



Woolton High School English Policy 2019-20



Context

Woolton High School is a secondary school for boys with social, emotional and mental health concerns. The age of the pupils' ranges from 11 to 16 years. The educational abilities of the pupils vary dramatically from P scales to GCSE pupils. Therefore, teaching approaches also vary in accordance with pupils' individual needs.

As a school, we recognise that the diversity of pupils and their learning styles require teaching approaches to reflect their needs through specialised, modified and structured teaching methods.

AIMS

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English Curriculum planning

We plan the English activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area. It is our primary focus to ensure students can know, remember and apply more. This is underpinned by our three stage of learning model (see quality of education policy).

We plan to ensure a consistency of approach to meeting our aims through a collaborative planning process. All teachers have access to resources that assist them whenever there are opportunities for reading, writing, oracy and spelling. Additionally, the English department work with other departments in the school to improve pedagogy.

The ultimate goal in line with our Ofsted recommendation is to improve outcomes for students in English.

At Key stage 3

In Years 7, 8 and 9 Pupils will be taught by Mr Thompson (CT). Pupils are assessed by the intervention team in their Reading and Spelling skills. Their reading and spelling ages also identify any pupils that may require additional support with Literacy skills. Pupils throughout the course of the years will access a wide variety of texts and produce varying pieces of writing. The main aim of English at this Key Stage is to develop skills to give pupils a 'Literacy Toolbox' they can utilise when undertaking external assessments. (Please see curriculum planning)

At Key Stage 4

At Key Stage 4 we provide opportunities for students to take Functional Skills qualifications at Years 9 and 10 to help with self-confidence in exams. Moreover, Key Stage 4 is a time of volatility in a setting such as ours. Having qualifications helps to prepare the students for their next destination.

English at Woolton High School will also adhere to the school's policies for inclusion and equality of opportunities for all pupils. Teaching and learning in the subject will always promote equality of opportunity, regardless of race, ability or beliefs with a fundamental goal of providing access to learning for every pupil, regardless of individual background or needs.

Contribution of English to teaching in other curriculum areas

Literacy within Secondary Education can be seen as the key that unlocks the door for pupils to access learning. This is due to the fact that reading, writing and communicating are used in every lesson throughout the school. In order to promote this and develop a whole school literacy model many interventions and initiatives have been set up to improve literacy:

Whole School Literacy

We utilise a humanities curriculum to provide breadth, balance and reinforce literacy. Pupils follow programmes of study for Geography, Art, History and Music each term and a subsequent literacy lesson focusses on extending their reading, writing and discussion skills by using subject material from humanities.

Spelling Time

Each Form Tutor will have a responsibility to deliver a spelling test to their class each week. These will be provided by CT. This lasts 15 minutes and is a perfect opportunity for students to develop their spelling accuracy and even improve their vocabulary. This is a whole school activity and will be led by CT and Miss Cooper. Forms will be split into houses that will compete together to ensure engagement.

Reading Time

Each Form tutor has a responsibility at 12.35 each day to deliver an engaging reading time to their class. This lasts 15 minutes and is seen as a perfect opportunity for Form tutors to develop pupil's ability and also enjoyment of reading.

Reading time will be guided by recommendations by the English Department with some freedom for individual teachers to select a different text if it is required.

Year Group	A1	A2	S1	S2	SU1	SU2
Year 7	Harry Potter and the Philosopher's Stone	Sherlock Holmes The Speckled Band	Percy Jackson and the Lightning Thief	The Machine Gunners	Skellig	The Lion, The Witch and the Wardrobe
Year 8	Frankenstein	The Woman in Black	War Horse	Z for Zachariah	1984	The Dam Busters
Year 9	Blood Brothers	Dracula	Hatchet	Holes	Of Mice and Men	Monsters of Men
Year 10	Hillsborough – The Truth	1984	Schindler's Ark	Tinker Tailor Soldier Spy	Great Expectations	A Monster Calls
Year 11	Newspaper Reports	A Game of Thrones	War of the worlds	Maus	Birdsong	

Whole School Displays

In a concerted effort to promote English throughout the school, displays will play a vital part in delivering our message to students. Around school there will be a responsibility placed upon staff to make sure grammar is correct in their wall displays in order to set an example. English will display excellent pieces of work by the meeting room and also have literacy boards on the top corridor. Every classroom in the school will also display the following things to help raise attainment:

- Copy of the alphabet
- Keywords/Terms may be displayed but MUST form part of Medium term planning and formative assessment.

