



ENGLISH POLICY

July 2024

POLICY No. 1

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1. Introduction

Chadsgrove is a Local Authority day special school for pupils who have some form of physical disability or complex medical need. In addition, a small number of pupils have a single or dual sensory impairment. There are a wide range of learning difficulties, a significant number of pupils have profound and multiple learning difficulties (PMLD). Others have mild or moderate and/or specific learning difficulties in addition to their physical disability.

A significant number of pupils have difficulties with communication.

Many young people at Chadsgrove have conditions that co-exist, overlap and interlock creating a complex profile. Chadsgrove has adopted the term complex learning difficulties and disabilities (CLDD) for these pupils.

- 1.1. "A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society." (DFEE English Programmes of study. National Curriculum in England 2014).

At Chadsgrove School we aim to deliver an inclusive high-quality education in English, and we recognise that for our pupils, many of whom have complex learning difficulties and disabilities, we need to provide personalised approaches and that individuals require strategies that best suit their learning needs. Therefore, English at Chadsgrove is delivered through a range of approaches, including a multi-sensory approach for our pupils with Severe Learning Difficulties or Profound and Multiple Learning Difficulties. Within English, fiction, non fiction and poetry are all explored in a variety of ways, as well as basic skills being developed throughout, appropriate to the levels and needs of each individual child.

- 1.2. The teaching of English is concerned with the essential skills of communication, speaking and listening, reading, writing and the study of literature.
- 1.3. At Chadsgrove School we endeavour to enable pupils to develop their communication/speaking and listening skills through many varied and meaningful situations in order for them to become effective communicators and prepare them for later life.

At Chadsgrove School we seek to develop pleasure in, and an appreciation of the written word, enabling pupils not only to become competent in the skills of reading but also to become enthusiastic readers.

- 1.4. English promotes and develops our skills as communicators, and correspondingly encompasses communication which can be interpersonal (signing, speaking and listening) or symbolic (reading and writing).
- 1.5. In the study of English at Chadsgrove School communication, speaking, listening, reading and writing are valued equally.
- 1.6. Language and communication skills are essential for all our pupils and we recognise that the skills developed in English promote learning across the curriculum. Not only do English skills enable learning across the curriculum, but they also underpin pupils' progress and achievements, and support participation in life outside school both as children and adults in the community.
- 1.7. English skills are not only taught and developed in English lessons, but throughout the curriculum.

- 1.8. The richness of dialects and other languages can make an important contribution to pupils' knowledge and understanding of English so where appropriate they should be encouraged to make use of their understanding and skills in those languages when learning English.

2. **Purpose**

- 2.1. The purpose of this policy is to describe our practice in the teaching of English and the principles upon which this is based.

3. **Aim/Intent**

- 3.1. At Chadsgrove School we endeavour to help pupils to develop as communicators, speakers, listeners, readers and writers by providing opportunities for the collaborative interaction and individual reflection within which such growth can occur.
- 3.2. To be able to communicate and express ourselves is a fundamental right for each of us. Becoming literate moves communication from the transitory nature of speech to the permanence of the written word.

At Chadsgrove, we want to expose our pupils to as many strategies as possible to allow them to explore texts for pleasure and for enquiry. We also want to offer them access to a wide range of high quality literature to enrich and broaden their experience and build their 'cultural capital'. We want our pupils to see the purpose in the learning activities we provide, whether it be for enjoyment, to inform, or as functional life skills. We want our pupils to develop the literacy life skills that they will need to be as independent as possible.

We aim for our pupils to be able to express themselves creatively and imaginatively so that they can enjoy and achieve; and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

We teach pupils the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication, reading and writing. Cross-curricular themes have been developed to incorporate National Curriculum objectives whilst meeting the individual learning styles of our pupils.

Phonics forms an important part of the English curriculum – see separate 'Reading and Phonics' Policy – although we also recognise that, due to their complex needs, not all pupils benefit from discreet phonics teaching, and require alternative means to develop skills in reading, spelling and writing. All pupils will be assessed by the class teacher who will employ strategies that best suit their learning needs.

3.3. **Speaking and Listening**

At Chadsgrove, speaking and listening encompasses all forms of communicative responses and intent, (for further details see Chadsgrove School's 'Communication Policy'). Communication is at the heart of every lesson, with each pupil being given a voice to share their ideas and contribute to discussions; whether that is through speaking, use of symbolised ALDs or AAC devices such as Grid Player, or signing.

