

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR ENGLISH



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Review of Policy

This policy will be reviewed in consultation with staff, parents and governors on an annual basis unless changes of circumstances or legislation requires it to be amended earlier.

This policy was adopted by:

Signed:
Headteacher

Date:

Signed:
Chair of Governors

Date:

Communication/English Policy

The policy has been drawn up after consultation amongst staff and external agencies.

Coordinator – Jan Barnett.

Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential
-

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Aims and Objectives

Language and communication are at the heart of children's learning. They are central to personal, social and emotional development and to learning across the curriculum. The ability to communicate gives children the capability to participate in society and provides the foundations for teaching and writing development.

The English curriculum aims to develop pupils:

- Understanding and interpretation of the environment,
- Listening skills,
- Ability to build relationships,
- Ability to communicate as effectively as possible, see Appendix 1
- Ability to make choices,
- Understanding that the written word carries meaning.
- Auditory and visual perception skills,
- Fine motor skills and hand/ eye co-ordination,
- Early reading skills as appropriate,
- Confident communicators.
- Reading, writing and spelling skills.

Roles and Responsibilities

All members of the teaching staff have a responsibility for the teaching of English and they need to ensure that their knowledge is continually updated. The school has an English coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;

- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the Headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for English and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

Organisation

Each Class caters for a broad range of abilities and students are organised into class bases predominantly from the same Key Stage. Portfield school has its own skill based schemes of work developed using areas of learning and National Curriculum orders.

Speech and language therapists provide advice and guidance re communication and language development; they are supported by a speech and language therapy assistant.

The school also provides additional support for reading and communication.

Planning

The school meets its statutory requirement in relation to planning according to the Foundation Phase and National Curriculum. There is a 2 year cycle of topics for Nursery/reception and Years 1 and 2, and a four year cycle for Key Stage 2. This provides a broad and balanced curriculum at a pace that is meaningful to our students.

There is a three year cycle for KS3 and two year cycle for KS4.

KS5 use “Moving On” curriculum with accreditation through ASDAN, and OCR examination boards.

Termly schemes of work support teaching and learning objectives that are taken from the schools skills based curriculum.

Targets for individuals are set using the Revised Areas of learning including the National Literacy Framework, where appropriate.

Arrangements for monitoring delivery of the curriculum

The curriculum is delivered through a cycle of topics and consideration is given to the coverage, within that cycle, of different genres and experiences.

At least one piece of pupils’ work or evidence of pupils’ experiences in the areas of Speaking and listening, Reading and Writing are placed in an individual pupil portfolio at the end of each term. Pupils select their own pieces of work, as appropriate.

There are weekly staff meetings when any issues can be raised.

There is an annual monitoring programme by which the Coordinator monitors on a 3 year cycle, ensuring each aspect of English is monitored in depth over time. See below. Annual monitoring reviews all areas of English language, literacy and communication re individual pupil targets.

Planning, teaching and learning and pupils work are monitored in a planned cycle.

2015 Communication Revised Curriculum Oracy

Strategies for Teaching and Learning

In Portfield School we believe each pupil is an individual and this means a need for a flexible approach.

The effectiveness of the teaching / learning situation depends upon;

- The use of appropriate language.
- Time given for response.
- Meaningful, motivating and age appropriate contexts.
- Encouraging and developing positive interaction.
- The use of a variety of communication methods – signing, demonstration, objects of reference, symbols, speech synthesizers, computers, switches.
- The provision of a variety of tools and equipment for mark making and recording, (I.T).
- The opportunities to access a variety of texts and symbols for both information and pleasure.
- Opportunities to practise, reinforce and adapt learned skills in meaningful situations and across the curriculum.

Reading is taught along a continuum beginning with the recognition and sequencing of objects of reference, progressing through pictures, photographs and symbols to phonics, text and reading schemes (for a more detailed description see Appendix 2). All pupils have access to the school libraries.

The writing continuum begins with manipulative skills, mark making, on-screen computer grids/keyboards leading to the written word (see Appendix 3).

Spelling develops through magnetic letter work, writing, reading and word books.

Differentiation

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

Homework

Homework is set on an individual basis. Children who are text readers take words and books home as appropriate.

All children are encouraged to take reading books home to share with parents for pleasure. Communication aides are introduced gradually through structured sessions in school and then parents are given the opportunity to work with staff to ensure a consistent approach when taken home.

