

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 alongside 'Talk For Writing' units of work. 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. The 'Talk For Writing' approach focusses on story mapping, shared writing and specific grammar work. This embeds sentence structure and the structures of different text types students so that they gain the confidence and skills to write independently.

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. This also works alongside 'Talk For Writing' units that enable the students to explore language and structure through immersion into a range of text types and language.

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.

Handwriting

We use Letter-join which is a comprehensive handwriting scheme. It utilises a blended approach, combining digital animations for letter formation with interactive whiteboard activities and systematic printed worksheets.

The program follows a structured progression from pre-writing patterns and printed letters to fluent, continuous cursive. It ensures school-wide consistency through customizable font styles (including lead-in lines) and provides specific modules for handwriting recovery and SEND support. By integrating phonics and transcription skills, Letter-join aims to develop handwriting into an automatic process, allowing pupils to focus on the content and speed of their writing.

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. This is supported by the marking of work covered during the lesson as well as other activities used to test understanding, such as:

- One to one discussion with pupils
- Observation of the pupil
- A mixture of open and closed questioning
- Frequent quick tests, written or oral
- End of block tests

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. This is a pupil tracker system which tracks small steps of progress by breaking down the National Curriculum in to small pieces.

At Key Stage 4 progress is measured against accreditation criteria using a subject specific core subject tracker for GCSE and Functional Skills enabling staff to predict grades and evidence progress.

Irrespective of whether a pupil is studying for a GCSE or a Functional Skills in English in Years 10 and 11 we start preparing for the examinations by using exam style question and past paper to inform progress, decisions on entry level being made at the most appropriate time to maximise potential success.

In order to meet the standards set out the expected progress for Key Stage 2 curriculum (N curriculum) is 12% over the course of the academic year and 15% for Key Stage 3 curriculum (D curriculum). Progress for Key Stage 4 uses a linear flightpath model and is measured using the scheme of work against progress made each academic term.

Detailed below is a sample flightpath highlighting aspirational progress through KS3 / 4 based upon KS2 scores.

KS2 Scores	Year 7		Year 8		Year 9		Year 10		Year 11		GCSE
	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	
											+9
											-
											+8
											-
											+7
											-
											+6
											-
											+5
											-
120	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-
118	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+
116	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=	4=
115	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-
114	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+
113	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=	3=
112	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-
110	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+
108	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=	2=
106	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-
104	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+
102	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
100	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-
96	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+	E3+
92	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=	E3=
88	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-	E3-
84	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+	E2+
80	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=	E2=
8	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-	E2-
8	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+	E1+
0	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=	E1=
0	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-	E1-

The Flight Path shows the **progress** students can make from Year 7 to Year 11. Movement along this Flight Path can be fluid and is not restricted to only one strand so that students aspire to achieving the best grades they can.

The rationale for these figures come from the Progression Guidance:

Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities.

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.

Year 6, 7, 8 and 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 10 and 11- A visit to a larger theatre with links to narratives or author's studied. For example: Matilda.