Chadsgrove aims to:

- Accept, encourage and value pupils' communication, seeing it as an end in itself
- Enable pupils to make their needs known
- Develop pupils' ability to respond, listen, understand and make a positive contribution
- Help pupils understand their own and others' ways of communicating
- Interact and communicate effectively with others in a range of social situations, helping them to form healthy and happy relationships with their peers, as well as the adults who support them

- Enable pupils to explore, develop and clarify ideas
- Make choices, obtain information, question, and be actively involved in decision making to help them keep safe
- Encourage pupils to listen to others
- Develop a widening vocabulary
- Develop pupils' confidence in participating in discussions, presentation and drama activities
- Provide good role models for speaking and listening

3.4. Reading

Reading at Chadsgrove is interpreted as any activity that leads to the derivation of meaning from visual or tactile representations e.g. objects, pictures, or symbols, including the written word.

A love of books is central to developing reading skills. We aim to expose our children to as many different types of reading experiences as possible. This includes picture books, Books Beyond Words, sensory stories, novels, poetry, plays and non-fiction texts.

Strategies are used to enable pupils to progress in knowledge of phonics, grammatical awareness, comprehension, contextual understanding and information gathering.

Chadsgrove aims to:

- Develop a positive attitude towards books and literature, and to develop independence in choosing and enjoying books, and to promote 'reading for pleasure'¹
- Provide pupils with access to a wide range of high quality literature to enrich and broaden their experience and build their 'cultural capital'
- Read books, gradually increasing in complexity, with confidence. Reading material should be drawn from a variety of genres including plays, novels, short stories and poetry, as well as non-fiction
- Acquire, in pupils, the habit of silent and sustained reading
- Develop information retrieval skills
- Develop the ability to make judgements and opinion about what has been read
- Surround pupils with attractively displayed, freely available, good quality fiction and non-fiction literature which can take account of pupils' linguistic confidence and background

3.5. Writing

At Chadsgrove, 'writing' is interpreted as any activity that records pupils' experiences, information, thoughts and feelings. Pupils are given many different purposeful opportunities to communicate their opinion and write creatively.

Additionally, activities which promote the development of gross and fine motor skills are used to support fluency in mark-making.

Pupils are able to access software such as 'Communicate in Print', 'Write online', 'Docs', Clicker 8 or 'Dragon Dictate' to support the use of their voice to record their work.

Chadsgrove aims to:

- Give pupils the skills and tools to enable them to write effectively in different forms for a variety of purposes and audiences
- Provide a stimulating environment which will encourage pupils to write with competence, confidence and enjoyment
- Develop different forms of writing to match the intended purpose and audience
- Make the meaning of the writing clear for the audience by using punctuation
- Present work proficiently using computers or word processors
- Encourage pupils to take pride in the presentation of their written work, in whatever medium it is realised

¹ Please see also Policy No. 15: 'Reading and Phonics' policy for a full guide to reading at Chadsgrove School.

3.6. **Spelling**

Spelling is an integral part of communication and Chads Grove aims to encourage pupils to:

- Become independent and confident in spelling accurately
- Learn to spell by trying and applying conventions
- Understand that experimentation is a necessary part of the process of learning to spell
- Understand that it can be counter productive to insist on total correctness when pupils are still developing their fluency in writing
- Draft, edit and re-draft their writing and correct spellings as part of the editing process

3.7. **Handwriting**

Chads Grove aims to enable pupils to:

- Develop a clear, legible handwriting form for communicating thoughts and ideas
- Develop, where possible, a fast, rhythmic fluent handwriting style which enables the pupils' writing to keep pace with their thinking. We acknowledge the physical limitations of some pupils and offer a modified or alternate means of recording written work
- Value handwriting as an art form

4. **Wider School Aims/Ethos**

4.1. This policy supports the following school aims:

- To allow an individual to develop to their full potential
- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

5. **Consultation**

5.1. This policy was written by the Subject Leader for English and drawn up in consultation with

- Teaching Staff at Chads Grove School through staff meetings and informal discussions
- The Senior Leadership Team through consultation of the draft policy
- The Governing Body – through review of the policy

