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PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

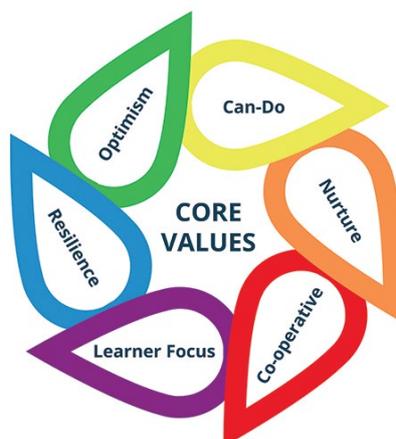
Non statutory Policy File

ENGLISH/LITERACY POLICY

Index No: 42 (v1.0)

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Our Core Values



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ENGLISH/ LITERACY POLICY

(REFERRED TO AS WORDS FOR LIVING AT PARKWOOD HALL CO-OPERATIVE ACADEMY)

1 VISION

The curriculum for English is central to students' development, attainment and progress. Students' development in terms of their ability to communicate -whether through speech, writing or non-verbal gesture- is crucial to their engagement in understanding the world around them. The curriculum is designed to give students a broad, balanced and relevant experience; ensuring their individual needs are being met in an engaging learning environment. It takes account of the differing needs and experiences of our students and promotes high aspirations for all students in whichever learning pathway they are following at Parkwood Hall Co-operative Academy (PWH).

2 AIMS

- To reflect the school's values and philosophy to teach and learn the English language.
- To deliver a broad, balanced and relevant curriculum, at a level appropriate to the students' attainment
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.
- To develop skills at individual levels to help students make sense of their environment.
- To provide a framework for and guidance on planning, teaching and assessment.
- To enable students to use all forms of literacy in a functional way.
- To help students enjoy reading and writing and understand its purpose.
- To develop a curriculum pathway relevant to the student to achieve accreditation.

3 BY THE TIME THEY LEAVE THIS SCHOOL:

- All students will have acquired functional reading and writing skills to the maximum of their ability
- Some students will have achieved accreditation in English
- A few students will have developed a broader knowledge and understanding in literature and wider forms of writing

4 SPEAKING, LISTENING AND COMMUNICATION

Communication is at the heart of everything we do with opportunities to develop speaking, listening and communication using a total communication approach to provide consistency across the whole school and the opportunity for cross-curricular activities.

Picture Exchange Communication System (PECS) is used with students who require additional support for language development. Students are given 'a voice' with PECS to enable them to communicate. Staff are trained in using PECS with the SALT team taking a lead role in PECS support. This communication system has been transferred to iPads for some students' communication needs.

Makaton is another form of communication used across the school to support with the total communication approach. The Senior SALT takes a lead on delivering training and ensuring Makaton is used across all learning pathways.

Each class receives weekly input from the SALT team. The designated SALT team will observe and offer input or will run speaking and listening groups with students.

For further information regarding SALT, refer to the Communication Policy.

5 READING

PWH understands the importance of reading in the process of developing students into independent learners.

Reading (including pre-reading skills) is central to our ability to understand, interpret and communicate with one another. Furthermore, students who read, are read to, or engage with texts on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Reading is understood at PWH as a combination of word reading (decoding the sounds in individual words, sentences and paragraphs) and comprehension (understanding the meaning of words, sentences and paragraphs). Strategies used to teach reading (*see Appendix 1*) form the foundations for teaching students how to spell. Guided reading is an additional intervention strategy used by teachers. Teachers are expected to differentiate learning that is tailored to the specific needs of individual learners. Strategies for differentiation should consider the cognitive and chronological age of the learner.

Some students access synthetic phonics and for others a greater emphasis is placed on teaching reading for meaning and the development of functional literacy; that is the recognition of high frequency words and phrases and environmental phrases and signs that enable greater independence and functionality in society. At PWH we follow the Read Write Inc (RWI) programme to teach synthetic phonics (*See Appendix 2*).

