



RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

ENGLISH

INTRODUCTION

This policy is linked to and derived from the overarching curriculum policy.

English is a core subject in the National Curriculum. This policy outlines the nature, purpose and management of English taught at Radlett Lodge School. This policy takes into account the Special Educational Needs of the pupils whose diagnosis falls within the autistic spectrum. This policy reflects the consensus of the whole teaching staff and implementation is the responsibility of all teaching staff.

THE NATURE OF ENGLISH

At Radlett Lodge we recognise and accept the importance of language and communication, that it is essential in all aspects of the pupil's life and is interrelated in everything they do. All our pupils with autism, will present with impairments affecting the areas of communication, imagination and social understanding as well as sensory processing. Developing communication skills is therefore seen as a priority for our pupils and as such is a fundamental part of all teaching across all subjects at all times.

AIMS:

- To allow pupils to reach their potential in the most appropriate form for spontaneous communication, verbally or non-verbally.
- To teach pupils to work co-operatively together in turn-taking, socialisation and joint attention activities.
- To provide a range of English activities for pupils.
- To provide basic "Learning to Learn" activities which are prerequisites to early language and communication activities.
- To offer pupils greater opportunities for independence.
- To offer pupils opportunities to interact socially.
- To enable pupils to develop a positive attitude towards Language and Communication.
- To use language to receive and communicate meaning in a purposeful context.
- To read information, understanding and for pleasure.
- To develop a functional method for communicating in writing.
- To develop pupils' ability to make choices.

- To produce a range of learning environments to generalise and maximise opportunities for language/communication.

ENTITLEMENT

The National Curriculum for English includes teaching in the following areas:

Key Stage 1 & 2:	Key Stage 3:	Key Stage 4:
Spoken Language Reading Writing Spelling Vocabulary, Grammar & Punctuation	Spoken Language Reading Writing Grammar & Vocabulary	Spoken English Reading Writing Grammar & Vocabulary

All pupils at Radlett Lodge are offered a full balanced National Curriculum that is heavily differentiated to accommodate additional learning difficulties as well as the limited understanding in social communication for pupils with autism.

Pupils work within their Key Stage age range and are sub-divided into groups according to their needs and functional ability. Work is differentiated according to the needs of the individual and is reflected in the pupils EHCP Outcomes (previously IEP targets).

IMPLEMENTATION

The programmes of study set out in the National Curriculum along with Radlett Lodge School's Communication and "Learning to Learn" curriculums form the basis of the content of the English scheme of work at the school. It is implemented in the following ways;

- Through carefully monitored short and long term objectives.
- Through individual teaching to develop new skills.
- Through independent work when a pupil can practise a learnt skill.
- Through small group work.
- Through the teaching of English across the curriculum.
- Through everyday real-life or engineered real-life practical situations which enable a pupil to generalise a concept. In 'integrated schemes of work' where pupils can extend all forms of their vocabulary and reading and writing skills.
- Through independent living and the Waking Day Curriculum for residential pupils.

The schemes of work are based on use of a shared text for class group focus called "English circle". This may be fiction or non-fiction and includes a variety of genres. Each year group has a set scheme to follow so that pupils cover a variety of texts in the school year and across their educational career.

Individual 'Work with Teacher' and 'Independent Work' (using the TEACCH approach) are also implemented within each class alongside 'English Circle', so that each child can work on specific targets within their own abilities.

Where appropriate, some classes may follow a more traditional 'Literacy Hour' structure and/or use a higher number of related texts throughout a half term period.

The elements of a 'Literacy Hour' will always include:

- a) Whole group teaching (or small groups if appropriate to that class,) surrounding a big book or other text.
- b) Small group work, focussing on the current text (used in some classes) and/or individual learning goals.
- c) Individual work – either independent or working towards independence.
- d) One to one work, focussing on the individual's current EHCP outcomes (previously IEP targets) relating to English.
- e) Plenary sessions.