6. **Sources and References**

6.1. The following documents have been used to support the writing of this policy:

- National Curriculum in England: English programmes of study.
- Early Years Foundation Stage Framework
- Barrs Court Curriculum

7. **Roles and Responsibilities**

7.1. The Governor with responsibility for Literacy/English (Julia Boonak) is responsible for

- Meeting once a year with the English leader, in order to discuss subject strengths and areas for development, and for then reporting these to the full governing body

7.2. The Headteacher is responsible for

- Monitoring of Long and Medium Term Planning
- Lesson observations
- Monitoring the work of the Literacy/English leader and the Reading/Phonics leader, through the Performance Management Cycle

7.3. The English lead is responsible for:

- Co-ordinating and leading English throughout the school
- Inspiring a positive and exciting attitude to the teaching of English which will enable pupils and staff to develop skills and enjoyment
- Closely monitoring the teaching of English and the overall progress pupils are making throughout the school
- Reviewing the English Policy Document, Long Term Plans and assessment and recording procedures
- Contributing to the School Development Plan
- Maintaining personal professional development
- Providing support , and when appropriate, training for teachers and teaching assistants
- Keeping abreast of current ideas, opinion and resources in the teaching of English and pass on this information to staff
- Holding regular curriculum meetings where planning and discussion can take place
- Supporting and advising staff as necessary, in any aspect of the teaching of English, thus ensuring that appropriate support to develop pupils' literacy skills is available
- Organising and running 'Book Week' and other events
- Regularly reviewing resources and equipment and renewing, replacing and purchasing, as necessary, within the subject budget
- Supporting the development of the School Library as an effective resource for the enhancement of literacy skills
- Supporting parents in their understanding of the English curriculum and provide them with the knowledge to support their child at home

7.4. Teachers are responsible for:

- Ensuring that the teaching of reading, writing, communication and speaking and listening skills appropriately matches the needs and abilities of each pupil in their class
- Enabling pupils to make suitable and appropriate progress
- Taking into account the targets set for individual pupils in their learning pathway and 'Education and Health Care Plan'
- Maintaining reading records where appropriate
- Delivering English lessons to classes as appropriate
- Promoting English skills throughout all areas of the curriculum
- Completing formative and summative assessments. Summative assessments are placed on SOLAR

8. **Planning**

- 8.1. Class teachers produce Medium Term Plans for each term using the Long Term Plans for English as a guide. These are placed on the shared area of the school network. Long Term Plans outline the topics covered and suggest recommended literacy texts. Medium Term Plans outline the learning activities in more detail and specify the curriculum intent, implementation and projected learning outcomes/impact.
- 8.2. Teachers leading individual sessions determine how the Medium Term Plans will be delivered on a daily basis considering, in more detail, elements such as differentiation and personalisation for individual pupils.
- 8.3. All Medium and Short Term planning considers Individual Education Plan targets and EHC Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to pupils.

- 8.4. Sessions are planned as a mixture of whole class, small group and individual activities which are fun and engaging.
- 8.5. There are regular meetings between staff to discuss groupings and difficulties or successes.

9. **Organisation and Implementation**

Pupils at Chadsgrove follow one of three curriculum pathways – ‘Pre-Formal’, ‘Semi-Formal’ and ‘Formal’ – to ensure that each child accesses a curriculum that is appropriate to his/her individual needs.

- 9.1. The processes involved in the development of speaking, listening, reading and writing are interdependent. Therefore at Chadsgrove, English is taught through an integrated approach. Within the curriculum English may be taught through:
 - Topic or theme work
 - Specific time-tabled lessons following the appropriate curriculum
 - Accredited courses (at an appropriate level of challenge)
- 9.2. The teaching of English may be delivered to meet the pupils' individual needs by:
 - Whole group work
 - Small group work
 - 1:1 work²

The Early Years Curriculum

- 9.3. Reading is developed in a cross-curricular way through the implementation of a Cycle of themes which are explained in more detail in the Early Years Policy (Policy Number 27)
- 9.4. Reading and phonics is promoted through explorative play which provides opportunities for learners to encounter the world around them. Within their play learners reach, hold, explore and encounter sensory items and stimuli which facilitates opportunities both for communication and cognitive development.
- 9.5. Children’s understanding of words is also developed through stories, songs and games. All of these skills are the foundation for future, more formal, learning experiences.

