



Pendle Community High School & College English Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of English. The policy draws together National Curriculum (NC) guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate. For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for English which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School and College, the English Curriculum offers a highly personalised, flexible and creative curriculum matched to the needs and abilities of each individual pupil. By providing a range of differentiated reading, writing and communication activities, we intend to support our pupils to build self-confidence and self-esteem along with a life-long love of books and reading when they leave school.

We teach specific literacy skills in a highly individualised way and provide pupils with opportunities to transfer these skills across the whole curriculum in preparation for life beyond school. We ensure that pupils 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. We provide the opportunity for pupils to experience a range of exciting and engaging texts drawn from a variety of cultures, traditions and genres, many of which highlight current topical themes such as inclusion and diversity, looking after our planet and empowering women. Pupils also have the opportunity to develop an understanding and appreciation of texts as prescribed in the National Curriculum through the enjoyment of theatrical performances in different settings as well as drama activities in school. We track progress regularly in reading, writing and the spoken word across the Key Stages and use interventions and differentiated activities where necessary. We intend to support pupils to begin to read with fluency by teaching systematic synthetic phonics where appropriate to individual needs.

Through focussed English lessons, we aim to teach:

- Speaking and Listening/ Spoken Word/ Communication skills
- Reading skills - Narrative and Non - Fiction
- Writing skills - Narrative and Non - Fiction
- Spelling
- Phonics
- Grammar
- Handwriting
- Drama

English aims to ensure that all pupils get opportunities to gain knowledge and skills

- 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 communicate as effectively as possible.
- to develop pupils' 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 support pupils in promoting a love of books and reading that they will take with them into adulthood when they leave school.
- 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 e.g. 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 pupils' 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.

Cultural Capital

The English policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent: being safe, having positive health and wellbeing, developing independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the English curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school.

These opportunities include but are not limited to:

- promoting a love of reading through visiting authors and storytellers.
- visits to the theatre, libraries or museums.

- work related learning situations that promote understanding of functional literacy skills needed in their future life beyond school, such as work experience at local firms or the Voc. Ed. Centre Cafe.
- national events.
- themed days e.g. World Book Day.
- whole school productions i.e. 'Charlie and the Chocolate Factory' and 'Alice in Wonderland.'
- presentations and performances such as 'Pendle's Got Talent' and weekly Key Stage assemblies.
- the School Council to represent the views of their peers and speak on their behalf in a formal situation.

Implementation

All teachers at PCHS are teachers of English and as such will ensure that literacy is a focus within their lessons. English curriculum maps and schemes of learning highlight content, learning objectives and progression. Some pupils will also access enhanced personalised timetables to meet specific additional needs if appropriate.

This is provided by:

- a consistent approach to literacy across all subject areas.
- careful selection of texts.
- Whole school agreed approach to the teaching and learning of synthetic phonics using, '*Red Rose Phonics*'.

English lessons are mainly structured to include:

- a stimulating starter activity.
- the sharing of the lesson objective.
- a focussed main activity to include whole class, group, paired and/or individual work.
- a plenary to consolidate, where appropriate.

Independent learners are encouraged to be inquisitive, ask questions and work independently researching topics being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and discovery of the world around them.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

In KS4, English continues to follow the above guidance but follows the AQA accreditation routes for Entry Level Step Up to English and Unit Awards alongside GCSE, where appropriate.

Reading and Phonics

Please see separate reading policy

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 as well as the joy of simply being able to experience the pleasure of enjoying a ‘good book.’ 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 carrying 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.

The English curriculum includes whole class, shared, guided and modelled reading. Age and ability appropriate texts have been carefully chosen to ensure all students have access to the KS3 and 4 programmes of study. Some texts are chosen from an earlier Key Stage, as appropriate. Through exploring and analysing texts, students learn that reading is purposeful, exciting and fun. This is enhanced by themed days and celebrating World Book Day.

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. 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 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, then progresses to meaningful marks, writing well-formed letters and sentences then 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 pupils have access to the curriculum and strategy.

This might include how to

- plan, draft and edit a story (whether this is creative writing, narrative or descriptive writing)
- understand the difference between an informal and formal letter
- learn how to set out, plan and write a newspaper report
- understand what is meant by writing in the first person and the third person
- gain understanding of a diary, blog or vlog
- write a non-chronological report
- write about a point of view.

Guided writing is an integrated part of the curriculum, where pupils work in small, ability appropriate groups supported by either the teacher or a teaching assistant.