At PWH, we aim to provide a purposeful and relevant reading curriculum that has a functional element; for this reason, we developed a PWH Functional Word List, developed by the staff (*See Appendix 4*).

PWH runs reading groups for our students. Students who are learning to read are assessed and placed in the relevant group; they have daily focused reading sessions four days a week with additional cross-curricular input for the remainder of the week.

6 HOW READING IS PLANNED:

Reading is planned around student's individual levels and is differentiated accordingly. This would be taught as discreet lessons as well as embedded within daily routines.

Reading is planned using the four strands:

- Phonics – including the pathway to phonics
- Reading comprehension
- Reading for pleasure
- Functional reading skills

7 PHONICS

Some of our students take part in a daily phonics (Read Write Inc.) sessions to give them the best start at becoming successful readers. RWI is a multisensory approach to teaching synthetic phonics and students are provided with a picture, a rhyme and an action to help them learn each different sound. This is an effective and interactive way for students at PWH to learn, practise and recall phonemes on a daily basis. It aims to build students' speaking and listening skills, as well as prepare students to learn to read, by developing their phonic knowledge and skills. Students on this programme also have a book linked to their phonic knowledge to support them in their reading skills. For further information on RWI, please visit:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Visit this link to hear the Set 1 pure sounds:

<https://www.youtube.com/watch?v=hCBzNnSSxds>

(See Appendix 2 for the RWI sounds and the order they are taught in).

8 READING AND ASSESSMENT

RWI assessments take place every half term (approximately every 6 weeks); the Reading Leader completes the assessments and inputs the data on the RWI progress tracker. This information is shared with the RWI trained lead teachers.

If a student is causing concern, then they will be placed on our intervention list; during this time, they will receive 1-1 input from the Intervention Lead Teacher and assessed more frequently to check for progress. If a student does not make progress in interventions over an extended period of time, the teacher and Intervention Lead will come together to form an action plan for the individual student to ensure they progress.

The 'See and Learn' programme is a sight reading, whole word programme. The Lead Teacher and TAs within the class teach new words following the programme's order and date in the record book when a student has learnt a new word and therefore made progress; this is ongoing assessment within the group.

The new PWH assessment levels have been devised, following the recommendations from the Rochford Review (2016), for the removal of P Levels as statutory requirement for the assessment of students working below the standard of national curriculum tests. The PWH levels have been designed to assess the development of students' skills and bridge the gap to Entry Level, including functional, age-appropriate English life skills. A number of documents were referred to while creating the PWH bespoke levels, for example the Early Learning Goals, National Curriculum documents and OCN qualifications.

When students come to PWH, they will be baselined using the PWH assessment criteria for English (reading and writing). Students working below PWH4 will engage in non-subject specific learning and will be assessed through SCERTS and the Engagement Profiles. Students within this area will have the opportunity to take accredited courses (e.g. ASDAN) when they enter KS4 and KS5.

Students working at PWH4 or above will be assessed on the PWH assessment criteria for English. The completion of PWH10 equates to OCN Entry Level 1 and students will be equipped to take the Entry Level 1 assessment. Students will progress onto Entry Level 2 and have the opportunity to work towards OCN Entry Level 3, Level 1 and Level 2 qualifications. Students working below PWH10 at the end of KS3 will also have the opportunity to work towards accredited courses (e.g. OCN, ASDAN) when they enter KS4 and KS5.

Students summative progress against PWH levels will be recorded termly by teaching staff on Evidence for Learning. Evidence for Learning is used as the main platform to capture summative progress through photographic and written evidence. Recording includes: PWH levels in English, OCN Entry Level 1 – 3, OCN level 1 & 2, KS4 and KS5 accredited courses, IEP progress and EHCP outcomes. Evidence for Learning will be monitored each term by the Senior Leadership Team (SLT).