The Pre-formal Curriculum for pupils with Profound and Multiple Learning Difficulties

- 9.6. Pupils with Profound and Multiple Learning Difficulties are unlikely to learn to read and write in the conventional sense. As such, what is important for these pupils is the development of ‘**Inclusive Literacy**’ which may not include the use of text at all.
- 9.7. **Inclusive literacy** involves activities such as:
 - Objects of Reference – these are often seen as the first real step into learning about symbols, which in conventional literacy, might lead to more abstract symbols and eventually into letters, words and text
 - Tactile Signing (TaSSeLS)
 - Personal storytelling
 - Sensory stories which provide a great opportunity for pupils to develop early pre-reading skills such as tracking, listening and attention
 - Multimedia stories and talking books
 - Cause and effect software

² This can include specific interventions. For further detail, please see Appendix 3 – ‘Literacy interventions at Chadsgrove’.

- Photo albums
- Picture books
- Reading icons and symbols
- Drama and role play

The Semi-formal / Formal Curriculum for pupils with Severe or Moderate Learning Difficulties

Speaking and Listening

- 9.8. Communication is at the heart of every lesson, with each pupil being given a voice to share their ideas and contribute to discussions; whether that is through speaking, or signing, or through the use of low tech communication aids such as communication books, Aided Language Displays (ALDs) and word mats, or AAC devices such as Grid Player.
- 9.9. To develop effective speaking and listening skills, pupils are given opportunities to:
- Develop their ability to talk or communicate through opportunities for collaborative group work, enabling them to talk through problems, share and modify ideas and develop social skills
 - Listen to stories and poems told by a teacher or through technology
 - Develop their ability to respond, listen, understand and make a positive contribution
 - Receive help and support to understand their own and others' communication
 - Interact and communicate effectively with others in a range of social situations, helping them to form healthy and happy relationships with their peers, as well as the adults who support them
 - Explore, develop and clarify ideas
 - Make choices, obtain information, question, and be actively involved in decision making to help them keep safe
 - Participate in active learning situations in which pupils are encouraged to explain, make statements of fact, argue a case, make predictions and decisions, describe observations and express ideas and feelings accurately
 - Relay messages or instructions to others and also be able to respond to those of others
 - Develop their confidence in public speaking through class presentations and drama activities
 - Develop a growing vocabulary and, where appropriate, be taught the use of the grammar of standard English, matching language to audience
 - Feel genuine interest and attention is given towards their thoughts, feelings and ideas expressed through talk
 - Use the vocabulary and grammar of standard English
 - Formulate, clarify and express their needs and ideas
 - Adapt their speech to a widening range of circumstances and demands
 - Listen, understand and respond appropriately to others
- 9.10. Real life application of knowledge and skills is something which we strive for and is particularly important in the Upper School and Post-16 departments where pupils are preparing for adulthood and real life situations beyond school. Carefully planned visits in the local community and visits to colleges and work experience placements allow pupils to develop their communication skills in real life situations. Throughout school, role play experiences allow pupils to develop key literacy skills in a safe environment where they can challenge their thinking, and develop their communication skills.

Reading

- 9.11. To develop as effective readers, pupils are taught:
- To develop a positive attitude towards books and literature, and to develop independence in choosing and enjoying books, and to promote 'reading for pleasure'

- To access and enjoy a wide range of high quality literature to enrich and broaden their experience and build their 'cultural capital'
- To read accurately, fluently and with understanding and enjoyment³
- To understand and respond to the texts they read
- To read, analyse and evaluate a wide range of texts, including literature from the English literary heritage and from other cultures and traditions, including non-fiction
- To recognise the layout and direction of print and the way pages work
- The meaning of words such as title, author, dedication, publisher, contents and index
- That books are worthwhile and should be treated with care and respect
- The letters of the alphabet, their sounds and be able to apply that knowledge to the text
- To distinguish between sounds (including environmental sounds at Phase 1) and to distinguish between different end rhymes which in turn helps to develop their phonic skills
- To use a variety of cueing strategies to make meaningful sense of the text
- To read books, gradually increasing complexity with confidence. The reading material read should be drawn from a variety of genres including plays, novels, short stories and poetry, as well as non-fiction
- To acquire, where appropriate, the habit of silent and sustained reading
- To develop their information retrieval skills, using texts appropriate to their ability
- To develop the ability to make judgements and give opinions about what has been read
- To experience in reading a wide variety of material relating to the real world e.g. labels, captions, notices, instructions, books, signs, newspapers, plans, maps, menus and computer print-outs etc.
- To develop positive attitudes towards reading in its own right as a fulfilling activity as well as an information resource

