



English

At Rigby Hall Special School

Valuing Every Achievement

Intent

- We are determined that every pupil will learn to read, regardless of their background, needs or abilities as Literacy is at the heart of the curriculum. Once children are confident in reading, writing, speaking and listening it unlocks the curriculum for them.
- We provide a careful planned pathway of the skills we expect pupils to achieve at each key stage, which include key performance indicators.
- We create stimulating environments and areas for children to explore a range of books and expand on their skills. These areas encourage and support children to read for pleasure — our ultimate aim.
- Our school's systematic phonics programme is designed to support children's needs and expand their skills to enable them to read fluently and comprehend what they are reading. It teaches children the mechanics of reading to support them to become fluent readers. Fluency in reading is a key indicator of future success in further education.
- We have clear expectations of pupils' phonics progress term by term, and the school's phonics programme aligns with these expectations.
- Introduce initiatives to improve reading such as reading to a therapy dog or earning a free reading book to keep from our vending machines.
- To develop confidence in reading, writing and speaking and listening through fun, engaging lessons and set enrichment days and events (Roald Dahl day, World book day, National Handwriting Day, World Poetry Day, Shakespeare day and Talk for Writing Day).
- Teachers to plan fun and engaging lessons to encourage children to enjoy reading, writing, speaking and listening and overcome the basic mechanics of it.
- Provide interventions / catch up sessions to support underachieving children.
- Support staff with training needs to ensure high quality teaching.
- Build up a network of special schools to support each other with English and keep up to date with current incentives and changes within the subject.

Baselining & Target Setting: All children have a Pupil Profile that takes into account all the possible obstacles/barriers/interventions that might be effecting the child's education. This profile is then reviewed on a termly basis against their progress with-in Literacy and adjusted as necessary

Accessibility: At Rigby Hall accessibility to learning regardless of learning difficulty is key to our practice. From reading support, reinforcement of basic skills, group and peer work to hands-on activities to increase engagement, we try to be as practical as possible in our teaching of Literacy, and where possible look to utilise our outdoor spaces.

Communication: This is an essential part of Literacy and Literacy education. It is a way of sharing ideas and clarifying understanding. Ideas can become refined, discussed, and amended. Children are provided with visual cues in a step by step approach as much as is needed.

Implementation

Teaching Approaches: As a school we are aware that pupils are all individuals and have a variety of different ways of accessing their learning and retaining knowledge. We endeavour to use a range of approaches in our teaching, which we hope will maximise all pupil's ability to learn (for example sharing sensory stories with complex needs children to develop skills).

- We know where children are in terms of learning due to our careful assessments and aim to build on previous knowledge.
- We embed key concepts by recapping, which help to store them into their long-term memory.

Pupil Challenge: Work is planned individually for children so it challenges them enough, without being too challenging.

- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. Books are levelled and match children's ability providing a suitable challenge.
- Children are given the support of symbols and word banks to scaffold writing. Children take part in writing tasks linked to engaging texts, which are hand picked by teachers.

Peer & Self Assessment: Children have the opportunity to draft and re-draft their writing, focussing on improvements that they need to make to consolidate previous skills. Children assess each others work when suitable to recognise key skills shown and corrections that need to be made to improve skills further.

Pupils progress is continuously monitored and levels of attainment will be assessed at intervals throughout each Key Stage using:

- SOLAR.
- KPIs for each Key Stage and for each pathway ensure our pupils have the necessary Literacy tools to enable them to progress.
- Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading. Staff read across all subjects as key role-models.

Staff:

- Complete audit of skills and training needs. Staff are trained.
- Staff are involved in planning a fun, exciting, engaging curriculum.
- Staff know their children best and choose high quality texts to engage the children and further learning.

Impact

- All pupils, including the weakest readers make sufficient progress to meet or exceed their individual expectations (attainment target).
- Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction texts. This is encouraged from the enrichment days, reading vending machines and therapy dog.
- Pupils have a bank of stories they can re-call on for creative writing (talk for writing programme).
- Pupils can write / communicate using a range of media to write letters, fill out forms or share information required for their career or housing choices.
- Pupils use grammar, punctuation and spell correctly to the best of their ability.
- All students have the opportunity to work towards external qualifications such as Entry Level Certificate, Functional Skills Level 1 & 2 and GCSE Foundation English.
- Teachers feel confident to teach all areas of the English curriculum through training.
- Teachers feel supported.
- The subject is well resourced.