



English Policy

LEADER / CO-ORDINATORS	Mrs A Wood
GROUPS INVOLVED IN DISCUSSION	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
LINK TO SCHOOL IMPROVEMENT PLAN	Priority 3 – Outcomes for Pupils

Introduction and Aims

This policy reflects the current philosophy and practice in relation to the teaching and learning of English at St. Aidan's Catholic Primary School. The policy has been up-dated in response to the requirements of the National Curriculum introduced in September 2014.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in English. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

Mission Statement

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery

**“Hand in Hand,
In the image of Jesus,
We grow together and celebrate who we are.”**

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

Legal Framework

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Early Years Framework (September 2021)



Audience

This English policy document is available to:

Teaching and Support Staff

Governors

Parents and other visitors to the staffroom (on request)

Supply Teachers

Inspectors

Copies of this policy are available through the school office on request.

Intent

This policy outlines what pupils will be taught during English lessons and how St Aidans develops pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

They should also know how English both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

At St Aidan's we strive to ensure that students leave our school:

- expressing their ideas effectively through speech and listening with understanding;
- using their developing imagination, inventiveness and critical awareness;
- as enthusiastic, responsive and independent readers, with a love of reading and a desire to read for enjoyment;
- reading and using a wide variety of non-fiction materials to develop the skills required for critical analysis of newspapers, magazines and the internet etc.;
- having participated in a range of drama activities including role play and improvisation as well as scripted drama;
- with the ability to listen carefully and to respond to various stimuli, expressing themselves confidently and clearly;
- with the necessary skills to write for a variety of purposes, understanding a range of text types and genres using the written word to develop, organise and communicate ideas;
- with the necessary skills to speak, write and read Standard English;
- with an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- having a suitable technical vocabulary to articulate their responses;
- develop legible handwriting both joined up and printed styles and use when appropriate.
- autonomous and equipped for lifelong learning with a sound grasp of Metacognition, thus taking responsibility for their own future progress.

Phonics and Early Reading

At St Aidan's, our philosophy is that it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. We believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



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As a result, all our children are able to tackle any unfamiliar words as they read. At St Aidan's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At St Aidan's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader Team who drive the early reading programme in our school. This team are highly skilled at teaching phonics and reading, and they monitor and support our staff, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Curriculum and School Organisation

The planning of the English curriculum has been planned in such a way to ensure continuity and progression across Early Years, Key Stage One and Two.

Children in Early Years follow the EYFS curriculum. Literacy, a prime area of learning, is taught through teacher led guided reading and writing sessions and opportunities to use and further develop these skills are provided for within continuous provision.

In Early Years, children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage Two (Years 3-6) Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children learn to respond dynamically to the feedback they are offered by their teacher and peer and use this to make meaningful changes in their learning.

In Key Stage 2, children receive a minimum of five hours English teaching per week. However, it is developed across our broad and balanced curriculum and children are frequently provided opportunities for reading, writing, speaking and listening in other curriculum areas. English lessons are planned dynamically based on on-going formative assessment of learning. Provision is made for children who require extra support through a programme of bespoke intervention and targeted class teaching.



Implementation

Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Ample opportunities are provided for pupils to speak in groups, as a class, in debates, presentations and role play.

Further opportunities to develop these skills include:

- class assemblies and collective worships;
- talking partners, and debates which may be held during English or a Foundation Subject lesson;
- the Early Years and KS1 Christmas Concerts;
- Year Three Easter Service;
- Year Five Carol Service;
- Year Six Leavers' Service.
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Children who require extra support in speaking and listening may benefit from the expertise of a Speech and Language Therapist, organised by the SENCO and the local TESS team. Teaching assistants also provide 1:1 bespoke intervention to identified learners.

At St Aidan's, we recognise the need for all pupils to speak, read and write Standard English fluently and accurately and teachers are expected to pick up on children's errors, sensitively correcting pupils when needed. Staff are expected to model correct Standard English at all times.

Reading

First and foremost, we want all children at St Aidan's to develop a life-long love of reading. As a result, we approach the teaching of reading from all angles, so as to miss no opportunity to spark a child's interest. Reading is a multi-strategy approach to understand the written word. It is not simply the de-coding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation. It is our aim to develop enthusiastic, responsive and independent readers. Explicit reading skills are taught through shared and whole class reading.

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.



Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.



Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, prompt cards and 'How to videos' ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Children are taught comprehension skills by being encouraged to talk about a text in all areas of the curriculum, enriching and broadening their vocabulary and explaining the meaning of words through the medium of asking questions. It is fundamental for a child to be given the opportunity to ask their own questions relating to a text as this helps them to make sense of the words on the page and at the same time gain an appreciation of the context in which they are used.