Individual Reading

9.12. Pupils' individual reading programme will normally be based on the graded reading texts available in school (closely matched to pupils' phonemic knowledge). Pupils should also be encouraged to read (or share with an adult or peer) a wide variety of books to reinforce and extend their progress.

9.13. A pupil's reading time with staff should be recorded in the pupil's individual Reading Record. When a book has been completed it should be recorded by staff. These records move on with the pupil as they progress through school.

9.14. Staff should ensure that at all times reading material is age and interest level appropriate.

9.15. Once pupils have become independent and fluent readers they should be encouraged to take some responsibility for their own reading and, with direction, if necessary, choose reading material from school or county library books.

Writing

9.16. To develop as effective writers pupils are taught to use:

- Compositional skills - developing ideas and communicating meaning to a reader, using a wide ranging vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- Presentational skills which include accurate punctuation, correct spelling and legible presentation using handwriting or word processor
- A wide variety of forms for different purposes and audience

³ Please see also Policy No. 15: 'Reading and Phonics' policy for a full guide to 'Reading for Pleasure' at Chadsgrove School.

- To write (and express themselves) creatively and imaginatively
- In order to participate confidently in public, cultural and working life, pupils need to be able to communicate, speak, read and write standard English fluently and accurately. All pupils are therefore entitled to a full range of opportunities necessary to enable them to develop competence in Standard English. We recognise, however, that the means by which our pupils may communicate or record their ideas, thoughts and feelings may be different to their mainstream peers. Therefore, we provide and employ a range of strategies, devices and software to enable all of our pupils to express themselves and record their work.

9.17. Pupils are also:

- Offered a freely accessible variety of writing implements and materials
- Encouraged to realise that writing is a process, not just a product, which often needs to be planned, drafted, revised, proof-read and then presented
- Encouraged to understand that writing can take many forms, for different purposes and audiences. Although some writing needs to be carefully crafted, some writing is immediate and serves its purpose as such
- Given a purpose and intended audience for their writing
- Provided with opportunities to use the teacher as a model as he/she works alongside the pupils in their writing task
- Provided with opportunities to work collaboratively in pairs, groups or as a whole class in order to help them develop as writers
- Given specific periods of practice at regular intervals, paying attention to pencil hold and posture
- Provided with opportunities to regularly review their writing with teachers in order to offer encouragement, constructive criticism and proof that their writing is valued

Spelling

9.18. Spelling is the responsibility of all staff and the teaching approach should be consistent throughout the school. The teaching of spelling is built into English lessons as well as being part of ongoing work across the curriculum. Spelling rules and word lists are taught when pupils are developmentally and cognitively ready⁴; and thus, spelling is closely linked to pupils' phonemic knowledge and awareness.

9.19. Pupils are:

- Encouraged to build a range of strategies to enable them to work out words they are unable to spell.
- Where appropriate⁵, taught that cursive handwriting can aid spelling skills as joined letters helps in the visual memory of the word.

9.20. Pupils who have significant difficulty with spelling are identified and given extra support.

9.21. In spelling pupils should be taught to:

- Write each letter of the alphabet
- Use their knowledge of sound-symbol relationship and phonological patterns
- Recognise and use spelling patterns
- Write common letter strings
- Spell commonly occurring words
- Spell words with prefixes and suffixes
- Spell words of increasing complexity with competence and confidence
- Check the accuracy of spelling using books, dictionaries and spellchecker
- Pay attention to word families

⁴ Rather than at set Year groups as detailed in the National Curriculum Programmes of study.

⁵ For those pupils assessed as being physically able enough to benefit from being taught cursive handwriting.