Literacy Framework – which focuses on 3 strands Oracy, Reading, and Writing Pupils should be given opportunities, where appropriate, in their studies to develop and apply the 3 strands.

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

Links to Other Subjects

The ability to communicate is the foundation upon which our children's education is based and is cross curricular. There may be a high dependency upon I.T aids to ensure access (see Switch progression guidance in subject file). There is also a strong link between Communication and Personal and Social Development.

Communication helps us make sense of and interact with, the environment and community around us.

Digital literacy is developed in a cross curricular manner supporting the traditional approach to skill development.

Skills – English / Communication

Pupils will be given opportunities to develop their communication/literacy skills across all the subjects.

Skills are clearly targeted in teachers planning using the Revised Areas of Learning/Routes for Learning as appropriate.

Other key skills addressed through the English curriculum are Number and ICT. These are highlighted by the class teacher in their planning.

Teachers assess skills covered in each topic to ensure all aspects of the revised curriculum are addressed over the year.

Curriculum Cymraeg

Curriculum Cymraeg is used to generate motivating activities linked to communication and literacy that are meaningful to pupils.

Resources

A list of resources is shown in Appendix 4.

Class teachers identify resources in their planning and refer any requests to the Coordinator who will prioritise in line with the school development plan. Coordinator monitoring also provides an opportunity to review resources.

Assessment and Recording Procedures

Individual progress and attainment is assessed using a range of assessment tools. Students working below Foundation Phase/National Curriculum Outcome 1 (P1-3) are assessed using

Routes for learning and IEP progress using MAPP (Mapping and Assessing Personal Progress tool) emphasis is placed on ensuring that progress is also recognised across subjects and situations, as well as in its linear form. All students have their progress annually recorded using SOLAR online with reference to P Levels and National Curriculum Levels and notes are recorded at least termly to evidence achievement and use of the skills in a number of situations. Alongside these summative assessments the Revised Areas of Learning are used both formatively and summatively, progress reported annually to parents.

In Year 2, 6 and 9 summative assessment is carried out and reported to parents using Outcomes or National Curriculum Levels; these are also reported to the Welsh Assembly.

At these transition periods there is also particular consideration given to the reading methods used with pupils and progress with reference to future life skills and time remaining in education eg end of Foundation Phase and KS2, transfer from whole word to phonic approach. End of KS3, transfer from reading scheme to life skills/social vocabulary recognition

Targets are set for individuals in English with reference to Routes for learning and the revised curriculum.

Moderation of teacher assessment in April is implemented by the coordinator using the Equals PACE assessments.

I.E.P's are used to plan priority learning objectives for individuals and these are reviewed termly and linked to pupils Statements.

A range of communication assessments as well as individual records are used for formative assessment in communication skills and the results used to inform target setting.

To ensure standardisation of teacher assessment, samples of work demonstrating the progression of literacy and communication skills are available in the subject file.

Anecdotal evidence is recorded and records for specific programmes are maintained such as reading and POPAT (a phoneme awareness programme).

Pre literacy skills are assessed using a specialised assessment (Uffculme).

Emergent readers are assessed using Yorke Early Reading tests and more able readers using York Reading and Comprehension tests.

Use of these assessments cannot be precisely applied so there may be an overlap when a pupil is not completely able to transfer across from one test to the other, in this situation results should be noted for both tests and used as a final assessment and a baseline to progress from.

York Reading tests are completed annually where appropriate and National Literacy tests if applicable. Copies of the tests are available to teachers to use formatively with students if required.

Annual discussions take place with teachers after assessments have been collated.

Marking- Pupils work is usually commented on immediately and a tick or smiley face awarded at the teachers discretion. Pupils can also be presented with a sticker for effort or good work.

Next step learning objectives are noted at the end of pupil work and re-iterated at the beginning of the next task.

Pupils are encouraged to share the results of their effort and if possible give reasons why they have made the decisions and choices they have. In some cases this may be through "Show and tell" sessions or "Plan/Do/Review".

Where appropriate students will experience peer assessment and feedback to each other about their progress.

