



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Linguistic Policy

This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:

Assessment Policy

Behaviour Policy

Charging and Remissions Policy

Marking guidelines

Equality and Community Cohesion Policy

Gifted and Talented Pupils Policy

Health and Safety Policy

E-Safety Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disability Policy

Throughout this policy 'parents' denotes those with parental responsibility. Other documents that support the teaching and learning of English:

National curriculum in England Framework document

Statutory word lists and spelling rules (National curriculum in England)

Handwriting guidelines

The school's approach to the teaching of reading

Rosewood Phonic Scheme (based on Twinkl)

1. Mission Statement

We believe that language is the tool by which we communicate and that it is inextricably bound up with all learning. We are committed to developing children's competence in the understanding and expression of spoken and written language. We believe that language skills, knowledge and understanding can be taught and developed in the context of the whole curriculum, and as part of the daily English lesson. Language learning should be meaningful and relevant to the learners, not broken up into abstract pieces.

All components of language - speaking and listening, reading and writing - are of equal importance in developing the communicative skills of the individual child. We consider that consistency of approach towards the teaching and learning of language throughout the school is vital for successful language development.

1.1. Aims and Objectives

The aims of English are to:

- provide a stimulating language-rich environment where pupils are able to work collaboratively, and where speaking and listening, reading and writing are inter-related;
- help children develop competence and confidence in all aspects of their language development; ensure continuity and progression in the provision of language experiences in school, including the delivery in alignment to the National curriculum in England Framework document;
- encourage children to view reading as a lifelong pursuit, giving pleasure, enjoyment and information and help children to develop the skills required for reading and responding to a wide variety of texts;
- enable children to develop the skills, attitude and knowledge necessary to write independently and effectively for a wide range of purposes and audiences, and to take pride in a high standard of presentation;
- ensure equal opportunities for all children to gain access to the language curriculum. To foster respect for the different languages brought to school, as well as developing a use and understanding of standard English;
- ensure that the teaching of phonics at Key Stage 1 is taught with fidelity to the Twinkl scheme, Teach Phonics to those who require it using Rosewood Phonics, (adapted for older learners) based on the Twinkl scheme
- actively encourage parents to participate and share in their child's language development, reading and writing, both in English and in any home language

2. Approaches to Teaching and Learning

Parents have an active role to play in their child's language development and are encouraged to participate and share in the process by:

- talking and listening to their children, both in English and any home Language;
- reading regularly to and with their children;
- providing children's literature at home whenever possible;
- identifying regular times to share books and listen to their child read;
- encouraging their child to visit libraries regularly;
- talking about their child's language development with the teacher at parent's evening and at other times if they have concerns;
- attending meetings held by the centre in relation to language development.

3. Resources

Our centre has a book area, from which children are able to select a reading book to read during school hours. Both fiction and non-fiction books are considered a valuable choice for a reading book, although balance is important. The children are encouraged to select their own books, with appropriate guidance from staff. Language areas also contain classroom-based resources, such as dictionaries and thesauruses. Some children will at an instructional level and are directed to a reading scheme. We have a number available to match individual need and interest.

4. Learning Environment

Please refer to the Teaching and Learning Policy.

5. Planning

We plan for continuity and progression throughout the centre by using our own curriculum which aligns to the National Curriculum. Long and short term planning are completed by individual teachers in order to meet the needs of their group. Teacher planning is a working document which is continually revised and updated to address gaps in knowledge and revisiting of prior learning.

Learning objectives are aligned to the programmes of study, aligning to the curriculum as detailed in the National Curriculum for English, to demonstrate progression in each strand. This includes spoken language, reading (word/comprehension), writing (transcription/composition) and spelling, grammar and punctuation.

5.1 Guided and Group Reading and Writing

Key Stage 1

Guided and group reading and writing are taught within English lessons. Children receive additional intervention focusing on specific targets linked to phonics, handwriting, spelling, reading and writing.

Key Stage 2

Guided/Group reading and writing are mainly taught within English lessons. Children receive additional intervention focusing on specific targets linked to phonics, handwriting, spelling, reading and writing.

Key Stage 3 and 4

English lessons are planned and delivered to provide regular opportunities for students to read. Teachers model reading across all subject areas. Regular testing of reading informs targeted teacher interventions.