9 USE OF THE LIBRARY

The aim of the library is to create a space for students to observe good reading habits and establish a positive culture of reading and literacy. Students are able to explore a vast variety of texts and make choices independently. The books in the library cater to our broad range of students' age, abilities and interests. There is a free flow approach to the library where students can choose to read or select a book to sign out and read elsewhere.

10 WRITING

At PWH we aim to promote a positive writing culture within school where students understand the purpose and audience for their work, writing wherever possible for a real purpose. We believe that all students have opportunities to produce writing / recorded work using a system appropriate to their needs e.g. real objects, photographs, symbol, written word or computer-generated print/symbols and scribes.

11 SPELLING

Phonics and spelling: Phonics is taught following the RWI programme, for those students it is appropriate to. Students using this programme are encouraged to use their sounds to spell words using their phonic knowledge.

Spelling is developed through:

- the teaching of phonemic, visual and graphic knowledge strategies and the principles of spelling
- using the Look, Say, Cover, Write, Check method as a learning strategy
- regular learning and monitoring of high frequency words appropriate to ability
- encouraging independent spelling through the use of word books, word banks, dictionaries and ICT resources.

12 STYLES OF WRITING

Emergent writing: Planned writing activities are differentiated according to students' abilities and interests, with those showing a readiness to write being offered suitable opportunities, progressing through mark making, drawing lines, circles and crosses and eventually encouraged to form letter shapes

Shared Writing: a class activity during which teacher and students collaborate to plan or develop a piece of writing.

Guided Writing: a group activity which allows teaching staff to target specific groups of students to focus and develop specific aspects of their writing.

Independent Writing: during which the students develop independent writing strategies.

Extended writing: If able, students will be given opportunities across the whole curriculum to produce extended, unaided pieces of writing – to enable them to write for a purpose.

Handwriting: we aim to encourage students to have legible letter formations to ensure that students can write efficiently and neatly in order to communicate effectively and take a pride in the presentation of their work.

13 SUPPORT FOR WRITING

Colourful Semantics is used as an approach to support students in their writing development and comprehension, this is supported, and regular training occurs from our SALT team. The SALT team and Literacy Lead work together closely to ensure this approach is embedded within relevant classes.

Talk for Writing is a writing approach used at PWH; this approach support students to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence,

with the teacher using shared and guided teaching with a scaffolded approach to develop the ability in students to write independently, creatively and to the best of their ability.

See the link for more information on the Talk for Writing approach

<https://www.talk4writing.co.uk/about/>

(See Appendix 3 for writing approaches/strategies at PWH)

14 HOW WRITING IS PLANNED

Writing is planned around student's individual levels and is differentiated accordingly. This would be taught as discreet lessons as well as embedded within daily routines and through cross-curricular lessons.

Writing is planned using the following three strands:

- Student current writing levels
- Clear next steps to learning using the PWH Words for Living curriculum
- Functional writing skills

15 WRITING AND ASSESSMENT

The PWH assessment levels have been devised following the recommendations from the Rochford Review (2016) for the removal of P levels as statutory requirement for the assessment of students working below the standard of national curriculum tests. The PWH levels have been designed to assess the development of students' skills and bridge the gap to Entry Level, including functional, age-appropriate English life skills. A number of documents were referred to while creating the PWH bespoke levels, for example the Early Learning Goals, National Curriculum documents and OCN qualifications.

When students come to Parkwood Hall, they will be baselined using the PWH assessment criteria for English (reading and writing). Students within this area will have the opportunity to take accredited courses (e.g. ASDAN) when they enter KS4 and KS5.

Students working at PWH4 or above will be assessed on the PWH assessment criteria for English. The completion of PWH10 equates to OCN Entry Level 1 and students will be equipped to take the Entry Level 1 assessment. Students will progress onto Entry Level 2 and have the opportunity to work towards OCN Entry Level 3, Level 1 and Level 2 qualifications. Students working below PWH10 at the end of KS3 will also have the opportunity to work towards accredited courses (e.g. OCN, ASDAN) when they enter KS4 and KS5.

