

Springside School

Area of Learning - My English



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Intent

English teaching at Springside School endeavours to enable pupils to make sense of their environment, to help them to reflect and understand their experiences and to enable them to communicate effectively with others. Communication (verbal and non-verbal) is the most fundamental aspect of English for all our pupils. It gives them choice in their lives and enables them some control over their environment.

Fostering a love of reading and mark making is a key aim throughout our work at Springside. Children learning to enjoy reading experiences at whatever level they are working at and developing skills for life is a fundamental part of our ethos and provision. For some children this will be to experience objects related to texts, stories and poems, others will develop the skills needed to be learners who read confidently and independently.

My English and Phonics is taught as a discrete, timetabled lesson in the Investigative phase. However, learners who are assessed as understanding phonemes have access to phonics sessions throughout all phases. In addition, all children have the opportunity to experience stories and books throughout the day with classes taking part in 'DEER' (drop everything except reading) when everyone in class can explore books and stories for pleasure.

We follow rocket phonics scheme of work for both phonics and reading materials. We also use a plethora of additional reading materials linked to the phonetic awareness within the rocket phonics scheme. We use the tool 'boost online' formerly rocket phonics to support interactive phonetic engagement and learning.

My English teaches our learners how to develop the knowledge and understanding of the English language and how to use it. We believe in teaching our learners to communicate appropriately and functionally, making their needs and wants known. We want our learners to find the most effective method of communicating for them, providing them with ways of supporting this if they are not understood. We utilise verbal language, symbols and Signalong sign language as appropriate.

We are a Rights Respecting School and this policy incorporates Articles 8,12,13 and 17 of Unicef's United Nations Convention of the Rights of the Child.

Coverage

This document provides an overview of how we teach 'My English' at Springside School, it should be read in conjunction with the 'My Independence', 'My Thinking and Problem Solving', 'My World', 'My Mathematics'; 'SMSC and Learner Voice' and 'Behaviour' policies. Whilst this provides an overview of how we teach the Area of Learning relating to My English, due to the nature of 'English skills', these are also reinforced and taught within other aspects of school life that involve reading and writing.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My English Area of Learning. It should be read in conjunction with the phase brochures.

Context

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My English' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting independence throughout.

Springside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.

Implementation

The My English Area of Learning has six sections. These are detailed within the Equals scheme of work (differentiated for each phase). Whilst there are Learning Intentions and suggested activities, by the nature of the Area of Learning and the Learners at Springside, it may be required to set individualised activities and learning intentions.

Class timetables will detail: Area of learning -> My English

Lesson Objectives will be based on the areas outlined in the Equals scheme of work table below;

Section One	Interacting and Expressing Needs
Section Two	Handling Information
Section Three	Narratives

Section Four	Systematic Teaching of Whole Word Sight Vocabulary
Section Five	Sentences
Section Six	Alternative and Augmentative Communication (AAC)

Within classes, this will look different, however the area of learning may be the same, examples of this are:

- To develop the ability to understand the rules of interactions, how to initiate and maintain conversation, as well as the social rules around them and different situations.
- Learners are able to follow instructions; these develop in complexity as appropriate.
- Support in how to read and write different narratives.
- Experience and retell stories, as well as retell events that have happened to them and what are key details to share.
- Fostering a love of reading. Learners are taught the knowledge, skills and concepts of reading using the most appropriate approach for the individual.
- Progression from early mark making through to structuring sentences for different purposes.
- Augmentative and Alternative Communication (AAC) - learners are able to use a variety of means of communication as appropriate

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

Objectives

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

Impact

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in progress meetings with the Deputy Headteacher (Assessment lead).

Progression

Progression within My English area is assessed and monitored through our phonics and reading schemes. These assessments are reinforced by and referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

Parents

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.