



Provision for SEN and more able in English

Introduction:

Within our English Curriculum, we strive to embed a life-long love of language and communication by learning about literacy skills through the use of quality children's texts, books and topics that inspire and excite young readers and writers. Our curriculum is flexible and responds to the needs of our children. Lessons are meaningful, exploring audience and purpose of communication, creating challenge and reinforcing core skills.

We aim for the children to learn through engaging and challenging texts, which stimulate imagination and gives them the confidence to move beyond what is familiar, to new skills in speaking and writing. They develop the depth of their understanding of what they read, hear and see. Children are taught to be competent users of spoken and written English, enabling them to participate fully in the world beyond school.

SEN

SEN are supported in every aspect of the English curriculum.

Reading: for our weakest readers, who have extremely weak phonological awareness, we run the 1-1 Toe by Toe intervention. The bottom 20% of readers are identified and monitored throughout the year. They receive additional opportunities to read to an adult, either daily or thrice-weekly. For guided reading lessons, alternative texts are selected or the same text is pre-taught to support access for SEN pupils. All pupils, including those with SEN, benefit from listening to teachers regularly reading quality texts aloud as well as developing fluency and vocabulary through our school-wide close reading approach. Texts selected to enrich the wider curriculum are approached in a variety of ways to ensure that all pupils can access them.

Writing: children who struggle with basic writing skills have the curriculum adapted to support their needs and ensure that the work is accessible and suitably challenging. Success criteria are differentiated to ensure that pupils are focusing on skills which are suitably challenging and pupils often work with the support of an adult.

Spelling: for pupils with spelling-related SEN, our personalised approach to spelling (including the spelling intervention, Nessy) ensures that all pupils discuss and practise spelling rules, in a variety of ways, which match their ability. Daily practice is built into our curriculum and progress is monitored to support accurate Assessment for Learning (AfL).

In all aspects of the English curriculum, pupils with processing difficulties may be given additional time to complete tasks, including tests, and those who have issues with recording their ideas have access to a range of provision: laptops, iPads, scribes, transcribes, handwriting paper, gross and fine motor skill interventions.

G&T

High quality texts are the backbone of the English curriculum to ensure that pupils are exposed to a wide breadth of vocabulary, styles and authors. Varied texts are chosen to contribute to the cultural capital of our pupils: archaic, non-linear sequence, symbolic and non-fiction.

All pupils are encouraged to think of themselves as authors and the audience and purpose of texts are carefully considered during the writing process. G&T pupils are more specifically encouraged to consider the effect of their choice of grammar and vocabulary on the reader...always reflecting on the quality of their work and the extent to which it suits its audience and purpose. Differentiated lesson foci and success criteria ensure that G&T pupils are challenged to show an appropriate breadth of skills in their work and open-ended writing tasks give pupils scope to show the breadth of their skills. The assessment grids which are completed at the end of each half term give teachers the opportunity to identify elements of pupils' writing which would be considered greater depth.

Regular 'free writing' opportunities are built into the curriculum, where all children have the opportunity to write with creative freedom, choosing genre, style, type, tone etc. G&T children relish these opportunities and are actively encouraged to view themselves as authors, considering their own authorial choices.

Historically, our gifted writers have been given the opportunity to work with other schools in the pyramid on G&T writing events, which provide an additional opportunity for children to explore and develop their flair for writing.