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progress and EHCP outcomes. Evidence for Learning will be monitored each term by the Senior Leadership Team (SLT).

16 KEY STAGE LEARNING

Students will work on materials appropriate for their age and cognitive ability.

17 KS2 AND 3

Students working at KS2 or 3 will either follow literacy targets commensurate to their ability and/or follow one of our reading programmes. Some students will follow the PWH Words for Living curriculum levels. Students will be regularly assessed to ensure they are making progress and interventions are put in place to support those who are not.

18 KS4

Students in KS4 will work towards their personal Words for Living Learning goals (IEPs), drawn from their EHCP outcomes, ensuring the skills learnt have a functional and purposeful element. Some students will have the opportunity to take accredited courses (e.g. ASDAN, OCN Entry Level 1-3, Level 1-2).

If students at KS4 are continuing to make progress linked directly to one of our reading schemes they will continue on this route.

19 POST-16 PROVISION

Post-16 students have English lessons focused around functional English to prepare them for adult life. As well as completing course work for their accreditation, student's literacy is embedded in their work-related learning tasks. Students will have the opportunity to take accredited courses (e.g. ASDAN, OCN Entry Level 1-3/Level 1-2).

20 PARENTAL INVOLVEMENT

It is important to involve, where possible, the parents and carers in sharing reading experiences within the home. This will be achieved through Buster's Book Club, a scheme to encourage reading for pleasure as this has been shown to have an impact on a student's academic progress. The scheme is run in partnerships with Councils, Inspire Schools, KM charities and is supported by the local media group.

Home learning English work can be set by the class teacher in line with the guidance set in the Home Learning policy (see separate policy).

21 EQUAL OPPORTUNITIES

The rights of all students and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all students is highly valued, and all students have an entitlement to access the curriculum.

APPENDIX 1. STRATEGIES AND RESOURCES

Strategies for teaching decoding:

- Manipulating phonemes (blending)
- Phonics -Read Write Inc. (RWI) – see appendix 2
- See and Learn programme
- Increasing vocabulary
- Use letters and sounds
- Rhyming, whole word recognition
- Phonological awareness
- Auditory discrimination
- Complex needs/ASD– body awareness/sitting/holding a book/posture/fine and gross motor skills
- Using explicit phonic games i.e. use of role play, ICT
- Learning sight words (Parkwood HFW (Appendix 4), Common Exception Words)
- Own personalised books
- Pre-reading skills play a fundamental role in teaching our students to read (refer to Letters and Sounds document [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf))
- Active Learn
- Phonics Books

Strategies for teaching reading comprehension:

- Colourful semantics
- Objects of reference
- Precision teaching (flash cards used on a strict timely basis)
- Use of visuals – communication in print/symbols
- All students are exposed to books that will stretch and challenge to promote reading for pleasure.
- Peer reading/reading partners – pairing older students with younger students to encourage reading for purpose and increase pleasure for reading.
- Structured reading times across KS2, KS3 and KS4 classes – 9.30-10.10 am set on the timetable
- Teaching specific reading comprehension strategies, e.g. inference, prediction, sequencing, summarising, making connections to text, retrieval, visualisation and text structure analysis.
- Reading is cross curricular- embedded across the whole curriculum.
- Linking it to a wider context
- Role play
- Multi-sensory resources to suit all learners
- Use of Makaton/Communication in Print to reinforce understanding
- Phonics based reading schemes with comprehension linked to the text (RWI, Talisman, Dandelion Readers, Active Learn)
- Guided Reading.

Resources need to reflect the complexity of the learners and their needs. These will include:

- Objects of reference
- Attention Autism
- Story sacks
- Tacpac
- Sensory stories
- Photos
- Symbols
- Whole word reading
- Storytellers
- Activities linked to World Book Day
- Whole school immersive days

APPENDIX 2. PHONICS

Each of the 44 phonemes in the English language has corresponding letters to represent them.

