

Policy Connections

The policy should be read in conjunction with the Curriculum & School Organisation policy, the Supplementary Guidance for Policies (covering Philosophy & Ethos; Audience; Monitoring & Evaluation of Curriculum Subjects; Assessment, Recording & Reporting and Supporting Learning Beyond the Classroom), Schemes of Work and subject mapping for English- which set out in detail what pupils in different Key Stage ability ranges will be taught as well as the policies for Language and Communication, Reading and Writing (including handwriting).

Aims and Purpose of Study

English at The Loyne Specialist School is a core subject. It is a tool for everyday life, helping pupils to communicate their ideas and emotions to others through speaking and writing and experiencing others communicating with them through reading and listening. Using the National Curriculum Programmes of Study for English it is our aim:

1. To enhance pupils understanding in both spoken and written forms.
2. To develop pupils language as a means of communication, through spoken language (including speaking and listening), reading and writing.
3. To develop pupils powers of imagination, inventiveness and critical awareness, through reading, writing and drama.
4. For pupils to experience a rich and varied literary heritage

These aims are consistent with our school philosophy and take account of Local Authority curriculum guidance National Curriculum for English Statutory requirements.

Programmes of study

English comprises 3 Programmes of Study. The statutory requirements for each Key Stage are outlined below:

Key Stages 1, 2, 3 & 4

There are 3 areas of study delivered throughout each key stage, which should be taught as an integrated programme:

- **Spoken Language**
- **Reading (word reading and comprehension)**
- **Writing (transcription and composition)**

Spelling, vocabulary, grammar, punctuation and glossary

The National Curriculum for English contains two statutory appendices that provide an overview of the specific features that should be included in teaching the above programmes of study. Opportunities to enhance pupils' vocabulary arise naturally from their reading and writing. Pupils should be taught the vocabulary that they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these are integrated within teaching. Key vocabulary, therefore, is identified on each medium

term plan for English.

Each Programme of Study is differentiated in order to allow all our pupils to access the content in a meaningful and realistic way. The Curriculum Organisation Policy requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work and further details of this can be found in the Schemes of Work for each key stage.

Method of delivery

The curriculum organisation and structure is outlined in the policy document entitled 'Curriculum and School Organisation'. The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

Pupils in Primary and Secondary are taught in class groups and have 2 timetabled English lessons a week. The range of genres covered is taken from the National Curriculum Programmes of Study for Years 1-6 to ensure breadth and progression and is delivered over rolling programmes. Learning objectives are identified from the National Curriculum programmes of study, tracking back to earlier years, P scales and 'Towards the National Curriculum for English' as appropriate. These are taught using age appropriate texts, resources and activities. Further details of this can be found in the Schemes of Work for each Key Stage. It is also accepted that some pupils do not access all lessons owing to their personal timetable, taking into account inclusion and therapy sessions. Specific skills for individual pupils linked to reading, writing, phonics, handwriting, spelling and grammar are also taught in discrete PLOT (Personalised Learning Outcome Time) sessions. On occasions a class group may be identified that would benefit from more discrete Literacy teaching time and the class teacher will deliver up to 5 Literacy sessions a week.

Classes access the range of work from the National Curriculum as follows:

Class	Breadth of study from the National Curriculum 2013 (text types)
Smart Start (EYFS)	Early Years Foundation Curriculum, Development Matters Guidance
Primary	Years 1, 2 & 3
Secondary	Years 4 & 5

Early Years Foundation Stage

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development and communication and language give pupils opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' supports the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 English curriculum.

Key stages 1, 2, 3 & 4

English is planned and delivered as outlined in the schemes of work and subject mapping and as practical and appropriate elements within the wider curriculum areas, ensuring progression throughout the department. Pupils are taught in their class groups and teachers plan a unit of work, which outlines the texts and learning objectives. The short term planning specifies the activities and the focus for each lesson. PLOT is used to deliver specific learning outcomes linked to Literacy for pupils where appropriate.

Further Education

Students continue to develop literacy skills through schemes of work derived from their ASDAN accreditation units of work to embed and generalise functional skills alongside Entry Level descriptors. Students develop their awareness of a variety of literature by accessing texts, selected for their relevance to student maturity, chronological age and individual need. Most student's access studies at the relevant Entry Level in Literacy and, in addition to this, students will access relevant ASDAN challenges appropriate to their cognitive understanding, to gain credits towards obtaining their Personal Progress Award or Bronze and Silver Awards. Some students will gain functional skills accreditation in literacy throughout their 3 year course.

Policy reviewed:	May 2018
Reviewed by:	Clare Bennett
Review Date	May 2022