Interventions

Also throughout the school in order to continue to try and raise attainment in English many interventions have been brought in, these include:

- AEN Grab Bags: A bag of resources for specifically identified pupils to help them access areas of the lesson. These include overlays, VCOP pyramids, WAGOLL (what a good one looks like) for Writing etc.

PSHE, ECHP and Form Time

The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in group work lessons. Groupings allow children to work together and give them the chance to discuss their ideas and views. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Pupils also study a variety of texts that bring up moral and social issues which will be discussed at length. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Resources

There is a wide range of resources to support the teaching of English across the school. These include a class base and TECs. Alongside these class bases pupils also have access to laptops and a variety of interactive resources all available under adult supervision.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. The subject follows the Schools Health and Safety Policy.

Aims of the Policy

The aim of this policy is for every pupil at Woolton High School to increase their ability, skill and confidence in English. We will endeavour to improve pupil's capacity to learn and communicate ideas and views through speaking, listening, reading and writing across a range of different situations, both in and outside of academic environments. As a teaching team our agreed objectives for 2019-20 are:

- All pupils at KS3 will have progressed by 2 sub-levels by the end of Year 9.
- All pupils will leave Woolton High School with a qualification in English.

Action Plan – Writing

The hopes of the plan are for students to write confidently, clearly and coherently for a range of context, audiences and purposes.

Writing opportunities have been mapped out on the curriculum. This allows for resources to be shared easily for a consistency of methods. Writing for context, audience and purpose is to be modelled consistently with the support from Lit Box.

Oracy

Pupils will continue to develop and use a wide range of vocabulary whether that is individually or in group discussion.

All key terminology will be planned for in Medium Term Plans across the school ensuring an emphasis on teaching the students these key pieces of vocabulary. Debate and discussion will be encouraged in all lessons across the school.

Reading

A goal for the school is for students to read widely and often for information, understanding and mainly pleasure.

Reading times have been scheduled for all year groups and linked to GCSE texts where it is appropriate. Reading has also been selected to engage student and ensured it is appropriate for their abilities.

Developing Pupils

Students will be worked with to improve how they use and interpret written and spoken language.

Reading ages and intervention groups will be established with the aim to improve their use of written and spoken language. Staff will be assigned to those students to help guide and coach them.

Spelling

There will be an aim to help students gain confidence in understanding and using phonological knowledge to improve their language development. To help students gain confidence a whole school spelling policy and form challenges will be implemented to ensure pupils are practicing these key skills. **DO NOT SPELL A WORD FOR A PUPIL, SPELL A WORD WITH A PUPIL.** For example pupil asks "How do you spell 'Stairs?'" Your response should be "Which parts can you spell?" Then sound it out St-air-s. They take responsibility for writing down the sounds they recognise and you can assist with the other sounds.

Conclusion

The effectiveness of this policy will be measured in terms of each pupil in school receiving a broad and balanced English curriculum that encourages the development and progress of each pupils reading, writing and communication skills. Access to accreditation in the subject will also be an indicator of the policy's effectiveness.

This Policy was be reviewed in October 2019

This policy will be reviewed again in September 2020

Whole School Spelling Policy 2019-2020

Woolton High is a school for pupils with Social, Emotional and Mental Health concerns. It is located in Woolton, a residential area of South Liverpool. The age of the pupils ranges from 11 to 16 years who attend school on a daily basis. The educational abilities of the pupils vary dramatically from P Levels to GCSE pupils. Therefore, teaching approaches also vary in accordance with the pupils' individual needs.

As a school recognise that the diversity of pupils and their learning styles require teaching approaches to reflect their needs through specialised, modified and structured teaching methods.

