

English & Literacy Curriculum Statement

Teaching staff at OHS understand the importance of promoting positive attitudes towards English & literacy from an early age and encourage pupils to develop a lifetime love, and habit, of reading, writing and oral communication. Staff embed literacy and disciplinary literacy within their lessons & interactions with pupils across the curriculum.

Our aims are to:

- Contribute to pupils' experience of a broad and balanced curriculum
- Maintain curriculum continuity, where possible, for long-stay or regular attending pupils
- Offer GCSE and other opportunities for accreditation
- Provide opportunities for pupils to review, reinforce and extend subject specific skills and knowledge
- Provide a variety of learning experiences through which to promote linguistic development, so pupils are competent and confident in the use of English
- Support the basic language and literacy development of all pupils
- Develop and foster good reading habits, encouraging pupils to read widely in order to develop independent, responsive and enthusiastic readers
- Contribute to pupils' personal, social; moral, spiritual and cultural; social and emotional development

Speaking and Listening

Small group and 1:1 teaching offers enhanced opportunities to explore ideas through speaking & listening across the curriculum and teaching staff at OHS are skilled in developing opportunities for focused discussion and questioning. Pupils are encouraged to speak confidently and fluently in a variety of situations and to listen attentively, taking into account the views of others. There are also opportunities for pupils to critically discuss fiction, non-fiction and their own work. We aim to develop self-esteem and confidence in speaking by acknowledging success in this area. Where possible, pupils are encouraged to access meaningful opportunities and gain accreditation through Functional Skills, AQA Unit Awards and GCSE spoken language modules.

Reading

We recognise that reading helps to enhance academic progress and the wellbeing of our pupils by:

- development of reading age/ skills/ breadth of vocabulary to support learning across the curriculum
- improved sense of well being through the act of reading
- improved sense of empathy and self awareness

- supporting teacher planning of individualised learning (using their chosen texts as a springboard into a unit of work/connections to the broader curriculum)
- encouraging curiosity in, and knowledge about, the world around them

English lessons give pupils opportunities to explore a variety of fiction, non fiction and different media texts. They are taught information retrieval skills, encouraged to read critically and express a response to what they have read. OHS staff promote and embed opportunities to develop fluency and comprehension in reading across the curriculum through the use of bespoke strategies addressing each individual's need.

We recognise the importance of teaching phonics and strategies for Early reading and all primary pupils receive support from staff who have received training in this area. We aim to follow the phonics and reading schemes from enrolled schools, wherever possible, in order to support continuity and reintegration. OHS has a wide range of fully accessible and inclusive age appropriate reading materials available, including kindles, a 'Read Well' and 'STEM' kindle library and 'Read for Good' book trolleys. In addition, we have a selection of listening and audio books available.

Curriculum Enrichment

We recognise the value of enriching and enhancing the curriculum through creative partnerships and we have a strong and embedded offer of curriculum enrichment opportunities led by the English & Arts Faculty Lead. These include celebrations of National Poetry Day, a Storytelling Week, visits from authors, storytellers and illustrators, all of which regularly immerse the pupils in high quality examples of literature.

Identifying Strengths and Areas for Development in Reading

Across the school, we use consistent approaches to determine a pupil's level of reading. As well as requesting relevant information from enrolled schools on admission, we aim to give pupils the opportunity to do the following within their first lessons with us:

- read aloud to a teacher
- hear a teacher reading aloud
- complete tasks across the curriculum which elicit use of VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and summarising)
- be exposed to a variety of texts (fiction and nonfiction)

This information forms part of our initial assessments, which are either recorded in, or help to inform, the pupil's initial Learning Aim. It also informs strategies and interventions we will use when teaching them, which are discussed in Pupil Progress Meetings and recorded on the 'Strategies, usual ways of working, current reasonable adjustments' section of the Individual Pupil Profile.

Writing

OHS staff promote and embed opportunities to develop fluency and skills in writing for a purpose using a range of appropriate formats and styles.

We recognise that this helps our pupils by:

- enhancing emotional intelligence
- developing thinking skills
- improving academic performance
- increasing the ability to vary the formality of vocabulary and expression & the ability to engage with and affect the world around
- enriching expression and imagination
- developing general knowledge

Pupils are encouraged to take pleasure in writing and to gain confidence in their own abilities. They are given opportunities to write for a wide range of purposes and in a variety of forms; developing their sense of appropriate style and their control of language. Drafting and revision of work is encouraged in all years. Technical accuracy is encouraged and the need for good presentation and legible handwriting, as appropriate, is emphasised. We approach the teaching of grammar in as coherent a sequence as possible (i.e. when teaching formal writing), through addressing errors in an individual pupil's work and discussing these with them and through seeking to relate acquired grammatical skills to a practical outcome (such as an essay).

Teaching staff at OHS believe that the breadth of a pupil's vocabulary is a key factor in their ability to achieve across the curriculum. We believe that it is the responsibility of all staff to teach strategies for learning new vocabulary and to extend and embed opportunities for pupils to learn new vocabulary across the curriculum. OHS staff teach and embed Tier 1,2 & 3 vocabulary across the curriculum and ensure that pupils understand its meaning in and across concepts.

Extended Writing & Writing Under Assessment Conditions

We aim to encourage long-term pupils to undertake an extended piece of writing (e.g. a longer style exam question) at least once per half term and seek to replicate this under assessment conditions where appropriate. As part of this process we will seek to put in place all exam access arrangements to which the pupil is entitled, in order to evidence that this is their normal way of working

Interventions

We aim to provide immediate and dynamic support to our pupils through a range of bespoke strategies, which may include:

- 1:1 teaching
- Adaptation of curriculum e.g. additional lessons, targeted support
- Quality First Teaching strategies
- Targeted resources e.g. Toe by Toe, Dyslexia Gold
- Liaison between the OHS SENDCo and the enrolled school SENDCo where greater need is identified

- Use of formal assessments and screening tools where deemed appropriate, and in consultation with the enrolled school
- Bespoke reports and advice shared with enrolled schools upon discharge to support reintegration