

English at The Milestone School

INTENT:

In teaching English we aim to:

- Support pupils to show awareness of and respond to their environment.
- Give pupils the skills to be able to make their own choices.
- Develop a love of books and storytelling.
- Expose pupils to a range of genres and variety of texts.
- Develop powers of imagination and invention – allowing pupils to be immersed in other worlds, both real and imagined.
- Develop reading skills for independence, to support pupils to use their skills in a functional way.
- Develop strategies to be able to use phonics skills to aid reading and spelling.
- Develop understanding of language and how to use it for meaning.
- Empower pupils to make the link between their marks and meaning.
- Enable pupils to communicate with others.
- Support the process of learning to read by teaching reading and writing simultaneously.
- Develop language and comprehension.
- Empower pupils to be creative, think of their own ideas, find their own voice and become stronger and more confident individuals.

IMPLEMENTATION:

Implementation of English is through a variety of methods and teaching styles to accommodate the needs and abilities of all pupils. Teaching should be tailored to the needs of the individuals and teachers should use a variety of styles, strategies, presentation and class organisation, including the use of learning partners, to support this.

The teaching of English will be incorporated into timetables depending on the needs of individual classes.

Specific work is not designated for a particular year group, since ability varies from group to group and year to year. Each year the work is adapted to suit the needs of the pupils. However, genres are plotted across rolling programmes in each department and across each phase of learning to ensure breadth of coverage.

Early Reading/Writing (Levels 1-6 Cognition and Learning Pathway)	English (Levels 7-16 Maths Pathway)	KS4
<p>Children focus on developing cognition and learning skills when working between levels 1 and 6 – these are broken down into early reading and early writing skills.</p> <p>Teachers focus their teaching on EHCP outcomes which forms the basis for their sessions. Lessons at this stage of learning are used as vehicles the support work towards EHCP outcomes and intentions.</p> <p>Where appropriate, teachers are able to use planning from Twinkl Phonics to support the teaching of early reading.</p>	<p><u>English Pathway (Levels 7-9):</u> Pupils accessing these levels will usually be taught through explicit reading lessons, focused on delivery of Twinkl Phonics. These sessions are designed to build pupils understanding of pre-reading skills, including the seven aspects. Learning outcomes will be taken from the English progression pathway. In addition to this, pupils will engage in English sessions where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.</p> <p><u>English Pathway (Levels 10-12):</u> Pupils working at these levels will be taught through explicit reading sessions. Pupils are grouped appropriately based on their reading level and this is reassessed three times per year. The chosen SSP is Read, Write Inc. and this is followed with fidelity with some consistent adaptations made to pace and/or language. These pupils also work on handwriting, using Nelson Handwriting. In addition to this, pupils will engage in English sessions where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.</p> <p><u>English Pathway (L13 onwards):</u> Fluent readers are those that are able to use their reading skills to confidently decode unknown words and have a secure comprehension level. These pupils are allowed to choose books from the fluent reader collection to read at their leisure. These pupils will still access reading sessions as part of their curriculum, with two sessions based around reading for pleasure and one session linked to building and developing comprehension. In addition to this, pupils will engage in English sessions where there will be a focus on a range of skills incorporating reading, writing and speaking and listening.</p>	<p>Pupils follow one of three routes:</p> <p>Informal – following pathways and EHCP outcomes, adding in ASDAN units as appropriate.</p> <p>Semi-Formal – following pathways and remaining in Reading groups, with an additional focus on Preparing for adulthood.</p> <p>Formal – working towards completing formal qualifications in English. Learning outcomes are taken directly from the qualification specifications.</p>

IMPACT:

The impact of the teaching of English at The Milestone School can be seen through ongoing assessment and discussion throughout the year. This includes:

- Continuous updating of SOLAR (our assessment tool)
- Evidence collected in folders, books or using Evidence for Learning
- 3x per year reading assessments
- Pupil progress meetings
- EHCP reviews
- Internal and external moderation

Each year, progress is measured by looking at the percentage increases and this is reported to parents. Where pupils are not making progress, barriers to learning will be assessed within the pupil progress meetings with members of SLT.

