



English Policy







Review date:	July 2025
Review date:	April 2025
Review date:	November 2024
Review date:	September 2024
Review date:	May 2024
Review date:	March 2024

English One-Page Overview

One book, one child, one voice—each story a step toward independence.







Intent

-  Language as the key to learning
-  Empower communication and expression
-  Develop confident, literate learners
-  Foster independence through English

Cann Bridge School's English policy aims to:

- Promote language as the gateway to learning and independence.
- Equip learners with the ability to understand and express themselves effectively.
- Foster a love of language, literature, and communication.
- Embed communication and literacy as lifelong skills for autonomy.
- Ensure English learning is adaptable, inclusive, and meaningful for all learners.





Implementation

-  Daily reading across Key Stages
-  Monster Phonics 4x weekly
-  Book-based lessons integrating all English skills
-  Linked to long-term topics across the curriculum
-  Adapted for individual learner journeys + PLGs
-  Post-16 English for Life pathway

The English curriculum is delivered through:

- Daily reading sessions across all Key Stages, supporting engagement and language development.
- Structured phonics four times weekly using the multisensory 'Monster Phonics' programme.
- Rich English lessons that integrate reading, writing, speaking, and listening, often with a story or book-based theme.
- Individualised teaching strategies aligned with Personal Learning Goals (PLGs).
- Adaptive teaching responsive to learners' progress and preferences.
- Integration with long-term topic planning to embed English learning across all curriculum areas.
- Post-16 'English for Life' for learners to explore function phonics for independence development.

Impact

-  Learners who express, understand, and engage
-  Assessed via B Squared + Phonics Tracker
-  Progress matched to EHCP and termly targets
-  Language as a tool for learning and independence

The English policy has a strong, measurable impact by:

- Developing learners into confident, expressive, and independent communicators.
- Supporting both academic and personal growth.
- Providing ongoing formative assessment in lessons and regular summative assessments via B Squared and Phonics Tracker.
- Aligning progress with PLGs and EHCP outcomes.
- Using learner achievement and engagement to refine curriculum delivery.

Introduction

“One child, one teacher, one book, one pen can change the world.”

– Malala Yousafzai

English, as a subject, is the cornerstone of education, serving as the medium through which we access a vast expanse of knowledge and human experiences. It is not just a language; it is a tool for communication, a vehicle for thought, and a means for understanding the world and expressing our place in it. Our English policy is rooted in this multifaceted nature of the language, recognising its pivotal role in both academic pursuits and everyday life.

This English policy is a blueprint for nurturing not just competent language users, but empowered individuals who can confidently navigate the complexities of the world with the tool of language at their disposal. The policy and practice is split into separate policies and guidance to cover each of the core areas of focus within Cann Bridge School;

- A **Total Communication** Policy
- A Reading Policy
- A Home Reading Policy
- A Writing Policy

Please see appendix for definitions of any acronyms or less widely used terminology used in this document, words appearing in the appendix will appear in **green**.

Statement of intent

The English curriculum at Cann Bridge School is designed with the understanding that language is the key to learning and personal development. Our policy intends to provide a comprehensive, inclusive, and adaptable framework for English education, catering to the varied needs and abilities of our learners in all of our curriculum frameworks.

Our primary goal is to develop competent communicators who can effectively express themselves and understand others, progressing along a pathway to independence in social interaction and literacy. We aim to foster a love for language through engaging, relevant, and meaningful experiences.

At the heart of our English policy is the belief that language can be a powerful tool for independence. Through mastery of English, learners gain the keys to unlock their potential, both academically and socially. It empowers them to navigate various aspects of life, from understanding signs, signals, and aspects of the world around them to developing an understanding of specific texts and engaging in meaningful conversations. By developing proficiency in English, our learners are equipped to independently access information, form their own opinions, solve problems, and connect with others.

Our approach to teaching English is therefore designed not just to impart language skills, but to foster a sense of autonomy and self-reliance, developing key pathways towards independence. We aim to create an environment where learners feel confident in their ability to use English as a means of self-expression and exploration. As our learners grow in their language abilities, they also grow in their capacity to learn independently, think critically, and engage with the world as informed and articulate individuals.

Teaching English goes beyond the boundaries of reading, writing, speaking, and listening. It encompasses a journey into diverse literatures, cultures, and perspectives, enabling learners to develop a deeper understanding and appreciation of the world around them. This journey is crucial in developing our learner's independence and enabling them to have the world open up around them. At Cann Bridge School we recognise the pivotal role of communication within English and ensure that **Total Communication** is at the forefront of our practice across all learning experiences. This not only forms the basis of pre-phonics skill, and early attention development skills but underpins every type of learning and developmental progress made across the school. As such, **Total Communication** has a specific policy in addition to separate Reading, Reading at Home and Writing Policies all linked to this general English overview policy.

