

## Devon School English Policy

### Introduction

The study of English develops the ability to listen, speak, read and write for a wide range of purposes, including the communication of ideas, views and feelings. Pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. They gain an understanding of how language works by looking at its patterns, structures and origins. Pupils use their knowledge, skills and understanding in speaking and writing across a range of different situations and contexts

### Aims and Objectives

Our aim at Devon School is to create a community in which spoken communication, reading, writing and thinking serve as the foundation for lifelong learning.

We want all our learners to develop a genuine interest and level of enjoyment from the English curriculum and develop an appreciation of all the English has to offer and to empower them beyond school in their communities and into further education and employment.

The ability to read, write and process information are vital employment skills and the study of English enables individuals to have access to a wider choice of employment opportunities and therefore financial independence.

Devon School strives to:

- Enable our students to use spoken communication, read and write with confidence, fluency, accuracy, and understanding; orchestrating a range of independent strategies to self-monitor and correct.
- Encourage students to have an interest in books and texts of all types and genres and read for enjoyment. Daily reading is an expectation for both pupils and staff, who model good practice.
- Promote ways in which all subjects can make a clear contribution to developing students' literacy through the teaching of subject-specific vocabulary and patterns of language.
- Ensure that all students recognise the importance of literacy as a tool for personal identification, expression and inclusion in society.
- Deliver high-quality, systematic phonic work taught discretely in subject areas.

- Ensure that the knowledge, skills and understanding that constitute high-quality phonic work should be taught as the prime approach in learning to decode (to read) and encode (to write/spell) print.

## Accreditation

Accreditation in English is via two pathways. The pupils have access to GCSE accreditation via Edexcel English Language and Pearson Edexcel Functional Skills from Entry Level 1 to Level 2. All learners have access to an appropriate, recognised accreditation.

## Curriculum Planning

Long term planning is formulated from the requirements of the English National Curriculum (2014).

Long term planning follows the schools long term planning framework, this outlines the different topics that will be taught over the course of the school year, and this is displayed in a student friendly format in the English learning space.

From this long term planning, termly schemes of work are composed with specific learning objectives and related activities.

Students in Key Stage 2 follow schemes of work from The Write Stuff by Jane Considine. The Write Stuff, is a system that aims to sharpen the teaching and learning of writing. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.

Students in Key Stage 3 are following the Pearson Skills for writing framework that follows that National Curriculum Requirements and prepares them for Key Stage 4 pathways. Skills for writing is a unique digital, interactive, front of class teaching tool that has interactive resources and writers workshops.

Students in Key Stage 4 have two pathways towards accreditation.

All learners follow the Pearson Edexcel GCSE English language pathway from Year 10 onwards. This pathway enables learners to work at a level which provides challenge and are the gateway to further education, vocational training and employment. Not all students take the GCSE, however they use the skills developed through the GCSE pathway towards their Functional Skills accreditation.

## Assessing and recording progress

Progress and attainment are measured within lessons by evaluation against the learning objectives of the lesson and marking is carried out in accordance with school marking policy. Opportunities are provided for pupils to reflect on their progress.

Each half term a piece of extended writing is assessed to demonstrate progress over time.

These are assessed against fluency, content, conventions, syntax, and vocabulary.

In Key Stages 2, 3 progress is recorded using the IASEND assessment platform, this is completed termly and assesses the students against the National Curriculum in which they are working.

At key Stage 4 progress is measured against accreditation criteria using core subject trackers. This is at both GCSE and Functional Skills level and enables staff to predict grades and evidence progress.

### **Social, Moral, Spiritual and Cultural**

English supports the social, moral, spiritual and cultural development of our pupils.

Social - English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language.

Moral - English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in genres

Spiritual - English supports spiritual development by engaging children with poetry, fiction and drama. Exploring feelings and values found in a wide range of genres

Cultural - English supports the cultural development of a child by exposing them to a wide range of written and spoken language from a range of cultures.

The curriculum is enhanced via offsite opportunities such as cinema visits and access to community libraries.

All Years visit Morwellham Quay, Copper mining museum to experience Victorian England. We will learn new words and terms which will help expand student's vocabulary

Year 6 ,7 and 8 - A visit to a production in a local theatre - Linked to narrative study/story telling

Year 9- A visit from a local poet such as Matt Goodfellow-Linked to poetry and lyrics study /Stover Ted Hughes poetry trail and vertical poetry

Years 9 - A visit to a production in a larger venue with a focus on classic literature -detective genre-Linked to spy fiction

Years 10 and 11- A Shakespeare trip to Princess Theatre to see a Shakespeare production- Linked to GCSE curriculum in the Spring Term