Assessment for learning strategies are used throughout school. Foundation Phase pupils placing objects on display indicating the activity they enjoyed most, other Key stages using a variety of methods appropriate to the abilities involved eg, pink smiley face, older students writing out their success criteria as “tickled pink” or “green for growth” (see assessment and recording policy for more detail)

Community Links

- Visits and talks from local book club agents.
- Visits into the local community – library, fire station, shops, cafes, leisure centres, theatres etc.
- Educational visits to adventure centres and farm parks.
- Links with neighbouring schools, local Armed Forces base, local college and career training providers.
- World Book Day activities.
- Annual – Shakespeare for Schools Performance
- Participation in national fundraising – Red Nose Day.
- Authors in residence and story tellers.
- National poetry competitions.
- Links with neighbouring respite unit, sharing information regarding communication methods.
- Outreach service:- also providing signing training to other services

Display and Presentation

All displays within school are used to reinforce literacy skills and follow the guidelines of this policy.

Extra-Curricular Activities

Accessible from home are:

- Clicker 7
- Reading Eggs
- Espresso

Health and Safety

Pupils are encouraged to develop positive attitudes towards the safety of themselves, others, tools and equipment.

Teachers carry out risk assessments where appropriate.

Parental Involvement

Parents’ evenings are held termly when they are able to discuss their child’s progress and I.E.P’s.

Parents are invited to attend INSET and information days when possible.

Efforts are made to promote continuity of approach towards the pupils' Communication and English skills development, both at home, school and respite care. Resources to support this are available should parents require them.

The SALT team work closely with parents and staff and will also visit at home to support with communication development

Where appropriate parents are encouraged to listen to their child read at home and reading books are provided.

The School runs a "share a book at home" scheme – pupils choose reading books to read for pleasure with parents.

Home / School books are maintained to pass information back and forth.

Parents are encouraged to ring at any time to make an appointment to discuss their child.

Book club and Book Sale at parent evenings.

Parent visits to classes to see their child's literacy work and learn how to support their child's reading at home.

Equal Opportunities

Reading – Pupils listen to traditional folk tales, stories and poems from different cultures and read about the lives of children around the world.

Oracy – Gender stereotyping is discouraged through role – play and the pupils use a range of multi-cultural resources.

Writing – Pupils write about different cultures and their festivals.

Disabilities – all our pupils have some type of disability, and considering these are part of our everyday school life to ensure pupils access a broad, balanced curriculum to achieve individual objectives. Within the libraries are books depicting people with a variety of disabilities, promoting a positive self image.

Implementing, Monitoring and Evaluating the Policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed annually by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

Appendix 1

Language and communication

LANGUAGE AND COMMUNICATION SKILLS

Aims for teaching Language and Communication Skills are as follows :-

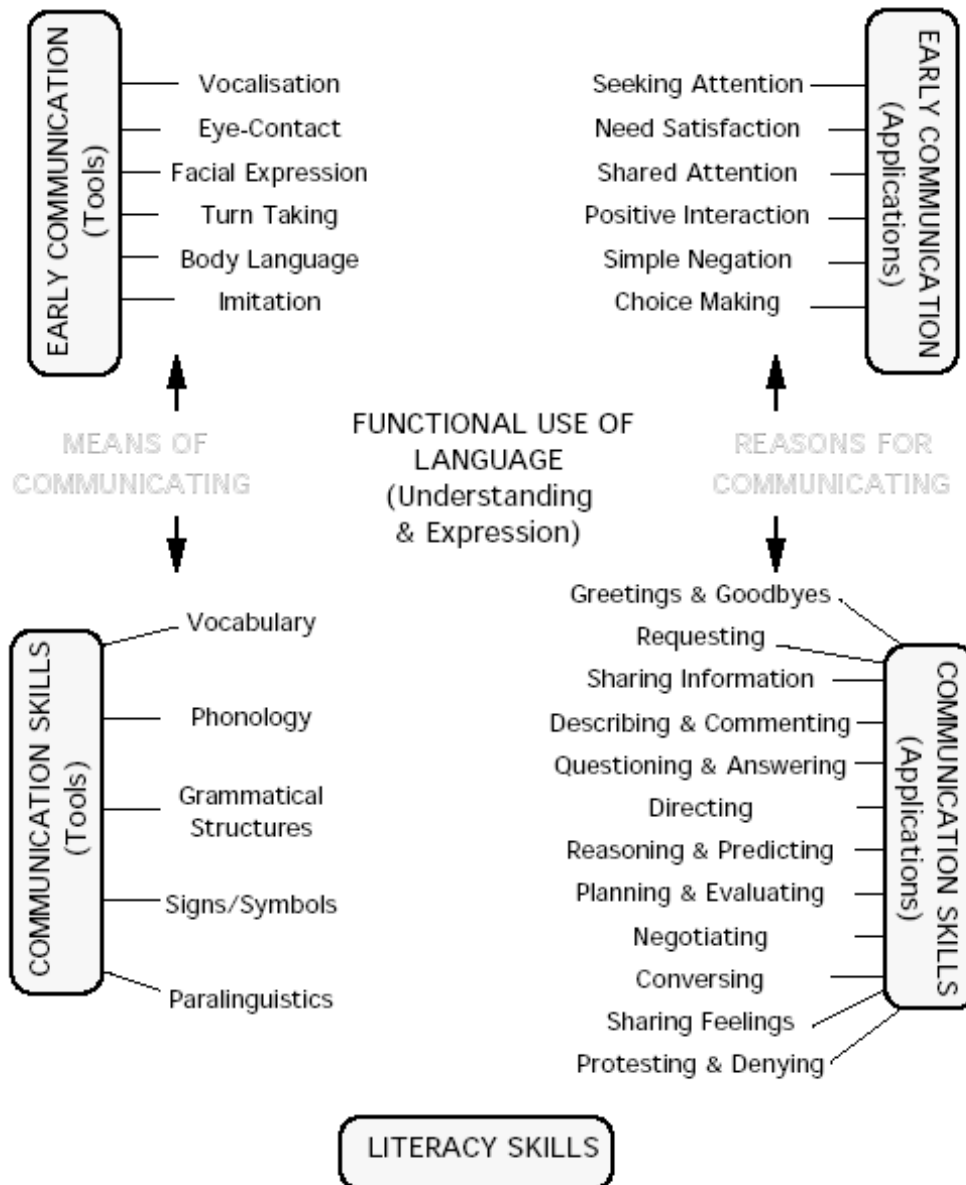
To provide appropriately structured models of communication so that pupils experience the richness and variety of language

