

# THE ST. CHRISTOPHER SCHOOL

## Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

Head Teacher: Mr D Woodman

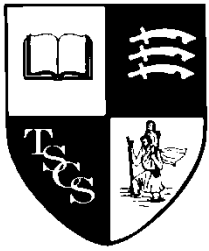
Deputy Headteacher: Mrs E Kirk

Telephone: (01702) 524193

E.Mail: [office@tscs.southend.sch.uk](mailto:office@tscs.southend.sch.uk)

Web: [www.thestchristopherschool.co.uk](http://www.thestchristopherschool.co.uk)

SEN Trust Southend



### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST WHOLE SCHOOL ENGLISH POLICY

**First Written:** April 1996

**Latest Revision:** April 2026

#### 1. AIMS AND OBJECTIVES

##### 1.1

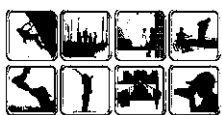
The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes; using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

#### **We aim for young people to become:**

- competent communicators who take account of their listeners;
- able to listen to instructions and identify key information given;
- able to adapt their speech and communication to a wide range of circumstances and demands;
- able to develop their ability to reflect on their own and others' work;
- able to evaluate their own and others' contributions through a range of drama activities;
- able to develop as confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- enthusiastic and reflective readers through contact with a variety of texts;
- enthusiastic about writing and to recognise its value;
- accurate with writing and expressing meaning in narrative and non-fiction;
- able to use planning, drafting and editing to improve their work.

#### **In order to fulfil the above aims it is necessary for us to ensure:**

- that there is systematic progression through Early Years Foundation Stage and Key stages 1, 2, 3 and 4.
- that the National Curriculum and other relevant programmes of study for English are given appropriate coverage.
- coverage of Phonics is taught throughout the school following the Twinkl programme.
- that all children have access to a range of English resources.
- that we provide creative and cross curricular opportunities for all learners.



Learning Outside the Classroom



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## **2. CURRICULUM CONTENT AND TIME**

English is taught in its own right and as an integral part of the curriculum. All planning is informed by the appropriate curriculum and assessment framework. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group.

In Early Years, KS1 and KS2, English is planned and delivered by class teachers. In KS3 and KS4, where learners follow our Core subject specific curriculum, English is taught by specific subject teachers and pupils are streamed. Other curriculum groups across the school are taught English using a multisensory approach that is specifically tailored to the needs of the learners and their learning potential.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids;
- using alternative communication, such as signs and symbols; PECs and Colourful Semantics
- using scribes and readers

### **Extension and Extra Curricular Activities**

There are opportunities for pupils to perform poetry and plays to their peers or other classes and participate in school productions. Pupils are also encouraged to display their written and creative work around the school. Additionally, pupils have the opportunity to go on school trips to the cinema and to see pantomimes at theatres. They are encouraged to take inspiration for their creative writing and speaking and listening from the world around them. The English department also holds Book Days and Book Weeks where children can celebrate reading across the curriculum and take part in a variety of activities and experiences.

### **Qualifications**

All pupils in Key Stage 4 will have the opportunity to work towards gaining an appropriate qualification in English. Some pupils in Key Stage 4 will have the opportunity to work towards an Entry level certificate or a GCSE in English. Pupils who are unable to engage with formal qualifications have opportunities to work towards AQA certificates celebrating their successes in English.

### **Attitudes**

We recognise that English is an important subject for our pupils as it affects their ability to access the rest of the curriculum. It is a key skill that they need to be able to develop. We encourage children to be positive in their communication with their peers and adults. Children are also encouraged to use communication to problem solve and express themselves creatively. We are multisensory in our approach to teaching this subject. Pupils are encouraged and incentivised to read and enjoy books and library spaces for primary and secondary learners have been created. We take a holistic approach to the subject and try to transfer this to pupils.

## **3. ENGLISH CO-ORDINATORS**

Sharon Wilkins is the Whole School Literacy lead, overseeing planning and delivery of the English curriculum. Faye Warrington is the Subject Co-ordinator for EYFS and KS1. They are supported by an English team that meet termly. Tracy Coster is responsible for the curriculum in our 16-19 department.

**The English Co-ordinators are responsible for:**

- monitoring standards in English as a core subject
- encouraging the use of English across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies
- identifying and sourcing resources
- monitoring and moderating the delivery of the English curriculum
- discussing with SLT all/ any aspects of English teaching, learning, progress and targets in English

**Monitoring**

Monitoring English will enable the English Co-ordinators to gain an overview of English teaching and learning throughout their respective departments within the school.

**In the monitoring of the quality of teaching and learning the English Co-ordinator will:**

- Scrutinise plans to ensure full coverage of the English curriculum requirements
- Analyse children's work
- Observe English teaching and learning in every primary classroom and across the secondary department
- Hold meetings with teachers
- Review assessment data (e.g. phonics tracking documents, reading ages)
- Undertake annual assessment of whole school reading levels
- Attend moderations of aspects of English achievement between the SEN trust Southend within Southend Borough Council to ensure consistency (using a MAT moderation form)
- Regularly review the English policy and English curriculum

**4. USE OF ICT**

The school subscribes to a number of web-based resource sites that offer interactive activities for pupils to consolidate literacy skills, such as Twinkl, Education City, Rockerbox and Purple Mash. Additionally, we subscribe to the IDL Literacy intervention software, a speaking computer based multi-sensory system which supports learners with dyslexia and other learning difficulties.

Photographs and videos are taken across the school to capture pupils at work and these can also evidence progress and achievements. Additionally, teachers use photographs to celebrate literacy learning achievements with parents/ carers via Dojo and to evidence progress against Personal Learning Goals (PLGs) linked to each pupil's EHCP, with progress reported termly to parents.

**5. STATUTORY TESTING**

Where appropriate Year 1 learners take the government phonics screening check. For those that do not meet the expected standard in Year 1, they make retake the check in Year 2.

Where suitable Year 6 learners are offered the opportunity to participate in SATS.

**6. REVIEW**

Revision and updating of this policy will be completed by the Whole School Literacy Lead and subject co-ordinators following discussion with the Head teacher. Revisions will be presented to the governing body for discussion and approval.

**Name:** Sharon Wilkins (Whole School Literacy Lead)  
Faye Warrington (EYFS & KS1 Co-ordinator)

**Date** April 2026