



## English

Reading, writing and communication are fundamental life skills that are of the highest priority at Robert Ogden School. These are essential for all aspects of school life and the world beyond. We work to celebrate and build on the strengths of pupils and support them to overcome barriers to their learning. We are fully committed to developing each child's unique potential within a secure and caring environment to enable pupils to learn well and to support their learning across other subjects and areas of interest. Reading, writing and communication are taught across the curriculum ensuring that skills taught are applied in other subjects and activities.

### Reading

As well as giving pupils a basic life skill in reading, some pupils will be able to use reading to discover new knowledge and develop a desire to read for enjoyment. They will be given the tools to read with confidence, fluency and understanding.

We develop our pupils' understanding of the written word by including activities focussed on reading for meaning, including following written and visual instructions, responding to written and visual questions and by using appropriate questioning techniques when reading.

Where appropriate, English is planned and delivered through the context of a high quality text. Pupils are introduced to a variety of genre, including fiction, non-fiction, poetry, graphic novels, computer based writing, short stories and novels.

Pupils communicate enthusiastically about reading. They have access to a range of reading materials including books, comics and computer programmes matched to their own interests. Some pupils can talk about books and authors that they have enjoyed. Other pupils might show their enjoyment of reading through engagement with activities.

### Phonics

Learning to read is important. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. Phonics is also taught creatively using multi-sensory approaches where needed.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read through the Read Write Inc Programme.

This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps pupils learn to spell well. We teach pupils simple ways of remembering these sounds and letters.

Pupils also practise reading and spelling what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'. Pupils practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they can read and this does wonders for their confidence.

The teachers read to the pupils, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

## **Lexia**

Lexia is a targeted literacy intervention in the form of an animated computer programme. It provides explicit, systematic and personalised learning in the six key areas of reading instruction: phonological awareness, phonics, structural analysis, automaticity, vocabulary and comprehension.

All appropriate pupils are assessed using the Lexia programme and have opportunities throughout the week to access the programme.

Research suggests that greater access to Lexia is linked to greater success on the programme. Students who wish to access the programme at home can do so using the link below:

<https://www.lexiacore5.com/>

## **Writing**

Multi-sensory approaches are used to encourage exploratory mark making. A variety of mediums are introduced including sand, foam, play dough etc in order to develop cause and effect and unintentional and intentional mark making skills.

Pupils are encouraged to develop their pre writing and fine motor skills including practicing their tripod grip, through playful, engaging sensory activities including Doh Disco, squiggle while you wiggle and prewriting patterns. Some pupils develop meaningful writing beginning with their name and letter formation following the Read Write Inc. scheme and eventually progressing through to writing for a variety of real life purposes, for example shopping lists, recipes, instructions and creative composition for enjoyment. We use a range of support materials including symbols and pictorial representatives of words and phrases. The computer programme Communicate in Print is used throughout the school in order to support both reading and writing. We also use Colourful Semantics in order to promote understanding and develop meaningful writing.

Pupils are encouraged to write in lessons across the curriculum and staff are mindful of the anxieties writing can illicit in our pupils.

### **Exams / Accreditation**

Pupils in our Secondary and Post 16 (Key Stage 3, 4 and Post 16) have the opportunity to take accredited units of work within the qualification pathway. From Year 7 onwards, data is used to identify pupils to ensure they are working towards the most appropriate qualification. This is determined on an individual basis taking into account pupil's skills, strengths and needs ensuring these add value to individual learning.

We offer a range of different qualifications that meet different needs for the students:

#### Pearson IGCSE English Language

The aims and objectives of this qualification are to enable students to read a wide variety of texts ranging from Poetry, to Prose, to Non-fiction. The course allows students to write effectively and coherently using Standard English appropriately for a range of different purposes. Students will complete two pieces of coursework based on Poetry and Prose Texts and creative writing before undertaking an exam based on Non-fiction Texts and creative writing. The course sees students are able to explore a rich range of texts and the students are able to develop their understanding of the written word because of this.

#### Pearson IGCSE English Literature

Similarly, the aims and objectives of this qualification are to enable students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world. Students will develop an appreciation of the ways in which writers achieve their literary effects and explore, through literature, the cultures of their own and other societies. Similar to the English Language course students complete two pieces of coursework, based on Modern Drama and Literary Heritage Texts before moving onto the exam based on Poetry and Modern Prose. Above all, students will find enjoyment in reading literature and understand its influence on individuals and societies.

#### Pearson Functional Skills Level 1-2

The qualifications give students the chance to listen, understand and respond to verbal communication in a range of familiar contexts. At Robert Ogden, these texts are personalised to see that engagement and interests are met. Students will acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. They will read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely. Lastly, students will write texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

#### AQA Step Up to English

For Step Up to English students read, a range of texts, including literature and literary non-fiction as well as other writing such as letters. Comprehension is a key aspect for

the course where identifying and inferring themes, ideas and information in literature and other writing is at the core. Students comment on writer's choice of vocabulary, form, grammatical and structural features as students produce write for different purposes and audiences; to describe, narrate and explain.