To encourage pupils' confidence and desire to initiate and participate appropriately in social interaction

FOR OUR PUPILS TO DEVELOP A
MEANINGFUL AND EFFECTIVE FORM OF
COMMUNICATION

To teach each pupil the skills to communicate in ways relevant to their individual needs within contemporary society

THE CURRICULUM FRAMEWORK FOR TEACHING LANGUAGE AND COMMUNICATION SKILLS



Appendix 2

The Development of Reading

P1-3

Pupils learn to use and recognise objects of reference, actual objects that indicate the start of individual activities e.g. a piece of seat belt to indicate the bus, and sensory cues such as the playing of a particular tune to indicate lunchtime. These objects are readily available for each child and where appropriate are placed in sequence to indicate a child's daily timetable, preferably accessible to the child so that he is able to participate.

Very gradually the size of the objects is decreased and they become representational pieces mounted upon card, becoming more symbolic and eventually symbols, photos and/or pictures are introduced. Pupils have access to "Bag Books", "Storysacks" and various IT based rhymes and stories. Assessment involves the recording of vocabulary /symbols/objects that the pupil understands.

Access to Eye Gaze and Integrex technology develops understanding of cause and effect and can be used to provide for more developed skills.

The use of an early literacy programme provides a framework for the progressive development of language concepts alongside reading development.

P4-6

Foundation phase POPAT is available to support children who need to develop their understanding of the relationship between 3D objects and their 2D representations. This programme helps pupils progress through the stages of object to object, object to picture, picture to picture and picture to text matching.

The children then have the opportunity to build up a "Look and say" vocabulary using words that are meaningful and heard in their daily routines. Uffculme literacy programme is used in the Primary Phase and its strategies used with topic/life skills vocab in the secondary phase. Pupils also have access to Big Books and books about themselves can be particularly motivating.

Phonic awareness is developed through the use of schemes such as Listen and Choose POPAT and the various phonic workbooks and sheets available. The “Jolly Phonics” movement sheet is available in the “English” folder of the “Shared folder” to promote a kinaesthetic approach to learning phonics.

Assessment at this level involves vocabulary lists the Accelerated Literacy early assessment sheets eg letter/sound recognition, concepts of print, whole word recognition and York early reading.

P7 and above.

Accelerated literacy methods can be used, focusing on phonic development and the connection between reading and writing. Accelerated literacy allows pupils to read books across a small range so that in a session pupils can read a book that they find easy (confidence) but also reading a book that stretches them (progression). Accelerated literacy can be used on a one to one basis or its principles included into the whole class approach to literacy.