- 9.22. Where possible, teachers give attention to spelling during the drafting of work. They should identify a limited number of spellings for attention, ideally ones that demonstrate spelling rules. In addition, following this, these strategies are recommended:
- Ask pupils to have a second try at a word, giving a clue to help them identify the aspect of the word which is giving trouble
 - Draw out rules, roots or possible memory strategies such as a mnemonic
 - Ask pupil to record the word for future use
- 9.23. To help with their spelling development, pupils also use fun and engaging software such as 'Education City'⁶ and 'Lexia Core 5'. 'Lexia Core 5 is a reading development programme using a systematic and structured approach to the teaching of reading, and which also includes Spelling and Grammar (SPAG) practise and instruction under its 'Structural Analysis' strand.

Handwriting

- 9.24. Handwriting at Chadsgrove is taught on many levels. From gross motor skills development to fine motor skills and then to specific handwriting, we are able to address many skills at an individual level.
- 9.25. Within gross motor skills, supporting strategies such as music and movement, PE and large scale body movement, as well as links with Occupational Therapists and sensory development ensures that pupils are able to improve their arm movements as well as their core stability.
- 9.26. Teachers are conversant with the developmental stages of the handwriting process and understand that these may happen before and after the current chronological age of their pupils.
- 9.27. Teachers provide a wide range of writing materials and variety of paper. Modified writing tools are obtained as necessary, following advice from Occupational Therapists if this is required.
- 9.28. In order to support the development of handwriting skills, teachers:
- Ensure that pupils have a lot of pre-writing experience using paint, sand etc. and the opportunities to make patterns and shapes
 - Ensure that young pupils are taught the correct letter formation
 - Teach and practise letters, made from a similar formation, in groups
 - Teach pupils how to join letters beginning with the letters of their name, followed by blends and digraphs in order to help develop spelling skills
 - Teach that the join line is made by a horizontal or diagonal line and goes to wherever the next letter begins
 - Encourage pupils in points of good practice when handwriting, bearing in mind the following:
 - Ensuring a tidy surface at a good working height
 - Maintaining good posture
 - Choosing the correct writing tool
 - If possible, using a tripod grip and having a consistent choice of hand
 - Knowing the importance of good lighting
 - Knowing that writing goes from left to right, and top to bottom of the paper
 - Forming each letter correctly
 - Remembering that height differentials aid legibility
 - Remembering that all letters in a word do not have to be joined and that pen lifts occur naturally every 4-5 letters
 - Different forms of handwriting are used for different purposes e.g. print for labelling maps or diagrams, a faster script for notes

⁶ The English/Literacy strand of 'Education City' provides fun and engaging learning activities and games to teach spelling rules and word lists as outlined in the spelling Appendix to the National Curriculum English Programmes of Study.

- 9.29. Practical help is given to those pupils who are left-handed e.g. softer writing points may be needed to prevent piercing the paper due to the difference in movement from a right-handed user.
- 9.30. Keyboard skills are taught as well as handwriting to enable pupils, where appropriate or necessary, to record and present their work, in a pleasing form, using a word processor.
- 9.31. Handwriting is complex. It requires the coordination of multiple skills on a physical, perceptive and cognitive level. Many of our pupils find handwriting particularly challenging due to the nature of their physical disabilities. Therefore, some pupils, for whom handwriting or typing is particularly challenging or a physical impossibility, use alternative methods to record their work and ideas, such as 'Dragon Dictate' dictation software, or may need to have an adult scribe for them. For the same reasons, many pupils will only develop a pre-cursive (print) style of handwriting, and so it is for teachers to assess whether it is appropriate to teach pupils a pre-cursive or cursive style of handwriting.

Drama

- 9.32. To participate in a range of Drama activities pupils are taught to:
- Use language and actions to explore and convey situations, characters and emotions
 - Create and sustain roles, working individually and with others
 - Use dramatic techniques when scripting and performing
 - Where appropriate experience drama through theatre visits and in school performances
 - Evaluate critically performances of drama that they have watched or in which they have taken part

Standard English

- 9.33. Pupils are given opportunities to develop their understanding and use of standard English and to recognise that:
- Standard English is distinguished from other forms of English by its vocabulary and by rules and conventions of grammar, spelling and punctuation
 - The grammatical features that distinguish Standard English include how pronouns, adverbs and adjectives should be used and how negatives, questions and verb tenses should be formed: such features being present in both the spoken and written forms, except where non-standard forms are used for effect or technical reasons
 - Differences between the spoken and written forms relate to the spontaneity of speech and its function in conversation, whereas writing is more permanent, often carefully crafted and less dependent on immediate responses
 - Spoken English is not the same as received pronunciation and can be expressed in a variety of accents

