





English Policy

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Headteacher:		Date:	28/11/2023
Subject Leaders:		Date:	28/11/2023

Date of Next Review:	September 2024
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Subject Leader:	Ellen-May Shipp	Subject Leader:	Lauren Burns
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1. The Nature of English

English at Amwell View School focuses on providing pupils with opportunities to develop and progress with their English skills: Pre-Writing and Writing, Phonics, Pre-Phonics, Pre-Reading and Reading and Communication and Interaction. These core values are embedded within our pedagogy, and is delivered to meet the needs and development of each pupil on an individual basis.

2. The School Policy and National Curriculum

The English National Curriculum states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

At Amwell View School we take aspects of the English National Curriculum and adapt them to meet the needs of each individual pupil. The sub-headings below set out a breakdown of this approach.

Amwell View English Leads have written an English Reading and Writing framework along with a guidance document to support teachers when setting objectives to make sure our teaching in English is meaningful to their development. Three English lessons are taught in each class weekly. These three lessons incorporate all aspects of English in a meaningful way to our pupils under the headings: Pre-Phonics and Phonics, Reading and Pre-Writing and Writing and Communication and Interaction.

Communication and Interaction

Our approach of teaching communication and interaction is directed heavily by pupils' individual needs and each pupils' level of development. The visual presentation of information and teaching materials is of particular importance to support consistent and clear communication. Makaton signing is consistently used by staff to reinforce speech and understanding. In appropriate cases, it is taught to pupils and they are encouraged to use it to support their speech. Some pupils use communication aids designed to meet their individual needs. These might be in the form of single symbols, communication books, choosing boards, E-Tran Frames or technological aids such as Eye-Gaze, Widget, or Grid 3.

The school's Speech and Language Therapists have an important role to play in developing pupils' communication. They work with whole classes, individuals or with groups. More commonly, the therapists act as a point of reference for teachers in their work with pupils.

The aim for developing these skills is to provide our pupils with a means to communicate universally with the world around them, in order for them to get their needs met, undertake daily activities in the community and to build relationships. This is a fundamental life skill and underpins the majority of our English teaching.

Pre-Reading and Reading

As with all areas of the curriculum, the teaching aims and outcomes within reading relate directly to the individuals' needs. Pupils are encouraged to foster an enjoyment of sharing



books and stories, and to spend time both independently and with others, experiencing literature.

Reading begins with pre-reading skills and tasks, and we interpret a pupil's ability to 'read' at their individual developmental level. We aim to teach our pupils, not only how to decode text, symbols and pictures, but also how to develop imagination, creativity and to form their own narratives. We also use books to support pupils understanding of the world around them; such as developing understanding of emotions, daily routines and activities, understanding our bodies and environment, independence skills and appropriate behaviour. Books are used in a cross-curricular approach and often provide our termly focus for learning.

Sensory stories have been created by our Sensory Lead and are used across the school to support English lessons. These stories fully immerse our pupils to provide a multi-sensory storytelling experience whilst supporting them to develop a variety of skills.

Pleasure in books, stories and poetry is fostered at every stage. Teachers read to their pupils, allow them to handle books freely and encourage them to respect books. Each class must have one storytelling slot per day where teachers read to the class. This aims to consistently encourage a love for reading across the school. The whole school is immersed into a singular text during English and Sensory weeks.

Identified readers have an isolated session with the teacher to read a book 1:1. The book matches their current reading level and has an individual outcome attached to the session. A reading record is filled in to keep a record of their progress. A selected few pupils across the school take a book home to read with their parents/carers and this is changed weekly.

A multi-sensory story telling session is held for identified pupils with MSI and PMLD.

Pre-Phonics and Phonics

Every class delivers a Pre-Phonics session a week to develop key listening and engagement skill that are required to access Phonics. The lessons focus on the six aspects of Pre-Phonics:

- Aspect 1 – General sound discrimination – environmental
- Aspect 2 – General sound discrimination – instrumental sounds
- Aspect 3 – General sound discrimination – body percussion
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice sounds

Pupils are set an individual learning objective around the development of their pre-phonics skills. Pupils who are accessing 'Aspect 7 – Oral blending and segmenting', will be assessed to see if they are ready to start on the Phonics programme. This will be done by the class teacher with support from the English leads.

Phonics is taught to selected pupils across the school who are already accessing Aspect 7 of the Pre-Phonics curriculum or have learnt to sight read and therefore it is being used to fill in gaps in their Phonic knowledge to support them with their decoding and segmenting of unfamiliar words. They have focussed Phonics sessions with the class teacher and an individual learning objective around their current stage of Phonics which is reviewed half termly.



Pre-Writing and Writing

Communication through the written word is taught to all pupils, but is adapted to allow pupils to record their learning in whichever mode is appropriate to them. The written word is of importance both as a means of self-expression and as a method of creative writing, nonfiction writing, reporting and recording.