The literacy 'hour' might be attempted in one or more sessions throughout the day or week and many of its elements are repeated or practised at other times in the day, for example, snack time, history, geography or art.

MULTI-DISCIPLINARY WORKING:

Pupils at Radlett Lodge School are taught by Class Teachers (or Tutors in Post 16) and support workers who work under the direct guidance of the Class Teacher.

The Speech and Language Therapist assesses, designs and implements individual communication objectives in close liaison with the class teachers, parents and other professionals, and support LSAs and RCWs in the waking day curriculum.

The Occupational Therapist may be included in assessment and the design of individual programmes for pupils whose oro-motor functioning is impaired. The OT may also be asked to contribute to advice regarding the posture of pupils when working at tables, specialist writing tools for those with fine motor difficulty, or specialist resources for those with visual perceptual difficulties.

COMMUNICATION OPPORTUNITIES

English may occur throughout the school day through Speaking and Listening, encompassing communication. Symbols, the Picture Exchange Communication System (PECS), signing and other methods such as Colourful Semantics are also used. All children should have a means to communicate and have opportunities throughout the day to do so.

With English sessions, resources that encourage commenting skills as well as requesting skills should be made available for specific activities.

SPOKEN LANGUAGE

At RLS the greatest emphasis is placed on developing a means of communication whether it is through speech, signing or the use of symbols, photos or objects of reference. Communication carries a high priority across the curriculum and across all settings.

Teaching follows a developmental pattern from non-intentional communication to the social rules of conversation. Relevant programmes of study for speaking and listening are taught by a variety of approaches to maximise motivation and opportunities.

Effective teaching will be based upon:

- The use of language (to include augmentative communication) appropriate to the understanding of the pupil.
- The best models of spoken language via staff.
- Appropriate time being given for the pupil to respond.
- Fostering positive interaction, taking into account any constraints compounding the twoway process e.g. encouraging eye contact.
- Reinforcing speech with visual cues such as symbols, photos or objects of reference.
- The use of real-life and functional situations to provide meaningful context.
- Fostering and motivating environment. For example the pupil must need to ask for help rather than to help themselves.
- The use of a variety of approaches including the use of tape recorders, computers, music, singing, movement and a multi-sensory input.

READING (including spelling)

All pupils at RLS are given access to a wide range of both fiction and non-fiction reading materials. This material includes materials from a number of reading schemes. Staff check for understanding of the text and monitor that a range of texts are read.

For pre-reading pupils, a range of activities build up picture symbol and then word processing skills. Reading skills are taught both through a whole word approach or, where relevant, through the use of phonetics.

Teachers use Letters and Sounds for phonics teaching. The Letters and Sound scheme is followed to encourage pupils to move through the phases 1-6.

As reading skills emerge a social sight vocabulary is focussed upon. A functional vocabulary of food items, names, places and day to day curriculum areas and activities is built up. Teachers are encouraged to display a 'word wall' or 'word banks' of core vocabulary in their classrooms where appropriate.

There is a daily reading session which involves activities such as independent reading, shared reading, listening to audio books and reading with peers.

Effective teaching will be based upon:

- Creating meaningful, motivating and age appropriate contexts being particularly aware of pupils' experience and comprehension levels e.g. an awareness of hyperlexia, the use of personalised reading books.
- Giving opportunities to experience a range of symbols and texts for information and pleasure.
- Reinforcing the written word with symbols and photos and other communication aids.
e.g. recordings, computers with relevant software or iPad applications.
- Presenting and referring to the written word across a range of contexts and environments to aid generalisation e.g. a pupil's name on a book, at their desk, on their timetable, on their coat peg etc.
- The use of real-life and functional situations to provide meaningful and motivating context
e.g. labels or instructions in a cookery session, following a shopping list.

