



North Ridge High School

English Policy

Curriculum Policy for English 2020

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write to the best of their ability, 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. Reading also enables pupils both to acquire knowledge and to build on what they already know. Language and communication skills are essential in enabling students to participate in society.

Overview

Every student has the statutory right to access literacy teaching until the age of 16. At North Ridge, we expand this into our KS5, until the age of 19.

Pupils are taught to develop and embed core literacy skills, which they are then expected to apply across the curriculum. All teachers are responsible for the teaching of literacy across their curriculum areas.

Pupils should make good or expected progress through high quality planning, teaching and learning, and the use of meaningful, high quality resources.

Aims

Our overarching aim is for all pupils to be able to communicate and comprehend to the best of their abilities. Pupil needs should be met through dynamic, well planned lessons.

We aim to provide students with usable and practical literacy skills that will enable them to function to the best of their ability at school, at home, in leisure activities and at work.

We aim to foster an enjoyment of communicating, reading, writing, speaking and listening.

As far as possible pupils should be able to:

- use the most appropriate form of communication in order to communicate
- express their needs, wishes and be able to make choices
- read easily, fluently and with good understanding
- read for both pleasure and information
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- show competency in the arts of speaking and listening, making formal presentations,

demonstrating to others and participating in debate

Targeted literacy interventions will be used to ensure pupils achieve to their full potential, e.g. inference, phonics and comprehension interventions.

IMPLEMENTATION

Teaching & learning

Key Stage 3

- KS3 follow a three year rolling programme of literacy topics, which allows opportunity to develop the skills outlined in the Primary National Strategy.
- English lessons include discrete weekly sessions of phonics / SPAG (spelling, punctuation and grammar) and guided reading, as well as topic lessons.
- KS3 topics are taught following the 'Talk for Writing' structure, with a 'cold task' assessment followed by three stages: imitation, innovation, invention, before completing with a 'hot task' assessment.

2 lessons per week: guided reading / sensory story

1 lesson per week: phonics

3 lessons per week: topic

Key Stage 4

- KS4 follow a two year rolling programme of AQA literacy topics. Lessons should include a good balance of reading, writing and speaking and listening.
- Guided Reading should be taught discretely on a weekly basis. Strategies should be used to develop pupils' reading skills.
- Discrete and/or inclusive teaching of phonics, spelling, punctuation and grammar should form a core part of English lessons where appropriate.

KS5

- KS5 follow a three year rolling programme of ASDAN PP (Personal Progress) and UAS (Unit Award Schemes) ASDAN units.
- Literacy skills are also taught and embedded through work-related learning opportunities in the school café, community café, community shop and hospital placements.

Experiential & ASD

- Experiential pupils follow a four year rolling programme, which develops pupils' core literacy skills through a focus on communication. Students' learning focuses on developing communication skills through using a range of gestures, signs, vocalisations, body language, gesture and making choices. Students are given experiences through age appropriate stimuli and resources, activities and experiences.

Where appropriate pupils will use AAC (Alternative and Augmentative Communication) to develop their literacy and communication skills. These will be embedded throughout the school day as well as used effectively within literacy lessons.

Handwriting should also be taught where appropriate, see separate policy for more information.

Planning

Planning will be in line with the school planning policy. Lessons will cover topics set out in long term plans and teachers will follow the guidance provided in Rubrics.

Lessons will include a breadth of reading, writing and speaking and listening / communication activities.

Planning will have clear learning objectives, success criteria and be suitably differentiated. ICT will be used for cross-curricular opportunities linked to reading, writing, speaking and listening.

Baselining:

Pupils must be baselined for reading using Running Records and/or Pira.

Once you have established which reading level a pupil is working at, use reading assessment sheets to inform planning for reading:

<R:\English\Reading\Guided Reading\Planning and Assessment Sheets>

<R:\English\Reading\Guided Reading\Book Band Levels.pub>

Pupils must be baselined for phonics using the North Ridge Phonics assessment. When you have established which stage a pupil is working at, use 'Letters and Sounds' to inform planning:

<R:\English\Phonics\North Ridge Phonics Assessment.docx>

IMPACT

Knowledge, Skills and Understanding

Pupils will be familiar with reading and exploring a wide range of text types.

Pupils will be able to write / produce a range of fiction and non-fiction texts.

Pupils will be able to express and share their viewpoints and understanding, needs and wishes.

Assessment, Recording and Reporting

KS3:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool
- North Ridge Phonics assessment
- PIRA assessments (progress in reading assessments)
- Running Records (reading assessment)

KS4:

- Work files
- Accreditation (AQA Entry level / Level 1 certificates)
- ASDAN Transition Challenge / Bronze
- B-Squared assessment
- North Ridge Phonics Assessment
- Running Records Assessment

KS5 / ASD / Experiential:

- Work files
- Learning logs
- Classroom monitor assessment tool
- B-Squared assessment
- ASDAN Unit Award Scheme (UAS)
- ASDAN Personal Progress (PP)
- ASDAN Transition Challenge / Bronze
- North Ridge Phonics Assessment
- Running Records Assessment

Staff Development

All staff receive regular high-quality training in English, which is developed throughout the year.

New staff receive training on guided reading, writing, phonics and strategies such as colourful

semantics and narrative therapy, which support the teaching and learning of literacy. Peer mentoring and observations are well used to support the development of staff skills in teaching literacy.

There are regular external CPD opportunities for staff to develop their skills in teaching literacy, which are then used to support other staff around school.

Resources

All planning and lesson resources are available on the staff shared area.

In 'Resources - English' there are a wide range of activities to support the teaching and learning of literacy. This includes: phonics resources, guided reading book resources, colourful semantics symbols and boards, narrative therapy symbols and boards, as well as topic resources.

Each topic has a topic book, which includes texts and examples of resources and activities.

The library has a wide range of texts, including a selection of sensory stories and banded books to engage readers of all abilities.

There are two teaching assistants responsible for maintaining and developing library resources and one teaching assistant for English resources.

Monitoring and evaluation

The Executive Head teacher, Head teacher, Assistant Heads, the English Co-ordinator, Assessment Co-ordinator and teachers, monitors English, having identified priorities, the SMT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 27/1/2020

Date of review: Jan 2022