



Dedicated to delivering inspirational learning experiences.

Communication, Language & Literacy Policy

This policy describes practice in the teaching of English at Baginton Fields school for semi-formal and formal learners in the areas of reading, writing, phonics, spelling, grammar and punctuation, up to the age of 16.

The teaching of English at Baginton Fields School is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement. Our approach to teaching of English is multi-faceted, incorporating high-quality literature, sensory and engaging learning experiences, and practical and meaningful activities which consider real life contexts. Our priority is to create readers and writers with the skills and knowledge they need to be successful in life.

We want all children to leave Baginton Fields School with a life-long love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write.

Planning and the curriculum



Lesson planning is modelled on the work of the 2014 National curriculum and organisations such as the National Literacy Trust. At Baginton Fields school we believe that:

"All pupils should have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement..."
Schools: guide to the 0 to 25 SEND code of practice, 2014

Due to the varying and often complex needs of learners at Baginton Fields School, students follow individual schemes of work (Long term plan, medium term plan and lesson plans) throughout their education with us to ensure sequential and progressive building of knowledge and skills at all ages and phases of their education, rather than setting out expected outcomes by age. These schemes are in Reading and also Writing. These skills and objectives are taught in context of thematic approaches to ensure learning is engaging, purposeful and age appropriate, avoiding repetition for learners who are taking longer to work through the schemes. We have taken the conscious decision not to plan themes more than one school year in advance. This is to allow us to respond to current events and learners' preferences on an on-going basis. We also want to our teaching team to be enthused and passionate about what they are delivering so to promote creativity and sharing ideas teacher's work in 'planning teams' to develop a theme to engage and motivate the learners on a termly or half termly basis.

Themes/Areas of Interest are selected to provide interest and variation to our learners, ensuring they are age appropriate. We seek to promote flexibility of thought by introducing new topics, concepts and vocabulary regularly. We are always mindful of meeting the needs of our learners.

Learning in English is linked to the termly class topic and, therefore, the wider curriculum. Editorial skills needed for writing (handwriting, spelling, punctuation and grammar) are taught as part of the whole school Twinkl Phonics programme which is detailed below, these are then embedded through real contexts. Teachers plan creative and relevant links to their class topics as a stimulus for writing. There is a balance between fiction, non-fiction, poetry and play texts, with an emphasis on whole texts rather than extracts and worksheets.

Reading

"Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know." The National Curriculum in England, 2013.

Intent

Our priority is both the teaching of reading skills and the enjoyment of Literature, enabling children to become lifelong readers, in line with their individual needs. We know that for all our children to become readers and writers, phonics must be taught through a systematic and structured phonics programme.

At Baginton Fields we use the Phonics for SEN programme to plan and deliver daily phonics lessons, ensuring a cohesive, whole school approach to phonics. The Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics across school. Level 1 Phonics for SEN provides an SSP scheme with a variety of games and blending approaches (teaching packs) to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught first and then embedded throughout the teaching of phonics Levels 2-6. In Levels 2-4 learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing, using an approach of learning 'sound spelling' (Vocabulary taught to students).

Learners ready to progress will access Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading (decoding) and spelling (encoding). It focuses on phonetically decodable two-syllable and three-syllable words (taught as sound spellings) and the alternative ways of pronouncing and representing the long vowel phonemes (spelling groups). Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns

and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words using the approaches of the scheme throughout.

The Phonics for SEN Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing, being able to decode words and read with greater 'levels of independence'.

Implementation

We teach a programme of learning understand the strands of reading as outlined in the Scarborough's Reading Rope. Teaching reading through comprehension, involving background, knowledge and decoding words in phonics.

The Phonics for SEN Progression Map ([see Appendix 1](#)) sets clear expectations for students' progress within the Phonics Programme. Due to the nature of learners at Baginton Fields School, age-related expectations have not been set, allowing students to develop their phonics knowledge in line with their individual needs and at their own pace.

Teachers complete Phonics for SEN tracking documents, allowing senior leaders, teachers and practitioners to track students' progress. It provides opportunities for data analysis and encourages discussions around student progress, group progress, future learning and misconceptions, enabling teachers to respond and adapt teaching within the programme to provide additional support and challenge to students.

The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision.