Phoneme = sound

Grapheme = letter(s) that represent a sound

At PWH, we teach students to convert a letter or group of letters into sounds that can be blended together to make a word.

To teach phonics, we follow the 'Read Write Inc' phonics scheme.

The flashcards to accompany 'Read Write Inc' are an extremely useful tool when doing phonics activities.

We aim to enable students to:

- Learn to recognise the 44 sounds and their corresponding letter(s).
- Learn to read words using sound blending.
- Learn to write the letter(s) which represent the 44 sounds.
- Learn to write words by saying the sounds.

The sounds are arranged into 3 sets, known as 'Speed Sounds'.

You will notice that some sounds are made using single letters, others comprise 2 or more letters.

When introducing students to a sound, emphasise, that where the sound has multiple letters, we still only say just one sound. This can be a hard concept for students to begin to understand.

Speed Sounds

Set 1

m a s d t i n p g o c
k u b f e l h sh r j v y
w th z ch q x ng nk

Set 2

ay ee igh ow oo ooar
or air ir ou oy

Set 3 (introduces students to alternative spelling of the same sound, e.g., a-e, ai)

ea oi a-e i-e o-e u-e aw are ur
er ow ai oa ew ire ear
ure tious tion

We work through these sets, starting at Set 1 students will progress at different rates, dependant on ability.

Each sound has a picture and phrase to accompany it, helping the students to remember the sound.

Teaching strategies:

- Sing and stretch the sound
- Encourage your student to sing the sound, stretching it (saying it for longer).
- Say the phrase that accompanies the sound (flashcards are useful for these phrases)
- Point to the picture and repeat the phrase a few times. (This really helps students to remember the different sounds.) See chart below for phrases.
- Have a selection of words written down containing the given sound.
- Students can look at words and locate the sound they are learning within each word. Do they recognise the other sounds in the word? If so, can they sound out the whole word?
- Words made up of letter sounds the students have been taught are known as 'green words.'
- Fred Talk
- When introducing students to new words, first encourage them to read in 'Fred talk'. This means, saying each sound in the word.
- Each sound must be very clear and distinct so students can sound blend. Demonstrate to your student first if necessary. c-a-t =cat, ch-i-p =chip, l-igh-t =light etc.
- Please avoid exaggerating each sound, for example, cuh-a-tuh, chuh-i-puh, luh-igh-tuh
- Fred Fingers
- Students use their fingers to sound out a word. Each finger represents a sound in the word. Ask your student how many sounds a word contains, they can use their 'Fred Fingers' to work it out.

Phrases and pictures for each sound:

Use handwriting phrases for Set 1

Set 2 Sounds	Phrase	Picture
ay	'may play?'	Students playing with toys
ee	'what can you see?'	Student looking through binoculars.
igh	'fly high.'	Student holding a kite.
ow	'blow the snow.'	Polar bear blowing snow.
oo	'poo at the zoo.'	Zookeeper holding a spade and bucket!
oo	'look at a book.'	Students reading a book.
ar	'start the car.'	People in a car.
or	'shut the door.'	Alien closing spaceship door.
air	'that's not fair.'	Mother eating cakes in front of chn
ir	'whirl and twirl.'	Dancing.
ou	'shout it out.'	shouting
oy	'toy for a boy.'	Boy and toy robot.

Red words:

Red words are common/high frequency words with an uncommon spelling e.g. said, would, bought. These cannot be sounded out using the learnt phonic sounds.

- When doing additional phonics with the student; try to spend as many extra sessions as you can throughout the day practising your students sounds and words.
- When blending words, use only letter sounds, not letter names (alphabet) as this can be confusing when learning to sound out words.
- Little and often is most effective.
- Point out letter sounds and words frequently; books, magazines, newspapers and signs etc., all provide the opportunity for sound recognition and put reading into context.
- Allow the student to sound out and write words on the computer, using magnetic letter boards, chalk boards etc. Anything that interests them!