Older pupils have access to age appropriate reading schemes such as “Livewire” “Tracker”, and a variety of newspapers and magazines. “First News” childrens newspaper is particularly popular and available in KS 3,4 and 5. There is also the “Rapid Reading” scheme which is attractive to older pupils, particularly boys, it includes CD rom stories and has comprehension questions as well as a mixture of fiction and non-fiction books.

“Reading Eggs” is a popular online resource that provides phonic practice to pupils at their individual level and can also be accessed from home.

Assessment at this level will be through the use of “York reading assessment tests” this includes tests for letter recognition/whole word/comprehension passages and is a timed test.

Respect and love of books is encouraged from an early age and pupils throughout the school are offered experience of as wide a range of books as possible.

NB at the end of KS3 those pupils who have not developed their phonic reading ability use the Uffculme strategies linked to functional literacy skills.

“Books” are available throughout the school in a range of formats and include

- Electronic books
- Sensory Bag books
- Homemade books

All classes are encouraged to use the libraries available in both schools. All students should be encouraged to take a book home to share, at least once a week.

(Specialist books for advice or ideas are available in the staffrooms or see Coordinator).

A large number of staff are trained to use “Accelerated Literacy” techniques, please use their knowledge.

This is only a basic guide; please use the experience and knowledge of all staff for guidance and advice.

Appendix 3

The Development of Writing

The process of writing begins with awareness of fingers and hands (Flo Longhorn- Early literacy) and the development of manipulative skills, these are encouraged through dough play, scissor skills, ball play, stacking blocks, jigsaws, finger paint, threading and playing musical instruments.

Activities such as writing in sand, craft activities, Writedance, magnetic letters, Roll 'n Write stencils, L.D.A writing sheets, Handwriting without Tears and the Teodorescue writing programme are all available within school.

Writedance particularly addresses the needs of those pupils who have gross motor issues, there are also a number of books in the teachers library to support teachers awareness of Dyspraxia and its effect on pupils.

Pupils are given the opportunity to use a variety of writing implements in their free play such as, chalk, pencils of various shapes and sizes, crayons and white board markers.

Those children unable to cope with the physical demands of writing have access to symbol or text programmes (Writing with symbols and Clicker) on computer which can be accessed through the usual keyboard or using on screen keyboards/grids and the touch screen monitors. (The preferred font is "Comic Sans") and should not be smaller than 14 point and a 1.5 gap between lines to aid any pupils who may have dyslexic characteristics (recommended font for dyslexia also available on Clicker 7).

Some pupils who have some letter recognition use "Big key" keyboards/IPads and their work can be downloaded to a computer for printing.

Pupils are encouraged to recognise and learn to write the letters in their names and may begin this process by

1. Using magnetic letters.
2. Over- writing solid teacher writing.
3. Over-writing dotted lines.
4. Underwriting with dots to guide for letter placement.
5. Underwriting without dots.
6. Copying adults writing from another piece of paper.
7. LDA handwriting sheets.

Further writing guidance is available in the co-ordinators "Writing" file.

NB. PLEASE WHEN USING A SYMBOL PROGRAMME FOR WRITING OR READING DO NOT SYMBOLISE EVERY WORD. SOME SYMBOLS ARE SO ABSTRACT THE STUDENT COULD JUST AS EASILY LEARN THE WORD SHAPE ITSELF.

THE PAGE BECOMES TOO BUSY. THINK ABOUT THE SIZE OF THE SYMBOLS, COULD THEY BE SMALLER? THIS ALLOWS THE CHILD TO SEE THE WORD SHAPE FIRST AND THEN THE SYMBOL, IF NEEDED.

Spelling

This is an important part of writing. Where appropriate students are encouraged to adopt a "have a go" approach, drawing on their knowledge of phonics and common spelling rules. When teaching spelling, the "look, cover, write and check" method is used, combined with learned spellings of common words.

Dictionary skills are an important aspect of spelling. Knowledge of alphabetical order is crucial and this is an early objective when teaching spelling.