The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise and over learn phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential

Impact

The impact of using the complete Phonics for SEN Programme (including lesson packs, display photos, weekly planning and parents notes) as the basis of our phonics teaching, will be for children to develop their phonics skills and knowledge through a systematic,

synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Reading materials support the SSP learning approach and are approved by the Phonics for SEN programme we use.

The programme will prepare children who are ready and able to be screened for phonetic knowledge and can complement the DfE's BSP phonics guidance, for other learners the principles and teaching approaches are used e.g. they are exposed to environmental letter / sounds and sound spellings where appropriate. Following the programme gives Baginton Fields School a consistent approach to phonics, which are clear to teaching staff and learners. Parental engagement can also be improved through the use of the parent guidance sheets, in line with our phonics programme.

Specialist Reading Strategies

Many of our learners have communication needs including Autism which can present barriers to learning when accessing phonics lessons. As such, alongside a synthetic systematic phonics programme, pupils are supported to develop reading through regular shared reading, non-verbal interactive reading opportunities, discussing stories using assisted communication, reading and writing with communication aids, and practicing literacy across the curriculum to embed skills.

Alongside fluency, comprehension skills are also a main area of focus within reading- looking at skills such as handling and accessing books appropriately, finding the beginning and end of a book, re-telling stories and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature. Children are ready to regularly in school through library and in class sessions.

What does reading look like at Baginton Fields School?

The teaching of reading in KS3

- Phonics- daily. Taught with whole class teaching approach then in phonics groups in line with pupil phonics trackers. Students needing additional support to be identified and interventions put in place.
- The children take a reading book home to share with the family and enjoy with adult support
- Teachers and TAs to continue to monitor students' reading progress through a combination of individual and group reading.
- *Opportunities for independent reading to encourage children to develop reading stamina and reading for pleasure.*
- *Regular trips to the community library.*
- Working towards the National Curriculum through reading scheme of work
- Use of Catch Up texts and games from school library to apply and practice phonics learning, *use of reading books to develop background knowledge and comprehension*
- *Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map*

* Highlighted text shows differences in teaching from previous key stage- indicating how teaching progresses across school

The teaching of reading in KS4

- Functional reading focus, phonics strategies continue to be referred to when reading and writing. Students needing additional support to be identified and interventions put in place.
- A wide range of texts and approaches used throughout to develop understanding within the reading rope.
- The children take a reading book home to share with the family and enjoy with adult support, reading encouraged through a wide range of texts / symbols / story telling approaches.
- Teachers and TAs to continue to monitor students' reading progress through a combination of individual and group reading.
- Opportunities for independent reading to encourage children to develop reading stamina and reading for pleasure.
- Regular trips to the community library.
- Use of Catch Up texts and games from school library to apply and practice phonics learning, *use of reading books to develop background knowledge and comprehension*
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map.

Developing a love of reading

To ensure learners leave us with a life-long love of books, reading for pleasure is prioritised across the school and books are central in our classrooms and teaching.

- Storytelling forms a key part in our teaching- classes will bring stories to life through sensory activities in props and developing story telling using their senses, to ensure books are meaningful and engaging for our learners
- We have dedicated reading/ book corner in each classroom where diverse books are readily available and students can show which texts / books they have read.
- We have five library trolleys which are always checked and updated by the Literacy Co-ordinator. They contain a range of high-quality texts based on recommended texts from Books for Topics.
- We have an annual school Book Fair and always celebrate World Book Day.
- *Guest speakers – story tellers, authors.*
- Books are sent home with children and updated regularly, along with access to eBook access, to promote reading both at school and home.
- Reading Champions are celebrated each half term and displayed on our 'Champions Board'. This celebrates the diverse range of reading skills and achievements of all our students.

- Reading Mornings are planned into the curriculum every half term (note this involves national reading days as well). This allows teachers to plan, expand and develop the engagement in reading of their classes. Students share their experiences with other classes and develop confidence in describing their reading experiences.
- All of the above are recorded in students' reading records, with next steps.

Writing

To develop students as writers at Baginton Fields School our priorities are both writing composition, and also writing transcription in line with individual student needs. Writing is supported by our phonics approach, students sounding out 'decoding' to then 'encode' spelling developing individual writing.

Writing, like reading follows the thematic approaches that is embedded in our curriculum, ensuring engaging and purposeful stimuli. When composing writing, students use Colourful Semantics to support the understanding of key words and symbols, following the format of identifying and responding to **who** + **doing** + **what** + **where**. Skills for composition including vocabulary, spelling, punctuation and grammar are introduced as students progress through the curriculum.

