

Welburn Hall School



English Policy-June2021

Review Period: Annual

Next review Due: 31.05.22

Signed by Quality Control Manager:

Handwritten signature in black ink, appearing to read 'M. Best'.

Date: 31.05.21

Approved by Governors:

Handwritten signature in black ink, appearing to be a stylized 'R' followed by a long horizontal stroke.

Date:

At Welburn Hall School and college, we recognise that the development of literacy skills is an entitlement for all students and the responsibility of the whole school

community. We are passionate about delivering excellent teaching practice throughout the whole school. The literacy policy embeds what we all believe are essential in the acquisition of English and literacy and for us to deliver as facilitators of the children's learning.

Pupils across all Key Stages follow the objectives for speaking and listening, reading and writing as laid out in the National Curriculum for English and adapted for 'stage not age' and for those students who are not currently accessing the National Curriculum. For pupils working below National Curriculum levels, in both our informal and semi-formal groups, we offer a creative curriculum. We create and build connections and use problem solving skills and coherence through literacy and communication. We ensure ongoing opportunities for active cross-curricular and contextualised learning, which is responsive to student needs, enabling all learners to communicate, think and problem solve in a range of contexts. For pupils, who are not able to speak we encourage Makaton signing and augmentative and alternative communication aids and we work closely with speech therapists as stipulated in the child's EHCP.

Aims of the policy

- To recognise that all teachers are facilitators of literacy through their subjects.
- All elements of the school's literacy policy are reflected across the curriculum, and build on the strengths of existing practices and procedures and reflects the individual needs of every pupil.
- To raise literacy attainment at every level of ability in all subject areas to ensure that we maximise the potential of every student
- To ensure that all students have the opportunity to become effective readers, writers and communicators in line with their abilities and potential.
- To recognise that literacy teaching and learning will empower a child's ability to make choices and live an active, purposeful and positive life.

Objectives

- To raise standards in English and communication.
- To recognise that language and communication skills are essential for all our pupils.
- To recognise that the skills developed in English promote learning across the whole curriculum.
- To recognise the potential of all students.
- To praise and encourage students at every opportunity.
- To track pupil progress at all key stages and abilities
- To involve staff in the assessment and facilitation of literacy
- To devise whole school strategies and systems for literacy development and for individual interventions.

Reading

- All teachers have an excellent understanding of how children learn to read. There are plans and interventions in place for those not making expected progress.
- Reading tasks are presented at a suitable level - differentiating texts based on pupils reading ages and barriers to learning identified on their IEP.
- The discreet teaching of phonics is taught throughout the school following the Letters and Sounds document.
- Pupils are given daily opportunities to develop oral, visual, motor and memory skills. Pupils have the opportunity to practice the pre-requisite skills for both reading and writing such as visual skills, fixation, focusing, scanning, symbols, words, developing fine motor skills and sequencing. Pupils have access to different texts and labels inside the school environment to prepare them for the wider community.
- Teachers model and teach strategies for comprehension.
- Children read widely and for different purposes.
- Families engagement in a child's reading is widely recognised as having a significant impact. Families have a powerful role in supporting children as they learn to read and they also give positive messages to children about the value of books, stories and reading.
- Children have access to a rich range of engaging texts. Positive attitudes to reading are modelled for children and reading is celebrated.
- Word richness and the extension of vocabulary are promoted in the learning environment and the local area.
- Teachers read to children every day so that pupils are regularly immersed in high quality stories, poetry and non-fiction. Pupils practise their comprehension of challenging texts beyond their level of decoding.

Writing

- Writing begins in the informal classrooms with the youngest learners. Children's imaginations are stimulated powerfully and this encourages children to write.
- The students at Welburn Hall School know that their writing has a purpose.
- Opportunities to write are built into activities, play and the classroom environment.
- In semi-formal and formal class groups children learn the ingredients of different forms, how to structure paragraphs and whole texts and how to control sentences.
- Children learn the conventions of spelling, grammar and punctuation when completing real and functional writing.
- They learn how to improve and refine what they write.
- Children's writing is fuelled by their reading.
- Children share ideas, share feedback and solve problems as a class.

- Talk is how children build up the language resources that they then use in writing. It is recognised that this is essential for processing ideas and for rehearsing written expression.
- Writing is cross curricular and serves all subjects.
- Children learn to publish their work on paper and electronically and their work is celebrated.

Talk

- Talk is at the heart of Welburn Hall School and college culture.
- Staff and parents believe that talk is as important as reading and writing as well as being the bedrock for both.
- Talk is vital for children's academic learning and for their social and personal development.
- Ambitious and respectful talk is promoted and modelled by adults at every opportunity.
- Children take part in genuine conversations with adults and each other about knowledge, ideas, opinions and feelings.
- Teachers and other adults ask questions as though they are genuinely interested in children's thinking.
- Children are encouraged to ask questions themselves, within a culture of enquiry and wonder.
- The development of language and of confident speech is key and conversational turn taking is promoted in every opportunity.
- Delays in language are quickly identified and interventions are put into place.
- All children are involved and participate in 'talking' activities this can be through Makaton signing, PECS or Proloquo app on individual iPad. All children's positive contributions are praised and celebrated by other students and staff.

Cross curricular themes and how English links with other subjects

- The English curriculum enables pupils to make connections between learning and real-life experiences.
- The English curriculum reflects our school context by including our immediate environment and farming e.g. writing imperative verbs and designing posters to instruct for the farm. Carrying out farm duties, following tasks, developing a sense of pride.
- Going out in our rural area and practising literacy skills in shops, libraries and leisure facilities e.g. reading signs, writing shopping lists, reading menus in a café.

- Making full use of the outside space and looking after animals e.g. in writing: to recount, annotate photos, write descriptions of animals - our context is perfect for 'real life and purposeful writing'.
- Students take part in peer reading and librarian work experience to aid their own learning and to accelerate their skills.
- Some pupils are paired with reading buddies to motivate and excel their reading experiences.
- Reading is extended in boarding and students enjoy attending a book club.
- School council meetings are held every half term and pupils are able to offer their ideas and opinions and to listen to one another. The representatives feed back to the rest of the class and this encourages a 'Welburn Hall community.'
- Student Forum in boarding occurs each week, students are listened to and share their opinions about college life and what is working well and what is not.
- The curriculum allows the students to be active citizens in society e.g. practising speaking and listening when out in the community, reading swimming pool timetable online. Shopping for ingredients - writing and reading lists, choosing a drink and a snack in a café.
- English and literacy skills are incredibly important across all subject areas and serve the pupils to acquire new knowledge and to be able to read and research different materials.