

# Castle School



## English Policy

### Philosophy

At Castle school, we aim to create a safe, happy and interactive environment which is geared towards enhancing learning through independent exploration, peer interaction, supportive adults and high expectations; this means that all students can make progress and excel in English.

### Aims

In English, we aim to develop abilities in fundamental skills within an inclusive programme of Reading, Writing and Speaking and Listening. Pupils have the opportunity to generalise these skills throughout the curriculum and linked to key life skills. All staff at Castle School recognise the importance of reinforcing these key concepts and encourage the development of these basic English skills.

Our aims for Teaching and Learning in English are:

#### Speaking and listening

- To provide opportunities for children to communicate using their preferred method of communication
- To listen attentively and be able to follow instructions
- To encourage the interaction with others in paired, small group and whole class situations.
- To support confident and independent thinkers who can develop and express more complex thoughts and ideas.

#### Reading

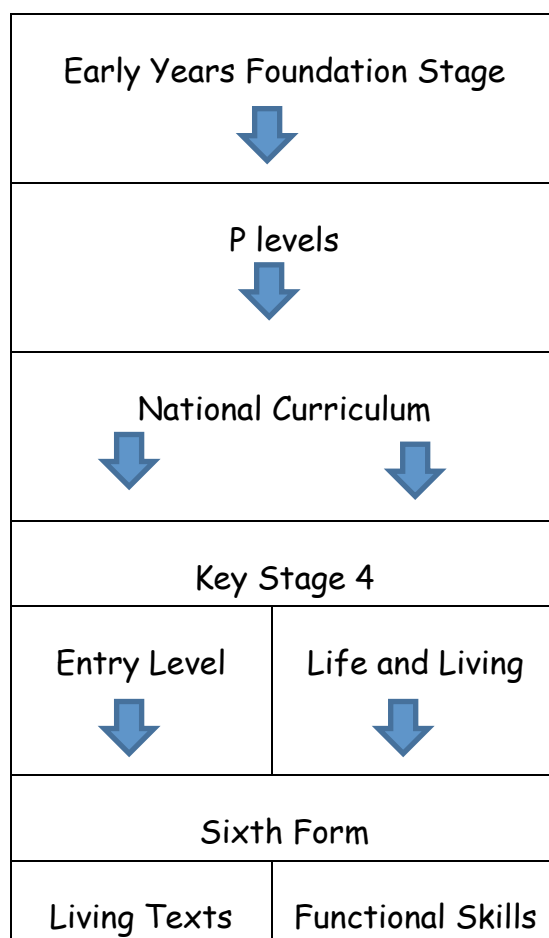
- To encourage a love and enthusiasm for reading through text, drama and a sensory approach.
- To develop early reading skills through phonics and spelling activities, whole word recognition, symbols and reading for meaning.
- Fluent readers who show an understanding across a wide range of texts and contexts
- To develop a range of reading strategies across a range of texts
- To read for different purposes e.g. for pleasure, for information, to explore the views and attitudes of others, to follow instructions.

### Writing

- To develop fine motor skills through a range of multi-sensory activities
- To produce purposeful marks and understand that they convey meaning
- To develop a positive approach to writing
- To use a variety of means of recording their responses - (pictures, symbols, and information technology.)
- To write clearly and legibly in recognizable genre and text types and for different purposes

### Teaching and Learning

The English curriculum is delivered using a bespoke framework which is related to attainment and not the child's age. We aim to ensure that there is a clear progression through the school starting from Early Years Foundation Stage and progressing through National Curriculum and into accreditation and exams. Below is a table of possible pathways;



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### Primary Planning

The long term planning in Primary English is a two year cycle of 4 topic related books per term, and this is part of a cross curricular core subject's morning, including English, Maths, Computing and PSHE. The medium term plan consists of a scheme of work for each story, which highlights activities ranging from P4 to National Curriculum level 2. Short term planning is then differentiated by class teachers to suit the learning styles and abilities of pupils in individual classes.

### Key stage 3 Planning

The long term planning in Key Stage 3 (KS3) is a three year cycle consisting of 1 topic per term. The medium term plan is a scheme of work based around a genre of text or poetry which is based on P5 to National curriculum level 4. A weekly plan is differentiated and adapted to individual learning styles by the English teacher.

### Key Stage 4 and Sixth Form Planning

Long term planning is based on the accreditation for individual pupils. This is divided into Entry Level 1-3 (KS4), Life and Living (KS4) and Living Texts (KS5). A medium term plan is created through using a text, and coursework is planned for the appropriate accreditation. The coursework is linked to the three strands in English: writing; reading; and speaking and listening. The short term planning is a weekly plan which highlights specific learning outcomes relating to the coursework which are differentiated to support learners accessing the different levels.