APPENDIX 3. WRITING APPROACHES/STRATEGIES AT PWH

At PWH students will be encouraged and enabled to:

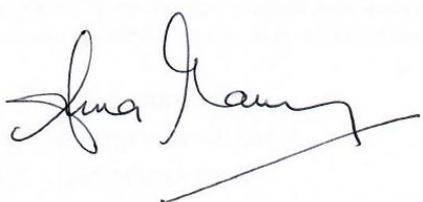
- know that the process of writing may be presented in different ways e.g. pictorially and using a variety of writing styles (printing, cursive, computer generated print/symbols, using programs like Communication in Print, Clicker 7 and Word).
- develop their gross motor skills as a precursor to the development of fine motor skills as preparation for letter formation
- develop an understanding that all representations of writing convey meaning.
- recognise that writing has many purposes
- write for different audiences.
- explore and use a developing vocabulary.
- sequence and relate events with increasing detail.
- put their ideas into pictorial representations, words, phrases and sentences (Play and drama are used to enable students to link ideas and develop the concept of sequencing)
- use a clear structure to organise their thoughts into writing representations (This may be supported through the use of writing frame, mind maps, etc)
- use different types of texts and other sources (role play, drama, video, artefacts, internet, etc) to stimulate the production of written work.
- use a variety of features, layout, presentation and organisation.
- produce narratives, poems, notes, lists, captions, records, messages and instructions.
- plan, review and revise their pictorial / symbol / written representations to improve the organisation of their thoughts.
- discuss and evaluate their own and others' written representations, showing respect for the work of others
- develop an awareness and understand that punctuation enables the reader to understand what has been written. Resources used to support the development of writing (closely linked to our reading resources)
- concrete apparatus e.g. magnetic letters, velcro word/personalised worksheets
- class and key stage dictionaries and thesauruses
- ICT programmes to support spelling / writing e.g. Clicker7
- Teaching letter formation (Inc. mark making)
- Teach print writing (unless already being taught cursive)
- Scribing for students
- Fine motor skills development
- Individualised targets
- Use of ICT – iPads, laptops, computers, IWB, writing pens
- Develop vocabulary
- Teach sentence structure
- Spelling, punctuation and grammar- use of pyramids to teach skills (see appendix 3)
- Talk for writing approach
- Colourful Semantics – use to support sentence structure and writing

APPENDIX 4. FUNCTIONAL WORDS PARKWOOD HALL

Forms	Getting Around	Transport	Personal Care	Warnings	Help
1. address	1. escalator	1. airport	1. boys	1. caution	1. accident
2. email	2. car park	2. bus	2. gentlemen	2. closed	2. ambulance
3. female	3. closed	3. gate	3. gents	3. cold	3. dentist
4. first	4. enter	4. platform	4. girls	4. danger	4. doctor
5. home	5. entrance	5. station	5. ladies	5. fragile	5. fire
6. last	6. exit	6. taxi	6. men	6. hot	6. first-aid
7. male	7. in	7. ticket	7. soap	7. keep out	7. help
8. mobile	8. information	8. train	8. toilet	8. out of order	8. hospital
9. name	9. lift	9. underground	9. women	9. poison	9. nurse
10. Number	10. open		10. toothpaste	10. private	10. police
11. phone	11. out			11. stop	
12. postcode	12. pay			12. warning	
13. street	13. pull				
14. surname	14. push				
15. work	15. sale				
	16. stairs				

APPROVAL

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed on a 3-yearly cycle and must be signed.

Date Policy Reviewed:	
Date of Next Review:	21/03/23
Signature of Principal:	
	
Date: 22/04/20	

Version and Date		Action/Notes
1.0	21/04/20	Creation of document.