10. Training/ CPD

- 10.1. Staff at Chadsgrove are trained and empowered to deliver high quality English sessions.
- 10.2. Training needs are identified through the monitoring process and performance management cycles. If there has been any significant statutory changes then subsequent training needs will be addressed as necessary. If teachers have requested any training needs then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.
- 10.3. Staff training takes place during INSET days, staff meetings and informal meetings. External training also takes place as appropriate.

10.4. Pedagogical expertise is a key component of the successful teaching of early reading, and so staff at Chadsgrove are trained and empowered to deliver high quality phonics sessions, via Little Wandle Letters and Sounds Revised.

11. Equal Opportunities

11.1. An equal opportunities policy is in place at Chadsgrove School (Policy Number 38). There is no discrimination as a result of race, gender, disability or home circumstances.

11.2. All children within Chadsgrove School have equal access to the curriculum and are given the same opportunity to develop and reach their full potential.

11.3. Pupils have EHC Plans stating the provisions that need to be in place for them and this is adhered to by school staff.

11.4. We endeavour to achieve this by following these guidelines:

- Deliver a curriculum that is relevant and of interesting to all pupils
- Recognise and develop the work and potential of each individual pupil
- Challenge any racist or sexist language and behaviour
- Avoid using language which may give the impression that certain groups of people are inferior
- Ensure that new resources are free from bias
- Ensure that all resources used promote positive images and reflect our multi-cultural society

11.5. At Chadsgrove, appropriate provision is made for pupils who, due to physical disability or sensory impairment, need to use:

- A means of communication other than speech which may include high or low tech communication aids
- Signalong and Picture Communication Symbols
- Non-sighted methods of reading such as Braille and Moon
- Non-visual and non-aural means of acquiring information
- Technological aids for written work
- Adapted equipment or aids to allow access to practical activities within and beyond school

12. Health and Safety

12.1. A Health and Safety policy (Policy Number 44) is in place at Chadsgrove School. All staff must adhere to this school policy at all times.

13. Including Parent Carers

13.1. The important link between home and school should be taken into account, and parent carers should be encouraged and helped to share in their child's reading. We should support pupils where this is not possible.

13.2. Staff at Chadsgrove believe that it is important to work in partnership with parent carers and value the knowledge that they have of their child. The partnership with parent carers is based on shared responsibility, understanding, mutual respect and dialogue.

13.3. Parent carers are encouraged to become actively involved in helping to develop their child's educational programme, for example by contributing to it or carrying on work at home

- 13.4. Homework is set for pupils, where appropriate, and parent carers are requested to support their children in the completion of this
- 13.5. Parent carers are invited to two parents' evenings each year and to the annual review of the EHCP.
- 13.6. Parent carers are sent a termly curriculum newsletter and also receive an annual report of their child's progress in Reading and Phonics, and in the subject of English
- 13.7. Pupil reading record books are used, as appropriate, and these help to inform parent carers about the progress that their child is making

14. Resources

- 14.1. All pupils in school have an enabling environment which includes role play and props, games, books and a variety of reading and writing materials.
- 14.2. There is a large shared English store which include resources and games to support the delivery of all aspects of teaching English, including reading and phonics.
- 14.3. There is a well-stocked and welcoming Library within Chadsgrove. Every class has an allocated Library slot timetabled should they wish to use it. Some pupils are trained as 'Library Monitors' to have the responsibility of keeping the Library tidy and ensuring that books are returned to the correct place on the shelves.
- 14.4. The subject leader orders and labels the resources and all staff contribute to keeping the resources tidy.
- 14.5. Visitors also play a huge part in our English curriculum with drama specialists, immersive story providers and poets being on our extensive list of resources to access to provide exciting and memorable experiences.
- 14.6. Each classroom has a designated reading corner.