### **Approaches to Speaking and Listening**

- PECS
- Makaton
- Intensive Interaction
- Identiplay
- Attention Autism
- Drama and role play
- Switches
- (AAC) IPad, super talker, talking books
- Group Discussions

### **Approaches to Reading**

- Individual Reading
- Phonics (letters and sounds) spelling
- Whole word reading
- Guided reading
- Reading schemes and monitoring
- Links with home (books, library, recording, homework., flashcards)
- Sensory stories
- Story sacks
- Living paintings (visual impairment)
- Braille/ apex

### **Approaches to Writing**

- Colourful semantics
- Shape coding
- Mind mapping
- Handwriting SOW
- Shared writing
- Emergent writing
- Independent writing
- Fine motor skills
- Clever fingers

### **Cross curricular links**

In Primary, English is taught as part of a core morning which links maths, computing and PSHE through the use of the same book. These links between subjects make learning more meaningful and enjoyable for the children, and allows them to retain a greater understanding of the topic and related vocabulary.

In Secondary, key skills such as handwriting and reading are planned across the curriculum for pupils to practise, apply and transfer to all of their lessons. Tutor time gives students the opportunity to apply and practise skills learnt across the curriculum and allows time for the class team to assess reading skills.

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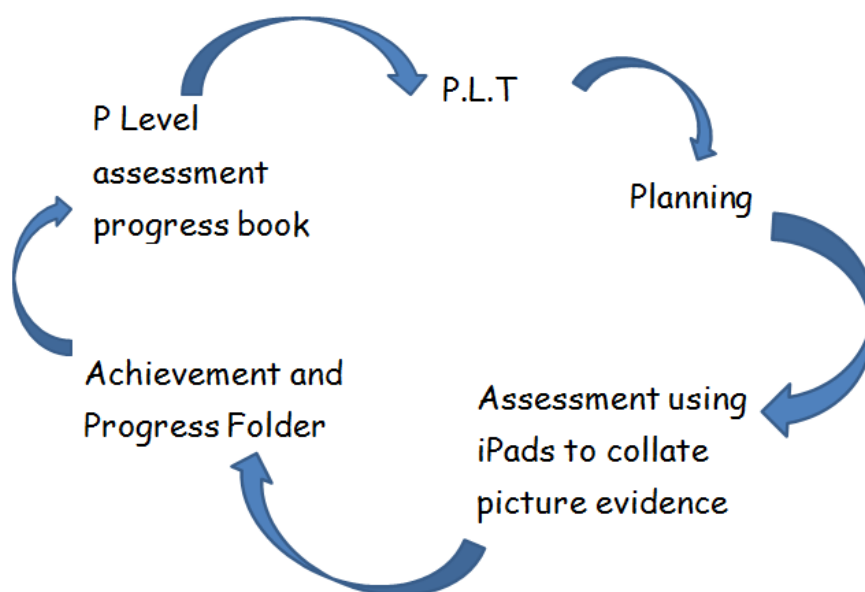
## Use of Computing

We understand the importance of using a broad range of ICT in lessons. Students are given the opportunity to use computers to word process, make power point presentations, follow instructions, access interactive activities such as phonics and songs and videos. Computing is an effective tool that is used in English for Teaching, Learning and Assessment.

## Assessment and Target Setting

We assess progress through termly Personalised Learning Targets (PLT) which are individualised for each pupil as their next steps. These are closely matched to the learning outcomes and success criteria in lessons. Daily formative assessment is made to analyse small steps of progress, misconceptions and next steps in planning. Teachers make a summative assessment annually in all three strands.

### Primary



### Secondary

Most of the students in Secondary choose their own PLT target through highlighting and finding their own next steps. They then track their own progress through stickers in their books to show when they meet a target. Adults support this through annotation and setting relevant areas for development.

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For those students who don't pick their own targets, the P level assessment folder is used to highlight where they are and to select a relevant target. This is assessed through annotation and picture and video evidence in books and recorded on the P level assessment sheet so that a new PLT can be chosen.

### Links with Other Agencies

- Speech and Language Team - work with individuals and groups of children. They work with staff to share ideas and target setting which informs planning and outcomes.
- Reading Intervention - specialist TAs (Teaching Assistants) working with targeted individuals on a specific reading programme which is assessed and monitored by class teachers.
- Visual Impairment Support - differentiated materials prepared (e.g brailled resources, pre-braille clever finger skills, living pictures sessions) by specialist Level 3 and 4 TAs.
- Specialist Level 3 Interventions - support with speaking and listening activities, early play skills, running small group guided reading sessions.

### **Leadership and Management**

Subject delivery is monitored through Learning Walks with the senior management team, moderation meetings within school and across the county and the delivery of schemes of work to support planning.

The English coordinators plan for resources and curriculum development through the Annual Development Plan which allocates a budget and key areas to be addressed through the year. This is monitored by the Deputy Head and through the Performance Review Process.

### **Appendices**

A - English in Action Presentation

#### **Monitoring and review**

This policy will be reviewed and updated by the co-ordinators every two years. It will be monitored by the Deputy Head teacher and approved by the Governing body in October 16.

The Next review is Spring 18 for approval in Autumn 18.