Writing transcription for many of our learners focuses on early mark making and pencil control, progressing to letter formation and handwriting for some as they are ready. As part of this pupils are supported to develop their fine and gross motor skills, and also access purposeful mark making opportunities to support engagement in early writing.

What does writing look like at Baginton Fields School?

The teaching of writing in KS3

- Working towards the National Curriculum through writing scheme of work
- Writing is supported with word banks of familiar / high frequency words, pictures, symbols and sentence frames.
- Genres are chosen to build on prior learning and develop student engagement.
- A purpose for each piece of writing is decided from the outset.
- We build stamina for writing by providing opportunities to write regularly, and for longer periods of time- extending this as pupils progress through school with support continued of fine motor skills.
- A range of media to be used to support engagement including sensory mark making materials and ICT as appropriate
- Use of colourful semantics to scaffold and extend writing
- Meaningful experiences to support writing through opening WOW events and school trips
- Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).
- Students writing about their own experiences of life, activities and interests.

* Highlighted text shows differences in teaching from previous key stage- indicating how teaching progresses across school

The teaching of writing in KS4

- Working towards the National Curriculum through writing scheme of work
- Genres are chosen to build on prior learning, background knowledge and interest.
- A purpose for each piece of writing is decided from the outset- a functional writing focus working towards the post-16 curriculum e.g. a job application, a request for an activity.
- We build stamina for writing by providing opportunities to write regularly, and for longer periods of time- extending this as students progress through school
- A range of media to be used to support engagement including sensory mark making materials and more functional uses of ICT as appropriate
- Use of Colourful Semantics to scaffold and extend writing
- Meaningful experiences to support writing through opening WOW events and school trips
- Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).

Speaking and Listening



The terms speaking and listening have been used to cover all forms of expressive and receptive communication, embracing a wider notion than 'language', which is commonly seen as acquisition of oral and written skills.

At Baginton Fields school **Speaking and Listening** includes **group discussion** and **interaction** and **drama**.

Speaking is thought of broadly, as 'expressive communication'. This means using all channels available to our students, such as vocalising, gesture, facial expression, body movement, use of pictures and objects, as well as formal systems such as signs, Makaton, symbols and communication aids (Alternative and Augmentative Communication: AAC). Some students may be very dependent on other people to interpret their intentions.

Effective participation in a social world requires an ability to receive information and respond appropriately. **Listening** is, of course, associated with awareness of auditory input and most students at BFS are able to hear and attend to some level of sound. For some, however, listening may need to be thought of more broadly as attending to communication input – which may be visual or tactile as well as auditory, for example, looking at someone signing or sensory exploration, such as touching something handed to them.

Communication requires exchange of information which is both given and received. This strand emphasises interactions with a peer group, to negotiate, debate, advocate, reach agreement and prioritise action. These are relatively advanced social skills. However, **group discussion** is a vital context of development for all our students. Some students may need to be taught specific skills to participate effectively in **interaction** and many may need some form of specific support to enable them to engage effectively and maintain communication with others in a range of contexts. For our Explorers and Venturers students, group discussion can be used to develop positive interactions with friends, supported choice making, self-advocacy, and the expression of likes and dislikes, whether

directly or interpreted by a supportive adult. These activities may be as simple as involvement in giving and receiving objects from others, taking a role through pressing a communication aid or as complex as negotiating a compromise in a difficult social situation. We aim for that the student is noticed, gains a response and senses that their participation is valued. Group discussion also offers excellent opportunities for developing positive support strategies within the peer group, such as giving time, interpreting signals and using some key signs.

Drama is not only a tool for expressing and communicating ideas, thoughts and feelings; it is also a powerful medium by which to explore social understanding – why people think and behave as they do – in the safety of it being one-step-removed. It can be used to access meanings embedded in stories and events and to explore human intentions, motivations and consequences in a range of social situations across our curriculum. This understanding of the patterns and sequences in life, in narrative, is fundamental to human experience. Drama can be thought of as pretend play or a process of imaginative, rule-based activity that may initially require a student only to participate as if an event were happening and take on a valued role within a clear structure. All students can and should be included in opportunities to participate in drama and to assume a role, however notional. A few of our students may need to be supported in understanding the symbolism of the drama form. Others have an understanding of make-believe but need support in participating with others.