1. Aims and Objectives

1.1 The challenge facing a speller is very different from the challenge facing a reader, spelling is a letter-by-letter process that requires a set of conscious choices not required in reading. There are no perfect spelling rules but there are conventions that can help pupils to make informed choices and English spelling is regular enough to repay systematic teaching.

1.2 At Woolton High we realise that we need to do more than just give pupils words to spell; we need to give them strategies which improve their individual spelling and help them to understand why English spellings are as they are.

1.3 The aims of developing spelling are:

- * To know the regular patterns of English spelling;
- * To have effective ways of learning and remembering difficult and irregular spellings;
- * To have good writing strategies so that they can apply spelling knowledge when they are writing.
- * To promote a good visual memory
- * To encourage pupils to take risks and enjoy a challenge
- * To extend vocabulary to include exciting words
- * To proof read own work and use reference materials

2. Teaching and Learning Styles

2.1 At Woolton High we operate a whole school approach to spelling that involves all curriculum areas. In addition there is a Literacy Support Centre that focuses on basic literacy skills, including spelling. We understand the importance of pupils being aware of subject specific vocabulary and all staff are trained to display key

vocabulary and teach methods of learning how to spell difficult words accurately through a variety of approaches.

2.2 All teachers will:

- * provide an environment that fosters and supports pupil learning;
- * model and teach a variety of spelling strategies;
- * encourage pupils to take risks and 'have-a-go';
- * conduct a weekly spelling test
- * provide spelling activities, investigations and problem solving;
- * give opportunities for pupils to apply and reflect what they have learnt.

2.3 Pupils will be taught a repertoire of skills with which to approach new or difficult spellings these are:

- * Break the word down into sounds
- * Break the word into syllables
- * Separate the prefix from the main word
- * Use a mnemonic to remind them
- * Think about words in the same family
- * Remember to say a word as it sounds
- * Think about some words that are within the words they to spell
- * Think about where the word comes from
- * Think of words in groups
- * Think about some rules for spelling
- * Think about where they may have seen the word written.

Pupils may adopt all or some of the above strategies depending on their style of learning. At Woolton High we believe in the phrase:

“If I can’t learn the way you teach – can you teach the way I learn?”

(Chasty 1985)

2.4 We believe that all pupils, irrespective of gender, ethnicity, social background, cultural heritage or disability, have the right to access education. The education we provide is aimed at the strengths, personalities and abilities of all pupils.

2.5 At Woolton High we use a range of strategies for teaching keywords:

- * Subject specific dictionaries
- * Creating word banks
- * Word and definition cards
- * Using icons
- * Key word crosswords and word searches
- * Creating word clusters
- * Creating mnemonics
- * Creating calligram poster
- * Spelling Journals
- * Playing words games
- * Look, cover, spell, check
- * Online spelling games.

3. Assessment and Record Keeping

3.1 Throughout the school pupils are regularly assessed on their spelling ability. Testing takes place 3 times per year in Spring, Summer and Winter terms. Results are used diagnostically to provide teaching appropriate to the individual needs.

3.2 This may trigger the need for additional basic literacy intervention at the Literacy Support Centre, where specific teaching and learning takes place. The main aim of this intervention is to ensure that all pupils leave Woolton High with an acceptable level of literacy to enable them to function within society.

3.3 Detailed records are kept for those pupils who attend the centre, along with what has been taught and how the pupils have improved. This tracking allows teachers to ascertain the impact of the teaching through pupil progress.

3.4. Weekly spelling tests will take place during a form time. This can allow consistent records being kept of their spelling. This will also indicate any students who need support or further challenges.

4. Rationale

Every pupil at Woolton High School will be able to improve their spelling ability to an individually appropriate level and have confidence in their skills to improve their self-esteem.

5. Monitoring and Review

The policy and its implementation will be monitored by the appointed Co-ordinator who will support and inform the staff on the teaching of spelling.

The policy will reviewed annually with reference to the following performance indicators:

- * Teacher and pupils are satisfied that the aims of the policy are being met;
- * The pupils are making progress;
- * Teachers are satisfied with the level of support offered via staff development.

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