It is appropriate for some pupils to develop skills such as, holding writing implements and mark making, prewriting patterns, writing patterns, tracing and copying letter formation to all lead towards improved fine and gross motor skills. In cases where this is not appropriate, activities such as the use of symbols, sensory exploration, small world and walkable story maps are explored to support choice making and creative writing.

Writing within our context is about developing pupils' understanding and awareness of their ability to effect change by making choices. Pupils are given the opportunity to explore this through creating their own stories or changing well-known stories within creative writing sessions.

These skills are practiced across the curriculum through lessons and activities both in the classroom and in specialist areas and not in a standalone lesson.

EYFS

In EYFS English is taught through Child Initiated Learning activities. Communication is a fundamental focus in Early Years to develop early communication skills. They achieve this through exploring sensory stories, creative child initiated play related to stories, symbol exchange, switch request activities and intensive interaction activities. They also explore lots of early mark making and pre-reading activities through different media and gain experience that their actions create a change.

Post 16 and Community Classroom

In Post-16 and Community Classroom, the learning in English focuses on consolidation and contextualisation of communication skills. Pupils are given opportunities to practise these skills off-site and in the community to prepare them for transition to new settings. All plans are shared with professionals from colleges and new settings. Where possible, pupils complete visits to their new settings or are visited by a transition support worker to discuss their communication needs. Where appropriate, Pupils will continue to develop writing and reading skills and transfer the skill to activities that support them when in the community and in other settings. For example, they may be reading leaflets, writing shopping lists and reading bus and train timetables. The Community Classroom also visit the local library and those who have reading profiles complete their reading objectives here, with the others focusing on either communication or pre-reading objectives. This is all based on individual need and what will best support the pupils at this time.

3. Delivery of the curriculum

The curriculum is delivered in a variety of ways matching the learning styles and abilities of each individual pupil, meeting the needs of pupils with a diagnosis of autism, PMLD and SLD. Modes of delivery may include:-

- Visual presentation
- Practical experience
- Modelling
- A range of communication media – signs, symbols, augmentative tools, activity cues.



- Auditory presentation
- Kinaesthetic presentation
- Multi-sensory experience
- Investigative play
- Songs and rhymes
- Audio visual resources
- Multimedia/IT resources.
- The use of the wider community
- Extra-curricular clubs and activities

Pupils receive a minimum of three English timetabled sessions each week. However, aspects of the English curriculum are apparent across the curriculum such as continual opportunities for developing communication.

4. Staffing and Resources

Ellen-May Shipp and Lauren Bruns are the Subject leaders for English, and responsible for overseeing the teaching of English throughout the school.

The subject leader is responsible for the monitoring of planning and assessment within English, and supporting teachers in the delivery of the subject. Teaching and learning within English is monitored through observation, discussions, assessment, learning walks and planning.

English is taught by each class teacher, within the class group, supported by the teaching assistants. There is a range of resources within the classrooms appropriate to the needs of the pupils. Additional materials can be found in the team leader's office and school Library. Sensory stories are available to borrow from the Sensory office. Resources can also be found on the shared system in the English folder. This resource bank can be added to by any teacher.

The well-stocked school Library is available to all pupils and teachers and books can be borrowed for short or extended periods. There are also a wide range of resources tailored to meet the needs of individual pupil reading ability, which are catalogued and arranged according to specific reading skills. Reading books are available and are organised to meet the needs of pupils that are at all stages of the reading framework, are accessing phonics or are confident readers.

5. Cross Curricular Approach

English encompasses communication at all levels. Every pupil is a communicating person, communication being about looking, touching, body language, vocalising, gesturing as well as speaking, listening, reading and writing. Communication between one person and another is of the utmost importance. It is intrinsic in building relationships as well as exchanging information. Effective communication is carried out in appropriate, meaningful contexts across all areas of the curriculum.



We endeavour to provide a curriculum which will enable each pupil to become as articulate in thought and speech and as literate as is possible within the context of their own ability. We must provide as wide and varied experience of language as is appropriate within a structured framework. Pupils are encouraged to explore a range of contexts and environments and be offered a wide variety of experiences and opportunities to generalise their communication skills. This may be through the use of external visitors, off site visits, specialised focus days and multi sensory resources.

6. Assessment

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan half termly across the curriculum subjects to ensure differentiated learning outcomes for all pupils. Teachers will use formative and summative assessment to inform planning and ensure SMART and challenging learning outcomes are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority outcomes for pupils. Priority outcomes will be taken from the planning process above to ensure SMART and personalised learning outcomes. This process ensures that learning is meaningful to individuals and progress is made. The review of priority outcomes provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority outcomes: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the Formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority targets were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress. As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria



and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

7. Pupils' Presentation and Recording

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Work Scrutiny files
- Tapestry
- EHCP reviews
- Curriculum files/recorded data



- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

8. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.