning objectives are taken from the NC 'Statutory requirements from the National

Curriculum English Appendix 2: Vocabulary, grammar and punctuation.’ (Years 1-6) and B Squared writing assessment documents.

Students are taught about

- Sentence construction (*leaving spaces, joining words and sentences with conjunctions*) and punctuation (*using a capital letter and a full stop, question mark or exclamation mark, capital letters for names, places, people, the days of the week and the personal pronoun I*) Students can then be taught the concepts from, ‘Statutory requirements from the National Curriculum English Appendix 2: Vocabulary, grammar and punctuation.’ (Years 1-6)
- Paragraphing and cohesion
- Stylistic conventions of non – fiction texts
- Standard English and language variation

Students are also constantly encouraged to say what they want to write, write it and read it back to make sure it makes sense, editing it as appropriate.

Handwriting

Handwriting and mark making is taught to students in a variety of ways from marks made in a variety of medium, either independently or with support, letter formation, progressing to a handwriting scheme. The Department are focused upon students producing legible, fluent writing with an eventual progression to cursive, speedy handwriting where appropriate.

The Department has invested in the following handwriting schemes:

- ‘Speed Up!’ A Kinaesthetic Programme to Develop Fluent Handwriting (L. Addy & R. Lawrie)
- Finger Gym: Developmental games to improve language, fine motor skills and handwriting Galina Dolya & Judy Holder
- Fine Motor Skills: Photocopiable Activities to Improve Motor Control (Hill, Mark, Hill, Katy, Barnes, Rebecca)
- ‘Write from the start’: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. Ion Teodorescu & Lois Addy
- ‘A Hand for Spelling’: A spelling scheme in cursive writing (C. Cripps)

The schemes are stored in a filing cabinet in the recess off the KS4 section of the main teaching corridor, opposite GLT01. Staff and TA’s are responsible for photocopying materials for their own students. The English Co-ordinator will ensure that master copies are available.

Staff should select the appropriate scheme for each individual student, dependent upon their fine motor development and statement objectives. It is therefore not intended that a whole class follow the same scheme.

Students are encouraged to choose whether they use a pen or a pencil for their written work, however if staff feel that they are capable of writing as neatly with a pen as with a pencil, they can request that a pen is used. There is a wide selection of pens available for the students to choose from, across the curriculum.

Across the curriculum, students are reminded about good presentation and cursive handwriting, where appropriate in all their written work. Students who find handwriting difficult are encouraged to present their work using ICT.

Speaking, Listening and Spoken Language

At Pendle Community High School, we put great emphasis on the development of speaking and listening skills and this is reflected in all lessons. Spoken language underpins the development of reading and writing. The quality and variety of language that our students hear and speak are vital for developing their vocabulary and grammar. All staff should ensure that they converse in language appropriate to the development of the individual student. Local identity through dialect is important, but staff should also aim to promote Standard English. Students are taught where and when non-standard English is appropriate, in particular when preparing for the world of work.

Learning Objectives, curricular group and individual targets are derived from the National Curriculum (KS1-4), SALT, Onwards and Upwards Assessment and at KS4, those aimed at gaining external accreditation.

Students are taught to:

- Enhance their receptive and expressive language skills so as to make measurable progress.
- Participate in discussion, presentations and performances.
- Evaluate their own and others' use of spoken language and listening strategies.
- Strive for a desired effect in accordance with the targeted audience.
- Sustain and develop discussion thinking through issues and problems.
- Appreciate and articulate meaning

In addition to this, the Speech Therapist devise individual speech and language programmes (Communication Profiles) for students who need additional support in this area and almost all students have a communication/speaking and listening target on their IEP.

The 'Language Groups' for all students in KS3 and 4 are delivered weekly. They are co-ordinated by English Lead and SMT after discussion with all teaching staff. Students have been assigned to different groups and staff provided with objectives for the lessons as well as resource materials. Future developments will see their written feedback on the students IEP.

At Pendle Community High School, we believe that all students have certain rights as communicators.

Students should have the right to:

- be offered choices
- express feelings
- understand communications
- reject
- request information
- have access to information
- be communicated with in a dignified manner
- aids, services and resources
- be listened to
- be included in social interaction
- learn about themselves
- learn about life

There are students in school who have VI (visual impairment) and MSI (multi-sensory impairment) and for these students the support staff are being supported by the Teacher for VI and MSI. This support included training in Braille and Moon.

School has also purchased resources to facilitate this including a Braille, 'Zychem' Zyfuse Heater, loans from RNIB and Moon Cat series.

The Department aims to provide the highest quality and appropriate technological aids to promote communication together with high levels of staff expertise. We are continually working with the ICT Dept. for support and advice with new technologies.