Through the teaching of non-fiction writing and cross-curricular writing, pupils 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

Teachers are advised to follow a sequence for teaching guided writing which is as follows:

- a) Establish and share clear objectives
- b) Provide examples
- c) Explore the features of the text
- d) Define the conventions
- e) Model how it is written
- f) Compose together
- g) Scaffold the first attempts – writing frames
- h) Independent or supported writing – drafting and editing
- i) Draw out key learning – plenary
- j) Review

Where appropriate, students use wipe boards to plan and draft their sentences before committing to paper.

When pupils are ready to write independently, they are taught to write sentences by:

- saying aloud what they want to write
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

Pupils progress by:

- sequencing sentences to form short narratives
- reading aloud their writing loud enough to be heard by peers and staff discussing what they have written with peers and staff.

Spelling

At Pendle Community High School pupils often exhibit delayed phonetic development. The school has adopted the systematic synthetic phonics approach '*Red Rose Phonics*', taught as a discrete session every day. *For further information, see the Reading policy.*

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

Pupils are also encouraged to:

- have a go at guessing and then look up an unfamiliar word,
- 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 themselves 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 'Onwards and Upwards' writing assessment documents.

Pupils 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*) Pupils 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

Handwriting and accessible recording

Mark making and handwriting are taught to pupils in a variety of ways, ranging from marks made in different sensory experiences such as rice, shaving foam or sand, either independently or with support, to the production of legible letter formation.

Pupils can choose whether they use a pen or a pencil for their written work and we have handwriting pens and grips available for pupils whose writing will benefit from their use.

Across the curriculum, pupils are reminded about good presentation and legible handwriting, where appropriate, in all their written work. Pupils who find handwriting difficult are encouraged to present their work using an accessible recording alternative, e.g. a laptop, audio recording, tobii dynavox or iPads.

Oracy and Communication

Great emphasis is placed on all pupils being given 'a voice' through the development of language and communication skills. We recognise that spoken language underpins the development of reading and writing and the sounds and language that our pupils hear around them is vital for developing their communication and oracy skills.

Our independent learners are taught and supported to:

- enhance their receptive and expressive language skills.
- 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.
- understand the differences between formal and informal language.

We believe that all pupils at PCHS&C have certain rights as communicators and 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
- have a voice

Speech and Language Therapists have devised individual speech and language programmes (Communication Profiles) for pupils who need additional support in this area and almost all pupils have a communication or speaking and listening target on their IEP. Some of our pupils use PECS, talking tiles and theme boards; others are supported by using Makaton, Colourful Semantics or other visual aids to ensure they are able to communicate their needs and feel heard.

There are students in school who have VI (visual impairment), HI (hearing Impairment) and MSI (multisensory impairment) and to support the outcomes for these students, staff are supported by a specialist teacher for VI, HI or MSI. This support includes training in Braille, Moon, British Sign language (BSL) and the Deaf Blind Manual. This is further facilitated by resources such as a Braille, 'Zychem' Zyfuse Heater, loans from RNIB and Moon Cat series.

School 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 EdTech advisors for support and advice with new technologies, including apps such as TD snap to enhance AAC communication opportunities and Eyegaze/ Communication hardware as personalised approaches for some students.

Meeting the needs of all pupils within English

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within English e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation

The subject of English is allocated the appropriate amount of time, considering NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables.

Impact

As a pupil progresses through the school, English lessons promote the development of reading with fluency and understanding, together with a deep enjoyment of books and stories which they will take with them when they leave school. In addition, throughout their learning journey, emphasis is placed

on how pupils apply their literacy skills across the curriculum and use them in everyday situations: for example, reading and following a recipe in food technology; sequencing a timeline in history; using labelling language in science, reading timetables in maths and following directions in PE. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving their literacy skills. Pupils will begin to recognise that the use of language and literacy is essential to daily living. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by educational visits which provide opportunities for further relevant and contextualised learning.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation.
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner.

Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of English
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of English
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the English curriculum has a positive effect on all pupils with SEND
- ensure that the English curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that all pupils feel connected, and acknowledging that we all connect differently. Therefore, enabling a total communication approach that supports pupil to connect in the right way for each individual.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the geography curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in English
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. e.g. conducting risk assessments for the subject and associated educational visits.

Appendices:


Subject Maps for Key Stages 3 & 4

1. Schemes of Learning

Links with other policies

- Reading Policy
- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

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Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	