

Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers



English Policy

Reviewed March 2023

ENGLISH POLICY

STATEMENT OF INTENT

1. Although English is a National Curriculum core subject and is compulsory to the end of Key Stage 4 at Newark Orchard school it is taught across the whole school and to all our pupils.
2. Our overall intent is that every pupil attending Newark Orchard School has access to a broad and balanced curriculum. As a school we welcome a flexible approach to the delivery and design of our curriculum in order to ensure that each individual's needs are being met. (Please see our Curriculum Policy for more information).
3. Our English curriculum develops each pupil's ability to communicate with and respond to others. It encourages pupils to initiate communication by providing an environment in which the pupil feels the need to communicate. We provide a total communication environment which includes signs, symbols and tactile clues alongside speech, augmentative communication system, reading and writing. Our pupils are exposed to a wide range of words and language.
4. Our English curriculum develops each pupil's ability to read. Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, including social stories, sensory stories, whole class texts and our use of a wide variety of texts during implicit lessons our pupils have developed a love for reading. We also promote the functional side of reading in our life skills' lessons where we encourage our pupils to read for information. A great resource is our fantastic library which is consistently promoting a love for reading. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.
5. Our English curriculum develops each pupil's ability to write. Pupils at the beginning stages of writing will start by mark making, using a range of resources. This develops to more formalised learning with structured approaches to handwriting, sentence building, grammar and spelling in order to communicate ideas and answers through written words.

Our curriculum offer is implemented through the following curriculum pathways:

- Engagement
- Primary and KS3
- KS4
- KS5

Implementation of Phonics

As a school we follow a synthetic phonics scheme called: Phonics for Pupils with SEN (or PPSEN). Phonics for SEN enables pupils with a range of special educational needs to find reading and spelling success and is suitable for those with specific learning difficulties, autism, moderate and severe learning difficulties, developmental language disorder, communication needs and complex needs, including pre- and nonverbal pupils and those with significant physical disability. Pupils can work through the programme at their own pace with each step of progress taking them closer to reading and spelling competence.

Impact of the PPSEN programme:

- Pupils learn about and understand the concepts that underpin how the written English word is constructed,
- Pupils learn, practice and master the skills they need to work with sounds and letters, and develop the knowledge they need to learn, build up and retain to be able to read and spell well.

Phonics for Pupils with Special Educational Needs (PPSEN) Rationale

This scheme is a complete Systematic Synthetic Phonics programme providing fidelity to its teaching framework for the duration of the programme. It presents systematic, synthetic phonic work as the prime approach to decoding print. There is a structured route through the programme, with opportunities for regular teaching sessions. The scheme begins by introducing a defined group of grapheme-phoneme correspondences that enable our children to read and spell many words early on. It then progresses from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English. It teaches children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word. It also teaches children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words. It provides opportunities for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences. It also ensures that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme. PPSEN provides resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The scheme is designed to be built around direct teaching sessions, with extensive teacher-child interaction and it involves a multi-sensory approach. The scheme also provides resources to enable teaching staff to deliver the programme effectively including sufficient decodable reading material. It enables children's progress to be assessed and highlights the ways in which the programme meets the needs of those who are at risk of falling behind. It also provides programme-specific training.

Implementation of English as part of the Engagement Model

The teaching and learning mainly focuses on early communication methods such as PECS and communication boards. The classroom environment allows pupils to make an informed choice about the activities they wish to engage with. All activities are expected to be delivered as part of a multi-sensory approach which uses the pupils' interests to maximise communication opportunities. Class activities are carefully planned and structured and there is room for individual exploration, small group work and 1:1 sessions. Foundation stage PPSEN activities are introduced where appropriate, and these focus on early mark making and an introduction to the initial letter sounds in fun, engaging learning activities. Symbols are also used to label pictures, match real life objects to symbols/photographs.

Implementation of English in Primary and KS3

More focused learning activities take place at least 3 sessions per week; these can be cross curricular. Lessons incorporate studying a wide range of genres, linked to our long term and medium-term curriculum plans. PPSEN resources are used for a minimum of 3x per week, for the vast majority of pupils. Pupils are assessed using PPSEN assessment materials. Pupil's progress in communication, reading and writing is measured on Solar. Pupils have access to a wide range of books, including phonetically decodable books, book banded books levelled by reading age and free readers. We use also use books as part of our topic areas to promote reading and labelling pictures and use lots of book with repetitive verses to build on/encourage spoken language.

Implementation of English in KS4

Pupils have set focused lessons for English following their long and medium term plans. The key skills are also reinforced throughout the curriculum. Some pupils are working towards AQA Entry level accreditation and obtain these by the end of the key stage. A range of interventions are used including PPSEN, word wasp and switch on.

Implementation of English in KS5

For Post 16 pupils the English Curriculum is focused on Life Skills and preparing for adulthood. English is taught through accreditation, either Functional Skills or ASDAN Life Skills challenges. It focuses on developing English skills that our young people will use into their adult life's in the community and beyond. 1:1 or small group interventions, such as Toe-to-toe, PPSEN is used as appropriate.

SPECIAL EVENTS

- 1 Extra ordinary events will be held, such as Book Weeks and author visits to promote the enjoyment of reading and literature.
- 2 Links will be made with national events, eg World Book Day and The National Day of Reading etc.
3. We also have close links to the Newark Book Festival.

SUPPORT FROM OUTSIDE AGENCIES

Support is received from the Speech and Language Therapy Department and the Occupational Health Department, that is provided by the NHS to our school. Where necessary, children follow programmes devised by Speech Therapists or OTs who will also advise staff and run in-service training.

Impact

Our comprehensive and detailed English curriculum has significant impact on the improvement of skills for the vast majority of pupils, which is demonstrated through our own assessment systems and external examination boards. Our personalised

interventions associated with this subject support a range of pupils, including those in receipt of Pupil Premium to obtain high standards in communication, reading and writing.

Accreditation will include:

- *GCSE*
- *AQA entry level certificate*
- *NCFE Functional Skills*
- *ASDAN vocational units*
- *ASDAN qualifications*

Links to other policies:

- Curriculum policy
- Communication policy
- EYFS
- Careers - work related learning
- Homework
- Planning, Assessment, Recording & reports
- Post 16