Speaking and listening is embedded in most learning activities cross-curricular.

Our students are taught to speak clearly and convey ideas confidently using standard English. They learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge, negotiate, evaluate and build on the ideas of others, and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesizing and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Spelling, punctuation and grammar



Spelling and Grammar are introduced and developed through systematic, synthetic phonics in line with the Phonics for SEN programme, promoting segmenting of sounds for writing 'sound spelling' (see appendix 1). Punctuation is introduced and taught to students who are ready, following the sequences and guidance set out within the National Curriculum through the school's writing long term plan.

What do spelling, punctuation and grammar look like at Baginton Fields School?

Across the school

- Students are introduced to the concept that words are broken down (segmented) into sounds through daily phonics. Pupils needing additional support to be identified and interventions put in place.
- Spelling and grammar are introduced as part of the structured and progressive Twinkl Phonics programme.
- Pupils are supported to develop their understanding of concepts such as spaces between words, joining words and joining clauses with Colourful Semantics to support, and beginning to punctuate sentences as they work through their individual writing long term plan.

Handwriting



For many learners at Baginton Fields school, handwriting begins as early mark making opportunities, making controlled and intentional marks which in time develop into controlled lines, shapes and letters. Letter formation is introduced through the Phonics for SEN programme used in school. For pupils who are ready to develop this, handwriting at a developmental stage of learning is taught through the writing scheme of work.

What does handwriting look like at Baginton Fields School?

Across the school

- Students are supported, where possible to sit correctly at a table, holding the pencil comfortably and correctly to aid movement and positioning being aware of gross/fine motor movement.
- Regular fine and gross motor skill practice through group activities, independent tasks and skills sessions.
- A range of media to be used to support engagement including sensory mark making materials and ICT.

Assessment



We believe in the importance of immediate, personalised feedback. Most marking is done by teachers during lessons. Being next to the child and having conversations *in the moment* about their work has far more impact and is more meaningful for our learners than written feedback that some may struggle to access. Adults create learning environments where this dialogue and feedback is possible e.g. purposeful praise for achievement, and discussing any immediate misconceptions. Assessments are done with consideration and accommodation for individual need, using individual communication aids and supports as needed.

Baseline: [Appendix 2: Where on the programme do I start with my pupils?](#)

Reading	
Formative Assessment	Summative Assessment
On-going: <ul style="list-style-type: none">• Teacher and TA observation• Photos• Reading records• Discussion and questioning*• Self and peer-assessments*• Written feedback*	<ul style="list-style-type: none">• SOLAR/ EFL• Phonics for SEN Assessments – all stages• Functional English assessment*• Phonics screening tests* (note in line with our SSP scheme 'reading non-sense words')

* where relevant and appropriate

Writing	
Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • Teacher and TA observation • Photos • Written work produced by students e.g. in English books • Self and peer-assessments* • Written feedback* 	<ul style="list-style-type: none"> • SOLAR / EFL • Functional English assessments*

*where relevant and appropriate

Reference list and further reading

Department for Education, 2022: The Reading Framework: Teaching the foundations of literacy. [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy)

Department for Education, 2014: Schools: guide to the 0 to 25 SEND code of practice.

Department for Education 2005: Speaking, Listening, Learning: working with children who have special educational needs.

Department for Education 2020, 2022: National Inclusion Statement – National Curriculum for England
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

Ofsted, 2022: Research review series: English. <https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