Time Allocation / Cross-Curricular Links

The subject of English is allocated the appropriate amount of time, taking into account NC guidance, to provide the pupils with a broad and balanced curriculum, which is appropriate for their needs. For pupils with more profound and complex needs the breadth and balance of the curriculum will be also be addressed through individual timetables and at the discretion of the K3 & K4 Teaching tutor.

Opportunities to explore this subject are also found in our Long and Medium Term Planning.

School Policy on Differentiation Within English

Pupils at Pendle Community High School have Moderate, Severe and / or Profound and Multiple Learning Difficulties. They have a wide range of needs and abilities, some of which make it very difficult for them to carry out activities within English.

Through focused English lessons, we aim to teach:

- Speaking and Listening skills
- Reading skills-Narrative and Non-Fiction
- Writing Skills-Narrative and Non-Fiction
- Spelling skills
- Phonics
- Grammar
- Handwriting
- Drama

For pupils who have sensory impairments and / or physical disabilities and for those who experience developmental delay, English is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials. Staff will plan into the curriculum periods of time in the Multi Sensory Room to support/ enhance their learning.

Therefore, to enable the staff at Pendle Community High School to fully address the range of needs of the pupils and to enable us to show progression within the activities for the

appropriate Key Stage, the Programmes of Study as outlined in the Scheme of Work for English will be differentiated into 3 stages.

Using this differentiated approach, teachers can devise activities in all areas of English, which are planned specifically at the appropriate level of need and ability for all pupils, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives.

Assessment, Recording and Reporting of Pupil Progress

Introduction - Monitoring Pupil Progress and Achievement

At Pendle Community High School staff have a good knowledge of the standards of achievement of the students. Judgements can be made about the strengths and weaknesses of individual pupils relative to their needs through:

- Teacher based assessment based on Onwards and Upwards and the agreed shared portfolio of evidence.
- Formal assessment through End of Key Stage Assessments and external assessment leading to nationally recognised accreditation. (AQA Entry or AQA Unit Awards.)
- The monitoring and evaluation of Individual Education Plans and individual objectives, target planning and recording.

In addition:

- Compiling the English Assessment profile for each student, based on the APP model
- Levelling students' independent work, thus providing supporting evidence for each of the three target areas of Sp. & Li. @ Level 1 Spoken English , Reading and Writing.
- This independent work should be included into the files during the course of a unit of work in addition to an end of unit assessment.
- A portfolio of 'levelled/graded' work is being compiled with all staff contributing student annotated work, linked to the B Squared Assessment Tool. It is stored in GLT01 English Store room. This file is an on-going resource.
- Discussion with staff at reflection meetings and review meetings.
- Through Annual Reviews of a student's Statement of Special Educational Needs
- Through End of Year Reports
- Through regular Parents' Evenings
- Through comments from parents and other professionals

These enable the staff team staff to fully monitor, evaluate and record students' progress.

Health and Safety

The Subject Leader for English has a general responsibility for the application of the LEA and Schools Safety Policies within their subject area and are directly responsible to the

Head teacher for the application of all health, safety and welfare measures and procedures within their own department / area or work.

All employees working within the subject area and / or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- Any electrical equipment faults are reported to English Co-ordinator for repair.
- Any damages to texts, CD-Roms, DVD's etc. are reported to English Co-ordinator.
- Any furniture, storage or equipment is reported to VLE, where appropriate, for repair.

Subject Development and Resources

The whole school development of English and purchase of resources for English is planned through the annual School Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area, which is made available to all teachers.

Storage

- Key Stage 3 resources boxes are stored in the Library store in the ICT Room.
- Any resources borrowed from the Library store should be returned.
- Resources that could be required by a number of staff should be signed out from the store.
- Reading Books have been re organised, colour banded and stored in the recess on the KS4 corridor.
- Photocopy masters of shared resources will be stored in filing cabinets in the recess bay near the Reading Book tambour units.
- All plans for English are stored in a new Lever Arch File in GLT01 in the English store and on the T drive. Any amendments, updates, new schemes etc. should be filed by the staff delivering the scheme.
- Student APP Files are stored as a taught group in a clear storage box with a lid and are the responsibility of the English Teacher for that class.

Future policy developments

- To plan and document Literacy links across all subject areas in liaison with subject leads.
- To implement intervention groups as a result of data analysis.
- To continue external moderation with GLD Schools in Lancashire.

Policy up dated for redraft: June 2019

N Woods

Policy approved by English Teaching Staff: Next English Dept. Meeting

Policy first approved by Governors: October 2006

Subject Policy

Reviewed / Updated

Signed

Review date: June 2020