



## English Position Statement *September 2022*

*The English curriculum intent is for children to experience an immersive, creative and imaginative curriculum, which encompasses a love of reading, a flair for meaningful writing and the tools to communicate effectively*



### **Attainment**

The children in upper Key Stage 2, boys, ASD and Pupil Premium demonstrate higher levels of progress in reading, PMLD children are, on average, performing better in all areas of English than the school average

Writing has been highlighted as a weakness for non-LAC or PP and KS1 and girls and as result is a whole school focus for 2022-23

### **Curriculum**

Children working from Emerging to National Curriculum Year Expectations follow a bespoke curriculum for Reading, Writing and Functional Communication, Speaking and Listening. This curriculum is structured around DfES recommendations and input from outside agencies.

Functional Communication, Speaking and Listening, is evident throughout all areas of school, we work with a SALT team and NHS provision to develop personalised teaching and learning programmes with targets to support communication using such tools as Blanks level questioning, narrative programmes, intensive interaction, bucket time, listening and attention groups. Every pupil at Lisburne has access to communication aids such as PODD, PECS, communication boards and 'Taking Mats' as appropriate, as well as modelled verbal communication.

Social skills form a large part of our Functional Communication, Speaking and Listening program, encouraging appropriate communication opportunities and pupil voice during snack and lunchtimes, play therapy opportunities, target time with cross-curricular links throughout the school day.

Every class accesses reading using strategies that are appropriate for the children in the class, with strategies ranging from intensive interaction and attention and listening, developing phonic awareness, independent exploration of text, symbol recognition, sensory stories, shared reading opportunities, 1:1 reading, guided reading and targeted narrative programmes. To challenge our more able readers, we engage with SERi and additional guided reading opportunities.

Across all subject specific classes you will see a combination of differentiated phonics approaches such as Letters and Sounds, Funky Phonics, Phase 1 Attention and Listening groups and Phonics Play Bags. [See Phonics Development document for more information](#)

In the early stages, writing is addressed through engagement strategies, continuous provision, providing opportunities for child led sensory mark making on a larger scale. This develops in a programme for pre-writing shapes and letter formation in line with phonic programmes to develop an understanding of word building, progressing into labelling/ caption writing then on to formal writing genres e.g. lists, postcards, letters etc. using strategies such as DEAL to create an immersive child-led learning environment to develop a concept of writing for purpose.

The strands of English (Reading, Writing and Functional Communication, Speaking and Listening) are blocked within subject specific classes; this blocking is structured to meet the needs of the children within each class e.g. a strand may be blocked for specific days of the week or for a week(s) intensive teaching.

The teaching of English is also supported by the use of Immersive Learning Weeks, where creativity and Drama are used to motivate, engage and provide learners with immersive learning opportunities.

### **Planning**

All formal curriculum classes produce medium term planning for English, evidencing breadth of coverage and the classes approach to 'blocking' the strands, indicated using a colour coded system which corresponds to the Lisburne's own assessment tool and annotation boxes evidenced in English workbooks, yellow for writing, green for reading and pink for functional communication, speaking and listening. Pre-formal classes record their planning supported by the 'Cherry Garden' Branches tool and EYFS uses Development Matters.

On all planning, teachers are expected to record how the learning has been personalised for individual children. Planning will clearly identify children's working levels, corresponding to each of the strands, with identified differentiation and challenging targets to show progression.

Medium term planning is submitted to the Senior Leadership Team on a termly basis and is regularly moderated by the English HUB.

Each formal curriculum class is expected to engage in a minimum of 3 taught English sessions each week, as well as additional phonics teaching which is identified on the class timetable. With pre-formal classes and EYFS working on an engagement model.

When visiting classes you will see daily shared reading opportunities, either whole class, small group or individual, all children have individual reading books. All classes access sensory stories, whether that be as an engagement tool for attention and listening or as a tool to support comprehension and narrative activities. Identified children have access to interventions such as SERi to provide appropriate support and challenge.

All classes provide children with opportunities for fine-motor development / mark-making activities and demonstrate heavily communication based settings.

Two weeks of each academic year are dedicated 'Immersive Learning Weeks' with a focus on English. During these weeks, staff work with pupils to plan activities based on that terms topic theme and will look for opportunities to develop English skills through a range of creative, immersive strategies.

