



Teaching of English Language Protocol 2019-20

Intent

English is the principle means of communication for most who live in our country.

As a result, it is expected that we communicate with each other and understand others through the use of this language.

We recognise that English is a fundamental life skill enabling students to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education. We believe that English skills are a necessary preparation to allow our students to effectively engage in further education and training, employment and ultimately maximise independence.

English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding, thereby contributing to one's ability to engage with the world around them and achieve greater levels of personal wellbeing.

Students come to Abbot's Lea School with varying levels of language skill which we extend and deepen by providing them with a variety of language experience.

It is our intent that all English teaching will contribute to development in the following areas:

- Speaking and Listening
- Reading
- Writing

Speaking and listening

We aim that students will:

- Express their needs and emotions through vocalisation or a range of communicative movements and gestures
- Think critically and logically
- Order their thoughts and express them clearly
- Develop skills of oracy giving the students confidence and understanding, equipping them for work and leisure
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others
- Communicate in varied circumstances for different audiences and purposes
- Have suitable technical vocabulary to articulate their responses

Reading

The development and progress through our English scheme provides the opportunity for our students to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text.

Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation either through handwriting or another means.

We aim that students will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues. We recognise that many students with ASD sight-read. We support this with Precision Teaching.
- Have an interest in books and read for enjoyment, which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Writing

We recognise that for many of our students writing presents a considerable challenge. We aim that students will:

- Develop fine motor skills to make marks and progress to cursive handwriting
- Produce simple words to convey meaning progressing to linked sentences to convey meaning.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well formed handwriting

Implementation

The above aims are developed through a consistent approach to learning across all Key Stages.

We use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our students. Our principal aim is to develop students' knowledge, skills, and understanding.

In EYFS we teach via continuous provision. In Key Stages 1 to 5 we do this through a discreet daily lesson.

In all classes students have a wide range of abilities, and we seek to provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the child. Members of staff have high expectations that all students can achieve their full potential. HLTAs and Teaching Assistants work in every class, supporting all ability groups, specific individuals or groups of students, ensuring that work is matched to the needs of the child.

Target Setting

Targets are set termly in collaboration with parents and published using My Plan. For English, targets are based on academic progress based upon formative assessment within that term and will include links to Life Skills and Specialist Support. Students are made aware of their own individual termly targets in English in discussion with their class team and family.

Speaking and Listening is developed through:

- Baselining and recognising each student's language needs on their placement at ALS through EHCP analysis, communication with families, SALT and other agencies.
- The use of communication strategies including TEACH to support communication and literacy skills using symbols and individual timetables.
- The use of communication aids where appropriate – for example iPad and software such as Chatta
- The use of AAC supports such as PECS as recommended by SALT
- Close relationships with the SALT team and “in house” support to advise upon universal strategies including Blank Level work
- ASD curriculum resources such as Socially Speaking and Eklon Language Builders to promote oracy
- Providing a range of opportunities for students to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical or contentious issues, both parochial and world-wide.
- Show and Tell sessions or News Sharing when students are encouraged to speak to their assembled classmates.
- Interviewing and hot seating carried out as part of a topic or project.
- Participation in Department Assemblies and school productions

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for students to select from, for information and entertainment.
- Use of structured reading schemes – Oxford Reading Tree up to stage 19 and Pearson Phonics Bug up to stage 6 for direct teach of early phonics.
- Regular one-to-one reading support for all students who have not yet reached the stage of being able to read independently.
- A daily programme of word recognition development in Early Years, Key Stage 1 and Key Stage 2 through the use of Letters and Sounds. This is continued in Key Stages 3,4 and 5 where support is still required.
- The use of multi-sensory tool kits to develop phonic knowledge through Letters and Sounds Phase 1-5.
- The use of Accelerated Reader as appropriate to motivate and monitor progress. A rich range of free readers are available for this including Dyslexia friendly books such as those by Barrington Stokes.
- Opportunities to read in an informal way throughout the school day for example from the SMART board, school displays and consistent labelling of all classroom resources.
- Regular Guided Reading is developed throughout the school.
- Celebrating reading successes in whole school activities such as the Festival of Learning and discreet reinforcement such as labelling on classroom doors “We are reading ...” information posters.
- Daily 15 minute planned read sessions where staff read to students
- The use of interventions such as Lifeboat
- The use of electronic software such as Phonics Bug, Phonics Play and Education City

Writing is developed through:

- A therapeutic approach to develop core skills for handwriting through Occupational Therapy practice
- A stimulating thematic curriculum creating wonder and awe and an inspiration to write
- A wide range of contexts for writing from role play to assembly productions.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative writing.
- The promotion of oracy through Talk for Writing and Elklan Language Builders
- The use of interventions programmes such as Write From The Start
- Positive reinforcement and celebration through the use of Writing Champions and whole school celebrations such as The Festival of Learning.
- The use of ICT

Phonics and Spelling are developed through:

- A whole school approach following synthetic phonics using Letters and Sounds. In the Primary Department this involves teaching a daily four-part lesson with the students learning their phonics in 'phases'. Student in the Secondary Department have bespoke phonics teaching as specific to each class and student's needs.
- The use of interventions such as Precision Teaching
- The marking of work and feedback to students using clear pedagogy stamps
- Sound-symbol relationships.
- The teaching of regular spelling patterns and non-standard forms.
- Vocabulary associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, personal spelling dictionaries etc.
- Learning of core spelling lists through a clear strategy of primary communication needs such as name and preference (yes / no) to National Curriculum spelling lists at an appropriate stage
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Communicate in Print to develop picture / word recognition

Handwriting

At Abbot's Lea School we acknowledge that handwriting is a difficult and complex skill to master. It is explicitly taught to students from EYFS to KS5 Students are encouraged to make marks, develop pencil control and grip before progressing onto cursive handwriting skills.

Cursive letter formation is promoted at Abbot's Lea School as recommended by the British Dyslexia Association. Continuous cursive encourages one flowing movement. By making a number of letters into one movement, the hand and fine motor skills, much like the brain 'remember' the shapes made. Over time, these newly learnt shapes move into our muscle memory, making writing easier and more automatic for students.

Handwriting is developed through:

- The Principles of Handwriting Development Occupational Therapy best practice strategies to improve attention and physical development (see Appendix 2).
- A variety of Sensory Integration opportunities to develop mark making for those at pre writing and ready to write stages
- Use of Journey to Cursive handwriting scheme to support a structured and consistent teaching programme.
- The use of interventions such as Write from The Start
- The use of physical supports such as sloping boards, pencil grips, triangle grip pencils, spacers and letter formation models
- The number of teaching and practice/application sessions reflects the key stage and needs of the students.
- Consistent reinforcement through modelling and feedback

- Consistent displays throughout the school buildings of correct formations including a mixture of printed and handwritten display materials
- The use of ICT programmes as appropriate

Homework

We acknowledge that home learning is a challenge for our students who are often rigid with home / school routines. We value the effect that input from home has on a student's motivation and attainment and therefore create exciting termly home learning projects where students are able to choose an activity which suits them whilst still developing opportunities for:

- Reading
- Developing sight vocabulary.
- Developing spelling skills and knowledge.
- Reinforcing class work.
- Preparing work for use in literacy and other lessons.

Resources

There is a wide range of resources to support the teaching of Literacy across the school:

- Each classroom has a store of books for a class library or reading corner in The Primary Department. In the Secondary Department shared areas of books are accessible to all classes.
- All classrooms have access to dictionaries.
- Each classroom displays subject specific vocabulary which students are encouraged to use regularly.
- Book banded guided reading are stored within each Key Stage.
- All classes have access to flash cards, phoneme frames, word fans and magnetic letters and sensory phonics kits to support the teaching of phonics.

Planning

Clear and careful planning is important to the success of the teaching and literacy of English . This is based upon the EYFS Early Learning Goals in EYFS and Key Stage 1 and on the National Curriculum Framework (2014) for Literacy to ensure coverage across Key Stages 2-3. At Key Stages 4 and 5 accredited learning informs the planning for each class.

Abbot's Lea School using a holistic planning approach incorporating Academic , Specialist Support and Development of life Skills. Key Stages plan their units of work in a way that supports good cross-curricular links through thematic planning.

Planning is collaborative within each Key Stage to draw on the skills of all teachers. Academic planning is documented thematically by term. Teachers plan to include a range of ASD teaching strategies including Sensory Integration., audio, visual and kinaesthetic techniques. The use of Rising Stars outcomes ensures sequential teaching across the Key Stages.

Impact

The impact of our teaching and the students learning is monitored using a variety of progress measures including:

Monitoring

- Student voice
- Book Scrutiny

- Lesson Observations
- Learning Walks
- Data Analysis
- Discussion with families
- Moderation Meetings
- Collaborative planning and feedback

Assessment

Assessment is a vital part of planning and teaching English. It is both formative and summative. Our students work is bench marked against the Early Learning Outcomes in months and years in EYFS and Key Stage 1 and P Levels and National Curriculum Age Related Expectations through the use of Rising Stars for students in Key Stages 1-3. For those students in Key Stages 4 and 5 accredited learning specific assessment is used.

Formative

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying students's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused marking.
- Use of sequential learning records using Class Room Monitor and Learning Journey
- Short assessment tasks at some stages (more prevalent in Key Stages 4 and 5 for accredited work)
- Keeping notes on those achieving below or above expected outcomes.
- Individual reading records.
- My Plan termly reviews and updates

Summative

This provides end of year information on students' progress.

- Standardised Scoring using Star Reader
- Statutory Phonic Checks in Years 1 and Year 2.
- SATs tests are set in accordance with legal requirements at the end of KS1 and end of KS2 for those that meet statutory criteria.

Reporting to Parents

Parents are given the opportunity to discuss English with their child's teacher through Progress meetings every term during the development of My Plan. Parental contribution is highly valued and parents are encouraged to communicate with the school at any time via agreed communication routes including weekly Friday Morning Coffee Mornings.