Implementation

The delivery of our English curriculum is a dynamic process, meticulously crafted to ensure each learner's engagement and progress. At the core of our approach is a daily ritual of reading, a practice embedded into the very fabric of our school day across every Key Stage. This daily reading time is more than a routine; it's a gateway into diverse worlds, perspectives, and vocabularies. It sets the tone for the importance and significant priority of reading within our curriculum, igniting curiosity and fostering a sense of comfort and excitement in the world of words.

Supplementing these reading sessions are our carefully structured **phonics** sessions, held four times a week for all learners up to at least year 9. These sessions are not just about learning listening skills, sounds and syllables; they are stepping stones towards building confident readers and writers. Our approach to **phonics** is both systematic and sensitive to individual learning styles, utilising the government-approved phonics scheme 'Monster's Phonics' focusing on a multisensory process of developing phonological awareness.

In addition to **phonics**, our regular English lessons are a tapestry of reading, writing, speaking, and listening activities, and have a key story-based focus. These lessons are crafted to be as engaging as they are educational, ensuring that each learner's unique needs and learning preferences are catered to. We weave together traditional and innovative teaching methods, creating a learning environment that is both familiar and stimulating. Our lessons are not standalone; they are intrinsically linked to our long-term planning topics and weave naturally into all aspects and subjects explored within each term. This integrated approach ensures a cohesive learning experience, where each aspect of English learning supports and enhances other learning and subjects. Within Key Stage 5 (Post Bridge College), learners are provided with the opportunity to engage with the English for Life programme if continued development towards reading fluency is no longer felt to be effectively achievable via the Monster **Phonics** scheme. Please see the Reading Policy for further details.

In delivering our English curriculum, we pay close attention to the individual journeys of our learners with a specific focus on their **Personal Learning Goals (PLGs)**. Our teachers are not just educators but observers, constantly gauging each learner's engagement and understanding, and adjusting their methods accordingly. Adaptive teaching is key to our approach, ensuring that every lesson is as effective as it is enjoyable. Through this comprehensive and adaptive delivery, our English curriculum stands not just as a subject to be taught, but as a vibrant, living experience that grows and evolves with our learners.

Impact

The true measure of our English policy's effectiveness lies in its impact on our learners. This impact is multifaceted, reflecting not only the academic achievements of our learners but also their personal growth and the way they interact with the world around them.

Central to assessing this impact is our robust system of evaluation. We employ a variety of assessment tools, each designed to capture a different facet of learning, this includes the whole-school assessment system 'B Squared', supported by observations made through Evisense. We also utilise a specific Phonics Tracker website to enable a more accurate assessment of progress within our 'Foundation' and 'Phase 2+' **Phonics** groups. These assessments are more than just tools for measuring progress; they provide insights that help us continuously refine our teaching methods and better cater to the individual needs of our learners.

In our classrooms, formative assessments are an integral part of the learning process. Teachers regularly gauge learners' understanding through a range of in-class activities, adapting their teaching strategies in real time based on learners' responses. This ongoing assessment ensures that learning is not only effective but also dynamic and responsive to each learner's learning journey.

Summative assessments three times a year using our BSquared assessment tools, as well as further summative assessments through PhonicsTracker, our own Core **Phonics** tracker and an in-house analysis tool six times a year provide a broader view of each learner's progress. These assessments give us a snapshot of the learners' overall development in English skills, enabling us to celebrate their achievements and identify areas for further growth. Assessments are also made against **PLGs** that have been set with parents within EHCPs and then broken down by teachers into yearly and termly targets.

Ultimately, the impact of our English policy is seen in the confident, articulate, and independent learners that emerge from our school. It is witnessed in their developing ability to express themselves, in their love for reading and learning, and in their development to become as independent as possible through their use of Communication, Reading and Writing.

Links

This Policy should be read in conjunction with the following Cann Bridge policies:

- Child Protection & Safeguarding Policy
- Pathway to Independence Curriculum Policy
- Planning, Assessment, Marking, Recording and Reporting Policy

- English Policy
- Reading Policy
- Writing Policy
- **Total Communication** Policy
- See Key Stage long term plans on the school website for the rolling English programme

APPENDIX – Definitions

AAC - Augmentative and Alternative Communication – This is a range of strategies and tools used to support those without, or with limited, verbal communication. It may include picture or symbol-based representations of words or objects, the use of widely available IT such as tablet devices or computers, the use of highly specialised software on IT, or specialised IT devices. It can also include low-tech communication tools.

Makaton - Makaton is a language program that uses symbols, signs and speech to enable individuals to communicate. Within Cann Bridge School Makaton physical signing is used by both staff and many learners to support clear communication.

Personalised Learning Goals (PLGs) – These are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic targets, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed upon with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review, and these are then broken down into smaller achievable termly steps by teachers.

Phonics – A method to teach individuals to read and write involving the understanding of the individual units of sounds that words are broken down into. See Writing policy.

Total Communication – A term used to encapsulate a range of strategies used for an individual to develop their communication. Includes use of **Makaton**, **AAC** and **TEACCH**.

TEACCH – A programme that provides teachers with strategies to develop learners' flexibility, independence and self-efficacy through structured routines and practice.