Appendix 1 Phonics for SEN Progression Map

Phonics for Pupils with Special Educational Needs teaching order			
Book	Sounds	Word structure	Skills
1 Building Basics: Introducing Sounds and Letters Focus: Basic sounds and their relationship with letters	s a t p	VC and CVC words	Blending, Segmenting & Phoneme Manipulation
	i n m d		
	g o c k		
	e u r		
	h b f l		
	j v w x		
	y z		
2 Building Words: Working on Word Structure with Basic Sounds Focus: Increasingly complex word structure	All the sounds from Book 1	VCC words	Teaching to Mastery
		CVCC words	
		CCVC words	
		CCVCC+ words	
		CAPITALS	
3 Sound by Sound Part 1: Discovering the Sounds Focus: Complex sounds and their relationship with letters and letter combinations	sh	Mixed VC CVC VCC CVCC CCVC CCVCC+ words	Teaching to Mastery
	th		
	ch		
	k		
	qu		
	ng		
	f		
	l		
4 Sound by Sound Part 2: Investigating the Sounds Focus: Complex sounds and their relationship with letters and letter combinations	s	Mixed VC CVC VCC CVCC CCVC CCVCC+ words	Teaching to Mastery
	o-e		
	z		
	ee		
	a-e		
	er		
5 Sound by Sound Part 3: Exploring the Sounds Focus: Complex sounds and their relationship with letters and letter combinations	e	Mixed VC CVC VCC CVCC CCVC CCVCC+ words	Teaching to Mastery
	ow		
	oy		
	oo		
	u		
	i-e		
6 Sound by Sound Part 4: Surveying the Sounds Focus: Complex sounds and their relationship with letters and letter combinations	aw	Mixed VC CVC VCC CVCC CCVC CCVCC+ words	Teaching to Mastery
	air		
	ar		
	s (advanced)		
	l (advanced)		
	b and d (advanced)		
	o		
	i		
u-e			
	Miscellaneous Consonants		

Phonics for Pupils with Special Educational Needs teaching order			
Book	Sounds	Word structure	Skills
7 Multisyllable Magic: Revising the Main Sounds and Working on 2, 3 and 4 Syllable Words Focus: Reading and spelling 2 syllable words and revising the main sounds. Reading and spelling 3 and 4 syllable words and words with key suffixes.	Revision of o-e	2 syllable words	Teaching to Mastery
	Revision of ee		
	Revision of a-e		
	Revision of er		
	Revision of e		
	Revision of ow		
	Revision of oy		
	Revision of oo		
	Revision of u		
	Revision of i-e		
	Revision of aw		
	Revision of air		
	Revision of ar		
	Revision of o		
	Revision of i		
Revision of u-e			
	Suffixes	3 and 4 syllable words	

Where on the programme do I start my pupils?						PHONICS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS						
Book	Code Knowledge (Sounds and their Sound Spellings)					Word Structure	Skills	Starting Point				
1	Set 1	/s/	/a/	/t/	/p/	VC & CVC words	Phonemic Skills taught to mastery - Blending Segmenting & Phoneme Manipulation	Start here if the pupil does not know all the simple 1 to 1 phoneme to grapheme correspondences for Sets 1-7 AND / OR has very weak blending and segmenting skills (<6 on the Basic Code Assessment).				
	Set 2	/i/	/n/	/m/	/d/							
	Set 3	/g/	/o/	/c/	/k/							
	Set 4	/e/	/u/	/r/								
	Set 5	/h/	/b/	/f/	/l/							
	Set 6	/j/	/v/	/w/	/c/ /s/ <x>							
	Set 7	/y/	/z/									
2	All Sounds from Sets 1-7 Capitalisation (taught here or alongside Sets 1-7)					VCC, CVCC CCVC, CCVC +		Start here if the pupil knows all the simple 1 to 1 phoneme to grapheme correspondences for Sets 1-7 but cannot read and spell words with adjacent consonants AND / OR has weak blending and segmenting skills (<12 on the Basic Code Assessment).				
3	/sh/	/th/	/ng/	/ch/	/k/*	Mixed VC CVC VCC CVCC CCVC CCVC +		Start here if the pupil knows all the simple 1 to 1 phoneme to grapheme correspondences for Sets 1-7 and can read and spell simple words with adjacent consonants but does not know many of the consonant digraphs in Book 3.				
	/k/ /w/ <qu>	/f/*	/l/*	/s/*								
4	/oa/	/z/*	/ee/	/ai/	/er/				Start here if the pupil knows all the simple 1 to 1 phoneme to grapheme correspondences for Sets 1-7, can read and spell simple words with adjacent consonants, knows the consonant digraphs in Book 3 but does not know many sound spellings of the advanced code.			
	/e/*	/ou/										
5	/oi/	/oo/	/u/*	/ie/	/or/							
	/air/	/ar/										
6	/s/*	/l/*	/b/*	/d/*	/o/*							
	/t/*	/ue/	Mixed Consonants*									
7	Revision of main sounds in the context of multisyllable words:					2 syllable words 3, 4, 5 syllable words						
	/oa/	/ai/	/ee/	/er/	/e/							
	/ou/	/oi/	/oo/	/u/	/ie/							
	/or/	/air/	/ar/	/ol/	/ue/							

*Indicates review of a sound previously studied to include advanced or more sound spellings.