The Development of Speaking and Listening

1. Attention – sit alongside the child in their field of vision and mimic their behaviour (this is to be non – intrusive). At this stage if appropriate also use body signing e.g. touch the child’s lips to indicate she/he is about to be given a drink, or use sound to indicate the beginning of the activity. Create a bank of these signs to keep with the child’s profile.
2. Eye contact – use physical prompting and signing to encourage eye contact and stimulating objects for tracking. Record any reactions to stimulation, to build a profile of possible likes/dislikes, use A.C.A observation sheets (available in Communication/English file).
3. Imitation/ copying – play with the child. Mimic the child’s sounds, movements; use a mirror to encourage the child to copy in a relaxed and fun environment, use the resonance boards to amplify sounds.
4. Turn taking – Use adult to physically prompt or mould the child’s hand for signing. Use finger rhymes, wait for the child to re-initiate (important to wait up to 15 seconds for a response). During circle time – wait for body movement or eye contact etc accept these as an initiation of communication, using your records to identify consistent responses.
5. POPAT – a listening and phoneme awareness programme
6. Sound production – the speech therapy team will help implement programmes for this to give advice
7. Recording – record children’s vocalisations, songs and rhymes and play back to them – Easi Speak Microphones available
8. Cued articulation – see the speech and language therapy team for advice, this is a method of using physical techniques to feel the sounds that the pupil is producing.
9. Basic vocabulary – initial interactions should use minimal language so that meaning is not lost, a vocabulary of nouns should be developed in meaningful, motivating situations (see individual speech programmes, the Derbyshire Language scheme may be useful – available in the staffroom).
10. Picture Exchange Communication System PECS. A number of children use this system which initially involves the exchange of symbols for desired objects, leading on to more complex communicative exchanges (see Comm/Eng file).
11. Signing – the school uses “Signalong”. Signing is used to promote understanding and general language development and with some students is a primary method of communication.
12. ICT aides such as “Go Talks” of various capacities are used by some students and a number of students use a symbol based communication programme, on laptops, called “The Grid II”. IPods / IPads are available for use with pupils and a range of applications, some related to life skills.
13. Signalong classes for staff run periodically

This is only a guide, each child is an individual and Speech therapy advice is available through the Speech and Language therapists.

There are Speaking and Listening resources and files available on request from SALT and the co-ordinator.

Appendix 4

Resources

Speaking and Listening

Computer programmes such as Listen Hear etc. (available from IT Co-ordinator or IT Technician, as well as a full list of I.C.T. programmes).

Wide range of listening CD's, sound lotto.

"Listen and Do" programmes.

POPAT Schemes.

Living Language scheme – Ann Locke.

Derbyshire Language Scheme.

CD players and headphones.

Telemachus.

Signalong sign books, videos, and CD roms.

Tac Pac – sensory programme.

Sensory toys, switch operated toys.

Social Use of Language Programme (SULP), Talkabout – social language scheme.

Language Master machine.

Variety of communication devices, for various requirements.

Big Mac switches.

Childrens microphones

Resonance boards.

Objects of reference vocabulary lists.

WWS symbol CD - for use when making communication books and boards.

PECS communication books / Pics for PECS.

The Grid II

Espresso – IT resource site with lessons, games, videos for all Key Stages

Eye Gaze

Integrex

IPads/apps

Reading

Objects of reference.

Computer programmes – Writing with symbols, Speaking for myself etc see ICT file.

Class libraries.

Big Books – available in the staffroom.

Story sacks

Storyphones

Sensory books

Talking books (computer)

Accelerated Literacy Programme.

Language through reading (LTR)

"see and learn"

Fuzz Buzz.

Oxford reading tree.

Sunshine books.

Rapid Reading scheme

"Tracker Books"

Widgit symbols life-skills modules

"Busy Day"

POPAT.

Magnetic boards and letters.

Telemachus.

Visual stress assessment pack

Focus on comprehension (Collins) Introductory, Book 1, Book 2
Eye Gaze
Rapid Reading - Reading Eggs web programme
Rapid Reading - Uffculme early literacy programme

Writing/recording.

Objects of reference.
Writing implements – shaped pens/pencils, grips, boards, paint brushes
Worksheets.
Sand, dough, and water play.
Jigsaws.
Threading games.
Stacking toys.
Computer programmes – Clicker, Writing with symbols, 2 Simple Writing, Mouse skills.
Roll'nwrite shapes.
Writedance
Handwriting without Tears
Teodorecue writing programme.
Writing stencils.
Alphasmart keyboards.
Touch type programmes
Whiteboards
Gel boards
Adapted scissors. – Scissor assessment kit
Ergonomic pens/pencils – writing aide assessment kit
Pencil grips
Gross Motor skills programme
IPads/movie apps
Clicker 7

These are not definitive lists; please see coordinator about any queries.

Updated September 2017