

ENGLISH G.C.S.E AND SEVERE LANGUAGE IMPAIRMENT

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PROVISION

Moor House School is a co-educational, non-maintained, residential special school at the forefront of research, development and practice in the education of children with communication disorders. The school offers small class sizes and highly specific and differentiated therapy.

COHORT

- 7 pupils
- 14-16 years
- Severe language impairment with a range of disorders
- Functional literacy skills
- English National Curriculum Level 3 and above

COURSE OUTLINE

- WJEC English Language Foundation Tier
- Coursework Element (Response to Reading, Writing and Speaking & Listening)
- 2 final examinations assessing both reading & writing skills
- 4 hourly lessons per week
- Text work including prose, drama and poetry

INTERVENTION STRATEGIES

LITERACY

- Units of Sound (Dyslexia Institute) ICT program – 1 hour weekly
- Time to Revise (CALSC) ICT program in conjunction with individual spelling strategies
- THRASS (Davies / Ritchie) to underpin encoding and decoding
- Twice weekly reading sessions with one-to-one support

RECEPTIVE LANGUAGE SKILLS

- Structured approach to reading comprehension skills – key word identification and evidence linking
- Inferential comprehension lesson starters – multiple choice / oral response

EXPRESSIVE LANGUAGE SKILLS

- Development of learners' ability to use identified evidence in the formulation of adequate responses
- Formal teaching of elements of Language Choices Programme (Rinaldi)

- Outline and Detail
 - Oral and Written exercises
 - Development of descriptive writing frameworks
 - Use of frameworks for specific coursework/ examination tasks
- Sufficiency
 - Exercises to target both written and oral responses
- Relevancy
- Consolidation exercises: opportunities for assessment of speaking and listening skills through structured activities e.g. character hot-seating linked to set texts (To Kill a Mockingbird by Harper Lee / Merchant of Venice by Shakespeare)

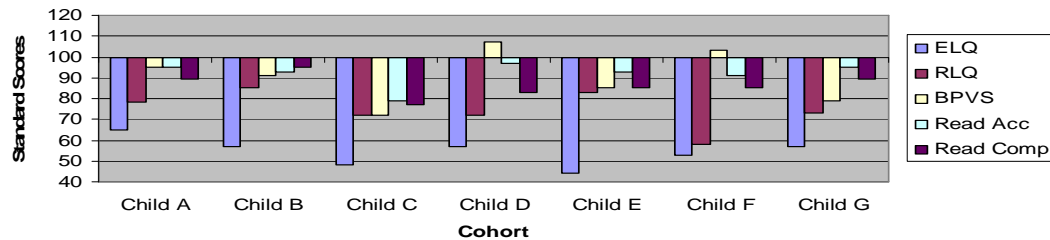
- Formal teaching of sentence structure (parts of speech)
- Proof reading strategies and individualised proof reading checklists

EXAMINATION TECHNIQUES

- Block analysis of text – direct link to examination question / mark scheme
- Formal teaching and structured rehearsal of effective use of time (all pupils received 25% extra time)

COHORT PROFILE

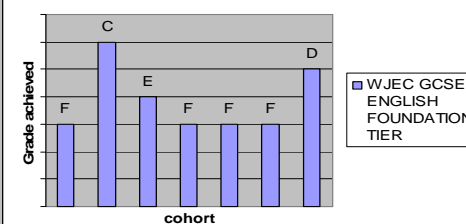
COHORT PROFILE



Test of Adolescent & Adult Language 3 (Expressive and Receptive Language Quotients)
 British Picture Vocabulary Scale II (BPVS)
 Wechsler Objective Reading Dimensions (Reading Accuracy & Reading Comprehension)

EXAM RESULTS

ENGLISH GCSE RESULTS



COLLABORATIVE PRACTICES

Collaborative planning by multi-disciplinary team (Teacher, Speech & Language Therapist and Special Teaching Assistant)

- termly at word, sentence and text level
- weekly to formulate specific teaching objectives, learning outcomes and support strategies

Joint delivery of English lessons

Individual Speech and Language Therapy sessions

Generalisation of identified strategies in work related learning and life skills curriculum time

CONCLUSIONS

Learners with severe Language Impairment **can** successfully access a mainstream GCSE English course and achieve creditable results.

Strategies used in therapy and formal teaching sessions enable the learners to complete the coursework and examination elements of the qualification.

These strategies can be generalised across the curriculum and into daily living skills.