



## **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.

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 Eiklan 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
- 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 Phonics Bug. 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 Phases 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

**Phonics** - all students will be taught phonics through dedicated and well-organised phonics lessons. These lessons will take place daily. Phonics Bug is the main programme used by our staff. It is designed to

help practitioners to teach students how to decode letters and sounds and how to make meaning of the words they decode. Phonics Bug is taught using our physical resources and the online Bug Club platform. In our setting, many of our students continue to master phonics beyond Key Stage 1. It may also be used as an intervention programme in older areas of the student population.

**Guided Reading** - all students will have the opportunity to take part in a shared reading experience in small groups. This will be weekly. This may be as part of a lesson, other than English

**Shared Reading** - the whole class share a text with specific reading skills or features of differing genre being taught. This will be weekly. This may be as part of a lesson, other than English

**Individual Reading** - students read decodable reading books. This may be a physical reading book, or an online book. Every student will read with an adult every week.

**Reading Aloud** - students are encouraged to read aloud to a variety of audiences. This is as appropriate

**Story Time** - the teacher reads aloud reading material that is age appropriate and of interest to the students. This will happen at least 3 times a week.

**Home-School Reading** - students choose decodable books from school and families are encouraged to hear their students read these several times a week. The home-reading book will be changed weekly – either physically or online.

**Reading Resources** - reading resources will be updated every year in order to provide a language rich environment. They will also be matched to our Curriculum Maestro resources

**Assessment** - students are assessed formatively daily. Their progress will be updated at least termly.

**Phonics** – a screening will take place in Term 1 and Term 6 of each academic year, where relevant.

**Reading Age** - GL Standardised Reading Age assessment will take place in Term 1 and Term 6 of each academic year, where possible.

### **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

### **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.

### **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 (2021) 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' progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused feedback
- Use of sequential learning records using Evidence for Learning
- Short assessment tasks at some stages (more prevalent in Key Stages 4 and 5 for accredited work)
- Individual reading records.
- My Plan termly reviews and updates

## Summative

This provides end of year information on students' progress.

- Standardised Scoring using GL Assessments
- 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. Parents also have access to ongoing updates via access to assessment frameworks on Evidence for Learning.