15. Pupils with Specific Learning Difficulties

- 15.1. Pupils having Specific Learning Difficulties may be identified by formal or teacher assessment. They should be referred to the SpLD co-ordinator who, together with the English co-ordinator, will set in place a personally tailored programme for each pupil, who will be supported regularly. Other relevant members of staff will be informed of pupils' specific difficulties and be given guidance and strategies which will be helpful in a class situation.
- 15.2. The SpLD specialist teacher has access to a wide range of specialist resources to aid her teaching in her intervention sessions, e.g. Barrington Stokes 'High Interest/Low Ability' reading books specifically designed to support reading for pupils with Dyslexia.

16. Assessment and Moderation

Marking work

- 16.1. Where the marking of pupils' English work is relevant and appropriate we aim to follow guidelines which are flexible for pupils and staff and are in accordance with the school's marking policy:
 - Where possible discuss and mark work together with pupil
 - Mark in a different colour from pupils' work - preferably green ink
 - Mark on the agreed criteria set for that piece of work
 - Mark consistent or common patterns of mistakes and not necessarily every error

- If appropriate, write a comment containing some positive feedback, and one or two constructive pointers for consideration
- If marking is done in the absence of the pupil, return the work within a short period of time.

Formative assessment

- 16.2. Formative assessment occurs when teachers assess all pupils' responses to the tasks set in planned activities through questioning and feedback. In Early Years and in other classes, where appropriate children are observed as they interact in their play, everyday activities and planned tasks. Formative assessments are ongoing and are updated half termly if appropriate.
- 16.3. Pupils with PMLD are assessed using individual targets that are set to link closely to their band on Routes for Learning. Progress is recorded using the Engagement Model and uploaded on to SOLAR.
- 16.4. All data from SOLAR is entered termly on to a school spreadsheet. From there it can be seen how much progress pupils are making and interventions can be put into place if necessary.

Summative Assessment

- 16.5. Children are assessed at the end of Year R against the Early Learning Goals and these are reported to the Local Authority.
- 16.6. Phonics assessments, where appropriate, take place at the end of Year 1 and Year 2, as necessary or appropriate.
- 16.7. Statutory reading assessment data is forwarded to the Local Authority at the end of Key Stages 1 and 2.
- 16.8. In Key Stages 4 and 5, pupils have the opportunity to complete externally accredited courses within their English lessons. We offer a wide range of accredited courses selected to be appropriate to pupils' levels and abilities.
- Some pupils with complex needs on our 'Pre-Formal' pathway will work towards OCR Life and Living Skills.
- Pupils on our 'Semi-Formal' pathway will also experience units from the OCR 'Life and Living Skills' qualification. This OCR qualification is aimed at developing pupils' functional skills and they will cover units specifically covering reading, writing and communication skills, as well as units which also require them to develop, use and apply their literacy skills.
- For our most able learners on the 'Formal' pathway, we offer the WJEC Entry Pathways 'Additional English' course. This course is designed to be taught in units for which pupils earn credits. Pupils can 'cash-in' these credits to complete an Award (8 credits) or a Certificate (13 credits), at either Entry Level 2 or Entry Level 3 which will allow pupils to access further education courses at colleges.
- When considered appropriate, for some pupils we also offer a 'Functional Skills English' Entry Level course, as an additional extension accreditation.

17. Monitoring of Evaluation / Impact

- 17.1. The progress of pupils within reading and phonics, writing, communication and speaking and listening is monitored through:
- Staff observation and discussion
 - The moderation of pupils' work – this may include the analysis of teacher observations and video evidence. Moderation meetings are held annually by subject leaders
 - The tracking of termly pupil targets
 - Analysis of Medium Term Plans by the subject Lead and Headteacher

17.2. All teachers are observed at least once a year by the Headteacher and some of these observations are in English/Literacy lessons. In the English focus year the subject lead will also observe lessons.

17.3. The Governor with responsibility for English is primarily responsible for monitoring the implementation of this policy.

18. Linked policies

18.1. The English policy should be read in conjunction with the following:

- Reading and Phonics (Policy Number 1a)
- Governors Curriculum Policy Statement (Policy Number 22)
- Examinations (Policy Number 25)
- Equality Information and Objectives Policy (Policy Number 38)
- Assisted and Augmented Communication (Policy Number 39)
- Marking and Feedback (Policy Number 98)
- Early Years (Policy Number 27)
- PMLD (Policy Number 26)