

ENGLISH POLICY

English Policy

English covers reading, writing, speaking and listening (see also Speech and Language policy).

As defined by the National Curriculum, English:

“... should develop pupils’ abilities to communicate effectively in speech and writing and to listen with understanding. It should also enable them to be enthusiastic, responsive and knowledgeable readers.”

Curriculum Aims

At BeyondAutism Schools, we aim to ensure that English skills are used in as many functional contexts as possible. Our English curriculum aims to support and improve pupils’ reading and writing skills, alongside their ABA programmes, in order to assist their development towards independence. Pupils are encouraged to apply their English skills across all areas of the school and curriculum including through cross-curricular learning with mathematics. We want to focus on raising standards, whilst ensuring that learning remains relevant and fun!

The aim of this curriculum is for each pupil to:

- develop the core skills of reading and writing for a variety of purposes with understanding and confidence
- appreciate and enjoy reading
- develop an understanding of texts by answering questions and responding to pictures
- achieve their full potential regardless of gender, race, social background or ability

To achieve these aims, our objectives will be:

- to develop a literacy curriculum showing continuity and progression
- to develop the pupils’ enjoyment of and pleasure in books, reading and the use of language
- to take account of new technologies such as iPads
- to enable pupils to gain confidence and understanding
- to develop pupils’ ability to use and apply literacy skills in a range of real-life situations

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Curriculum Provision

Pupils' individual needs are taken into account when planning and delivering the English curriculum. Learning experiences in English should build on what has been taught previously. Learning experiences should be revisited to reinforce and consolidate previous learning.

Pre-group Learning

The English curriculum is mainly delivered in group sessions. However, some of our pupils are not at a stage where group learning is as beneficial as other methods of learning. Before pupils are included in group work it is essential that they have completed some pre-requisite learner skills. These skills are outlined within the Independence Framework Assessment (see below).

The English Essential Skills

If the pupil is not ready to be included in group sessions, they will be working on individual targets from the English curriculum. These are all skills that will benefit the pupil and enable them to be included in group work in the future. These English essential skills are: to be able to enjoy action songs, rhymes and alphabet games; to be able to fill-in some parts of these and copy some of the imitations; to enjoy and share books with others (looking at the pictures, turning the pages, watching the staff point to the text and find pictures or label pictures within them); to make marks with a variety of writing materials (developing a tripod grip); to enjoy colouring (and keep reasonable space between the lines); to develop typing skills.

English Group Learning

The English curriculum is delivered mainly in group sessions and maintained within pupil's 1:1 sessions throughout the whole school. Pupils who engage in group learning will participate in 2 or more English lessons each week which will be delivered by the school teaching team. These lessons will cover 4 different key English themes across the 6 half terms in the school year. For pupils who use sign language, Cued Articulation may also be

used alongside Read Write Inc to support learning. For more information on Cued Articulation please see our Speech and Language Policy.

Each pupil also has an Individual Education Plan which contains a specific English goal.

Independence Framework

The independence framework is an assessment tool that outlines the skills needed for our learners to engage more in group learning and reduce the reliance of 1:1 teaching.

The intent of this framework is to enable learners to attend less supported activities and to support learners to transition to less intensive settings.

The framework ties together two of the school's current main assessment tools.

It assesses the areas of development and these are targeted within group-based learning. Focusing on all pupils needs; from pupils who require full time 1:1 support, to those who are beginning to access learning in group sessions within other settings.

It requires detailed knowledge of the learners and teacher-based decisions in order to be effective and for learners to progress to the next attainable level through the framework.

Assessment and Recording

Assessment is necessary to show continuity and progression by individual pupils. It is important to enable Teachers, Advanced Skills Practitioners (ASP's) and Supervisors to use pupils' individual records and assessments to support future planning and reporting to parents.

Formal assessments of the pupils are done half termly, in line with the schools' assessment cycle. Informal assessments are continuous and ongoing. Significant daily observations and notes are kept recorded. Examples of pupils' work will be annotated, dated and kept as evidence of progression within each pupil's evidence folder

During the half termly assessment cycle Teachers , ASP's and Supervisors take the data collected throughout the term and update the teaching assessment grids. The targets within the assessment grids have been derived from a combination of ABLLS, AFLS and the National Curriculum and fall within the 4 key English themes taught across the year. This information is available to be shared with class teams and records are passed up to the next class to ensure continuity within the schools. Reporting for Annual Review will be based on these records across the year.

Resources

Each class has their own set of teaching resources for their lessons and sessions. Each pupil has their own English evidence folder as well as reading and writing books, depending on the stage they are at. In addition, a range of story books are readily available to pupils. Information Technology will help to extend pupils' access to information and enable them to organise and present their thoughts more effectively (see also Computing Policy).

The school buildings and outside areas also give opportunities for literacy activities such as reading signs internally and externally.

Cross-curricular Activities

English plays a crucial and central role in the National Curriculum. Linking English with other subjects aids the development of a broad and balanced curriculum. Cross-curricular themes enhance pupil's learning in English. Opportunities for cross-curricular links will be included in planning. The aim is for pupils at BeyondAutism Schools to develop functional literacy skills, enabling them to read/recognise words and signs in their environment – aisles in supermarkets, fire exits, public toilets etc.

Parental Involvement

Parental involvement is valued and where appropriate parents will be encouraged to work on literacy activities at home with their child/young person to practice the skills they have learnt at school. Homework, which is linked to their current learning in group lessons, is either sent home or uploaded to the home learning area on the school website on a weekly basis.

Where appropriate, pupils will be given individual reading records and associated books to be read at home.

Staff should help to promote parents' understanding of the aims and methods of literacy used in the school through informal conversations, coffee mornings and Parents' Evenings.

Reference Books

English National Curriculum DfE (2014)

The National Literacy Strategy (Dept. for Education 2010)

http://www.qcda.gov.uk/resources/assets/P_scales_English.pdf

[Read Write Inc programme](#)

Related Policies

Speech and Language, Handwriting, Computing, Independence Framework

Last review: February 2021

Date of next review: February 2024

Review Group: Executive Head