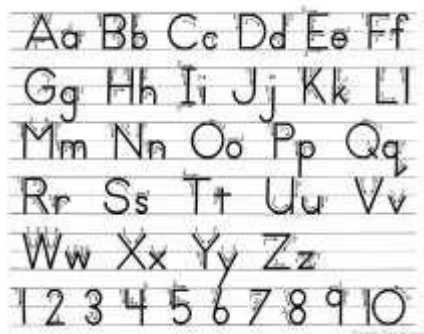
WRITING (including handwriting)

Developing an understanding of the importance of the written word as a means of communication is a complex task for pupils with autism. Copying work, transferring skills learnt and communicating in the form of the written word present problems for our pupils.

It is recognised at RLS that some of our pupils may never develop the skills necessary for writing while others may become competent at writing and spelling.

At RLS we endeavour to develop the use of writing skills for a purpose e.g. for practical situations such as compiling shopping lists, making a job rota, completing a form. Early writing activities are encouraged with attention paid to skills such as using a correct pencil grip. As pupils progress they are taught correct letter formation to write on a line and with suitable spacing as well as grammatical rules.

Typically developing pupils find it difficult to learn cursive writing after learning to print individual letters. For pupils with autism this is even more difficult as they have difficulty applying skills already learnt to new concepts. However after an in-house pilot study (run from January 2016) it has been decided that our students mostly fall into two categories – they are either too well-established in their current writing style to implement change or cursive is just too difficult for them to understand e.g. they don't recognise the individual letters with the lead in/out's. Therefore the outcome is that as a school we will follow a more functional handwriting pattern will be followed (similar to 'Comic Sans' font) that supports print used in everyday life but that pupils who show an interest/ability in cursive writing to then be taught it.



whole school handwriting format cursive font (used if and when necessary) Effective teaching will be based upon:

- Creating meaningful, motivating and age-appropriate contexts.
- Providing a variety of experiences and equipment which allows pupils to explore making marks on paper, composing and recording work e.g. the use of corn flour, play dough, sand in which to make patterns and letters in addition to 'writing' implements such as chalk, pens, pencils and crayons.
- Cross-curricular opportunities being used to provide real purposes and audiences for writing.
- The best models of writing via staff.

RESOURCES

- Each class has a range of resources including a class computer, software and a set of class iPads.
- Real-life materials and equipment are used as resources to enable the pupil to transfer skills and generalise concepts.

- A small school library with a range of books including fiction, non-fiction, poetry, plays, scented books, touch/feel books, picture books, home-made books with symbols and photos and reading books corresponding to the colour reading bands.
- A large range of colour banded individual reading books.
- Audio stories.
- A bank of communication resources e.g. dressing up clothes, games, puzzles
- A store of big books and resources for teaching.
- A store of story sacks with props and symbols to support each story.
- Speech and Language resources to supplement the curriculum and to support individual programmes.

ASSESSMENT OF ENGLISH AT RADLETT LODGE SCHOOL

Individual objectives, including methodology and criteria for success are drawn up for each pupil by the class teacher, in conjunction with other professionals and support staff. All staff working with a pupil are responsible for recording and assessing these objectives at least weekly on a recording sheet. It is the class teacher's responsibility to monitor and amend these objectives when they are achieved. The development and progress of these objectives will be reported on at the pupil's EHCP Annual Review.

Evidence of English is available on work sheets and in work books, when appropriate and through the use of videos and photographs. Examples of levelled evidence on a termly basis can be found in each class assessment folder.

Pupils are first assessed at the end of a 12 week baseline period. From this point forward teachers are required to complete assessment 3 times per year (at the end of each term). They will then discuss progress with the Deputy Principal at termly progress meetings.

In EYFS teachers will complete end of EYFS profiling in the summer term of the Reception year.

The Radlett Lodge School Local Procedure for English should be read in conjunction with:

NAS POLICIES:

Quality of Life (QoL) Framework Policy
Special Educational Needs and Inclusion Policy
Supported Home Learning Policy
Remote Learning Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Curriculum
Teaching and Learning

Next Review Due: May 2022

Post 16 Education
Careers
EYFS Curriculum
Marking and Homework