

ENGLISH

In English we aim to provide all students with a varied, yet flexible programme of learning opportunities to enable them to attain their highest possible level of literacy and oracy. Students are supported, encouraged and shown that they, like their mainstream counterparts, can succeed. Our goal is that students become skilled and confident readers, logical and creative thinkers, assured speakers, sensitive listeners and active readers.

At our primary site, we recognise the importance of reading for all children and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons. The School follows the *Read Write* scheme of work for phonics. Writing is taught through a topic-based approach, as much as possible, in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the English curriculum.

At the secondary site, our overarching aim for English is to promote high standards of literacy by equipping students with a strong command of the written and spoken word. Students can follow a number of courses. Functional Skills Levels 1 and 2 is offered to those not yet ready to follow a GCSE course, to build on and improve literacy skills while gaining accreditation. We offer the new AQA English GCSE in language and literature. Students and parents are involved in the decisions about which course best suits their needs and ability.

Students are assessed each half term through a range of measures:

- **Assessment for Learning (AFL)**
- **Marking**
- **Feedback (both written and oral)**
- **Summative Assessment**
- **Formative Assessment**

Our assessment practices provide information about children's' attainment and progress. They involve marking children's' work and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback. We engage children in the whole assessment process by building self-assessment strategies into our teaching. We will provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests.

These formal assessments include: The Phonics Screening, End of year tests, some statutory tests also that aim to assess whether children achieve national expectations.

We set up half termly meeting with parents/carers to feed back on their child's academic progress and provide opportunities to discuss their child's learning and to highlight any key issues that are affecting the child's performance.

In accordance with our school's policy on Equal opportunities we are committed to ensure all our children have equal access to the English curriculum at the stage appropriate for the individual child irrespective of gender, race, culture and ability. We endeavour to ensure the literature we provide holds high expectations and does not feed stereotypical notions of gender race or ability. The teacher is responsible to plan for all children to participate in the

English curriculum and achieve the best that they can. This will help to ensure an inclusive classroom.

Many of our Children have SEN and we recognise that as English teachers we need to anticipate what barriers to taking part in the lesson and learning may exist and plan ways to minimise these. In English we use a variety of strategies to meet the individual needs of our students.

At Greys, we have 7 teaching assistants their role is to support students with their learning and help them manage their behaviour in a classroom setting. The TAs add value to what English teachers do, and help pupils develop independent study skills and manage their own learning. In the English classroom the teacher is expected to ensure the TAs are fully prepared for their role in the classroom through out of class liaison with teachers.

Effective literacy teaching means that we tackle weaknesses in pupils' literacy by running intervention programmes at our primary, secondary and medical needs sites. Primary will deliver the Read/Write programme with a strong emphasis on phonics, and on the secondary site Rapid English is used to target those with low level literacy upon entry to the school.

With regards to Literacy across the curriculum, teachers of English have a leading role and a major responsibility for providing pupils with the knowledge, skills and understanding they need in order to read, write, speak and listen effectively.

For all other subject areas, they will endeavour to know and understand the literacy levels of individual pupils and provide appropriate opportunities to develop, apply and master these skills. All subjects make a specific contribution to developing pupils' language through the use of subject specific vocabulary, the use of styles of writing that are appropriate to that subject, the need for pupils to access subject specific materials and the special opportunities and demands of the subject.

In developing literacy across the curriculum we aim to enable our pupils to:

- **Communicate precisely and effectively in both speech and writing**
- **Become active and able readers who are engaged, enthused and motivated**
- **Use grammatically correct sentences**
- **Spell and punctuate accurately in order to communicate effectively in written English**
- **Recognise and use standard English**