5.2 Spelling

Within the National Curriculum for English there are specific spelling words lists contained in the appendices. Children's knowledge and use of these words is recorded and monitored by class teachers. In Key Stage 1, phonics is taught using Twinkl which forms part of the school's approach to teaching and learning of spellings. At Key Stage 2 children learn spelling rules and strategies covering all the national objectives. They may require Phonics teaching from the Rosewood Scheme.

In marking children's writing, the focus is on helping children to apply the rules/strategies learnt and their knowledge of common words, enabling them to develop knowledge further and to learn new strategies for spelling a word. These errors may then be used as a focus for further specific teaching, on an individual or group level. If there are a lot of incorrectly spelt words then the teacher will select a limited number of words to correct to enable children to focus on a few at a time and to maintain high self-esteem.

Spelling is a cross-curricular focus in line with improving whole school literacy. In Key Stage 3 and Key Stage 4, tier 3 words are identified by teachers and used in weekly spelling tests with opportunities to revisit embedded into teacher planning and lesson delivery.

5.3 Handwriting

Handwriting and the presentation of work are skills which should be taught and improved in line with the individual child's needs on a regular and progressive basis. Children are initially taught to print and this is developed into joined script as the individual child develops their fine motor skills. The children are given the opportunity to practise their handwriting regularly and teachers make it clear to the children their different expectations of presentation (depending on audience and purpose of the piece of writing).

See Handwriting policy for further information including the centre's chosen script.

6. Assessment

In KS1 and KS2 assessments are used to see children's initial understanding and gaps in their knowledge.

Students are assessed through a process of summative and formative assessment. Assessment is used to inform teachers of strengths and weaknesses and adapt planning and teaching to help students progress.

Class teachers keep a record of reading observations on a regular basis. Children are heard to read individually at least until they are fluent and show competent comprehension skills. All children read within the context of appropriately grouped reading groups.

7. Cross Curricular Opportunities

7.1 Reading, writing, communication, maths and ICT

Reading, writing and speaking and listening skills are fostered across the curriculum in other subject areas. Teachers are encouraged to set clear learning intentions and success criteria in topic and science lessons where the children are completing extended pieces of writing. Reading activities and comprehension activities are linked to topic work when possible based on the current curriculum topic.

ICT is integrated into the delivery of English where appropriate. It is used as an essential tool to assist in shared reading, comprehension and writing. English games and other whiteboard resources are used as a tool to enhance the children's learning. Specific software and web sites are regularly used throughout the school to support the key objectives. Word processing, publisher, Power Point and prezzi are used as ways for children to present their work.

7.2 Foundation subjects

English objectives from the primary curriculum are taught and developed through links to other subjects. Topics provide many appropriate contexts for the teaching and learning of English objectives. Books are chosen to embrace cultural diversity (see section 9).

8. Enhancing the Curriculum

Teachers are encouraged to use the classrooms, centre space and outdoor areas creatively particularly with speaking and listening or drama activities. Throughout a unit of work there is a balance between reading, speaking and listening and written opportunities to develop and consolidate skills and understanding. Discussion, co-operation and collaborative learning is encouraged and pupils often work in pairs or small groups as well as individually.

Key vocabulary is displayed within classrooms with some displays being changed according to the unit of work currently taught.

9. Inclusion

9.1 Equal Opportunities

We make every effort to ensure that the books and resources available in school are free from racist and sexist stereotypes, and challenge issues such as race, gender and relationships.

Teachers are expected to show awareness of all genders as readers, extending their knowledge of books through guided experience of a range of texts. It is recognised that some children, particularly boys, can be reluctant readers and writers and therefore we aim to provide a range of reading materials and writing opportunities to interest all children. The reading of newspapers, comic books, and media related fiction should be validated so that boys can identify themselves as competent readers of a variety of texts.

9.2 Special Educational Needs and Disability (SEND)

Reading materials reflect the abilities of the children, including the less and more able reader. Within English lessons, learning opportunities are differentiated for ability groups, either by the activity or by the level of support from the teacher/classroom assistant in Guided, Group Reading or Writing.

9.3 English as an Additional Language (EAL)

Respect for other dialects and languages are fostered by learning about how language works and by providing a range of materials from other languages and cultures. Literature is an excellent starting point from which to develop learning programmes for bilingual pupils. It provides an opportunity for the development of language in a meaningful context. Picture books especially afford good visual support for bilingual learners across the curriculum.

10. Health and Safety and Safeguarding

Please refer to the Teaching and Learning Policy.

11. Roles and Responsibilities

Please refer to the Teaching and Learning Policy.

Policy:

Jennifer Wood, Centre Director

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