### **Subject Knowledge**

In-house training opportunities are set on a half-termly basis; this training is based on feedback from Pupil Progress meetings as well as feedback from staff questionnaires and Appraisals. School are always looking for opportunities to enhance our in-house program of training, using established skills to further up-skill our staff.

Where appropriate we bring outside agencies into school for a bespoke approach to specific teaching strategies in order to develop our subject knowledge.

### **Assessment and Target Setting**

In 2019-20 the school moved away from the use of PLevels. Reading, Writing and Functional Communication, Speaking and Listening are now assessed using our in-house assessment tool which was developed based on DfES recommendations and recorded on Classroom Monitor. The class teacher will set targets in October and then review pupil assessments and records throughout the year, recording them on a whole school assessment grid on three occasions throughout the year, October, February and May. The assessment grid is colour coded to identify children who are making less or greater than expected progress in the areas of Reading, Writing and Functional Communication, Speaking and Listening.

Examples of work are recorded on Classroom Monitor linked directly to learning objective, these examples of work are used to enable SLT to moderate teaching and assessment. Over the course of the year there will be nine pieces of evidence up-loaded to Classroom Monitor.

Formal assessment tools are also used to monitor pupil progress, where appropriate year 1 children will access the Year 1 Phonics Screening Test, this may be repeated in Year 2 as appropriate. Year 2 children have access to the Key Stage One SATs papers, Year 6 children have access to the Key Stage Two SATs papers. Children will also be assessed using the Salford and the Neales Reading assessments on a termly basis.

Class teachers and SLT will work alongside SALT to ensure appropriate targets are set for communication. Every child within the school has an IEP, which will include a target linked to communication, OT and their own EHCP targets.

We access a range of intervention activities to support our more able readers such as Seri, Black Sheep Narrative Program, focused phonics teaching sessions and Guided Reading.

In the EYFS, progress monitored through the Early Years Profile. Sensory classes track children through the 'Cherry Garden' assessment tool on Tapestry, which is based on the Branches model.

### **Monitoring**

The Senior Leadership Team and the English HUB regularly monitor planning, workbooks and Tapestry posts from across the school on all three sites to ensure a consistent approach to the teaching of English. SLT and English HUB also conduct regular learning walks and lesson observations.

9 examples of teaching and learning evidence is recorded on Classroom Monitor for each child working within the Formal Curriculum. Evidence of work and progress is recorded on Tapestry for children working within the EYFS and Pre-formal curriculum.

Writing evidence is collected on a monthly basis for Year 2 and Year 6 pupils to support teacher assessment in preparation for the end of Key Stage assessment (SATS)

One week of each term is allocated for teacher assessment, class teachers and teaching assistants review the progress of every child in the areas of Reading, Writing and Functional Communication, Speaking and Listening.

Pupil Progress meetings are held three times a year, during these meetings the schools Assessment Team will meet with class teachers to review their teacher assessment in the focus areas, the focus area in English this year is writing. They will also discuss Reading and Phonics progress as an on-going school focus. During these meetings class teachers have the opportunity to share any concerns they may have regarding the progress of individual pupils, whether that be in regards to slow progress or appropriate levels of challenge which the assessment team will then support them to action through sign-posting and shared good practice.

### **Resources**

Every class has a designated reading area within the classroom with a range of good quality text of different genres.

All sites have a library provision to support focus reading opportunities.

We have a Seri work space used for identified children to access the Seri intervention program.

Classes have access to the Black Sheep Narrative program as well as 'Sign and Shine' and 'Letters and Sounds'.

All classes access a range of fine-motor activities including Dough Disco, cutting, sensory mark-making etc.

Every class has a bank of iPads with a range of English focused apps such as 'Hairy Letters'.

Every class has a copy of our Writing Development tool

There are a range of mark-making opportunities available in each class, differentiated to meet the needs of the pupils within the class.

We have banded reading books available in the library from lilac up to ruby red.

**Key issues for improvement**

- To develop writing skills through curriculum links with technology.
- To implement 'Special DEAL' strategies including the new SEND strategy cards to enhance engagement in creative writing and mark making.
- To continue to embed a love for reading through engaging and creative teaching opportunities across the school.

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**Subject lead**

***September 2022***