Children should enjoy reading and read with understanding. This will be achieved by spending time each day on reading activities and receiving the skilled attention of the teacher and support staff.

Pupils have daily opportunities to engage in shared, guided and independent reading both in English and other subjects across the curriculum. We aim for children to become independent, able readers, who understand and demonstrate a passion for reading and a love of books. Reading sessions will encourage children to respond to high quality texts in a number of ways at Key Stage Two.

Our teachers choose high quality, age - appropriate texts to read to the children and keep abreast of new children's literature, supported by the English subject leader. Books are chosen as whole-class texts providing opportunities for class 'book talk' and as a stimulus for writing. Each book is chosen specifically to expose our children to the best stories, poems and authors that exist and therefore the essential ingredients to support them as both readers and writers. We encourage children to read with expression and confidence, making informed choices about the books they select. We aim to foster a love of reading through providing quality books and resources that children can share and enjoy both at school and at home. The importance and joy of reading is reinforced continually through rich and stimulating curriculum experiences.

Children should have access to a variety of books including non-fiction and fiction, as well as comprehension and support materials via class book areas, our own school library, class libraries and the local community libraries. There should be daily opportunities for sustained, silent reading. All teachers are responsible for the planning, teaching, monitoring and recording of whole class and independent reading.

At Key Stage 2, the texts have been carefully selected to ensure that children's reading 'diet' is broad and balanced with a range of fiction, non-fiction and poetry. Specific objectives are taught throughout the year to ensure coverage of the National Curriculum.

Reading at Home

Cooperation and support from parents is of paramount importance if a child is to become a successful and competent reader. At St. Aidan's we strive to develop and encourage a strong partnership between home and school. In Early Years and Key Stage One, the decodable reading practice book from The Little Wandle



programme is taken home to ensure success is shared with the family. In addition to their phonetically decodable reading book, children in Nursery and Reception have access to 'sharing books': these books are selected by the children to take home to share with parents. Each book contains suggested ideas and guidelines for parents and carers to support their child at home. We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops. Early readers should be guided in their choice. Fluent readers should have free choice. School reading books are levelled using 'book bands' and children are encouraged to read each night. It is important that teachers and parents regard this process as a valuable means of communication between home and school.

In Key Stage 2, we aim to encourage a love of reading by enabling free choice of reading genre as soon as a child is able to decode text with confidence. While encouraging learners to choose their own reading material, teachers guide these choices with the aim of ensuring that texts are of an appropriate level for each individual. For children who continue to require a more structured approach to reading, we provide a book banded reading scheme to facilitate progress through book banded levels. Children are actively encouraged to share their reading with an adult at home. We believe that this not only helps to develop fundamental skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their records. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Key Stage Two children's reading is monitored weekly by the class teacher and 'hands' are awarded for children who have read at least three times or more.

Love of Reading

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children every day. This is called 'DEER Time' which stands for 'Drop Everything, Everybody read'. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St Aidan's and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Nursery/Reception, children have access to the reading corner every day in continuous provision and the books are refreshed.

Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

The school library is made available for classes to use at times throughout the day.

Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (author visits and workshops, national events etc)



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Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. In Key Stage One and Key Stage Two, the Key Stage Leader holds story time each week during phase assemblies. The focus for this is reading for pleasure and children from Year One to Year Six enjoy the opportunity to listen to a story read by a teacher. Through hearing stories, children are exposed to a wider range of words which helps them build their own vocabulary and improve their understanding when they listen. It may also develop an interest in different cultures and research has shown that teachers who read aloud motivate pupils to read. There are also daily opportunities in classrooms for this in Early Years.

Each classroom door displays what book the class is currently reading. This may be the book that is used as a focus for English lessons or the book the class teacher is reading to them for pleasure. This encourages 'book talk' and aims to stimulate discussion between children from different classes to discuss the stories they are enjoying.

Book Club (as suggested by The Reading Framework) provides older children with the daily opportunity to discuss books they are enjoying. Sometimes, the teacher may take the opportunity to share a book recommendation with the children.

During 'Hands' assembly, teachers choose a class star reader. This is for somebody who has set a fantastic example with their reading. They may have done lots of reading at home, made good progress with their understanding or reading aloud with confidence or might simply have been enthusiastic about books and the joys of reading. The children are given a certificate and have their names displayed on the school website.

Further evidence includes participation in events such as 'World Book Day', literary and poetry competitions and author visits to school. Teachers also use social media to contact authors via X or Skype. The Reading section of our website shares how we celebrate and actively encourage reading for pleasure. The subject leader also communicates with parents via the weekly diary in 'Book Nook' where book suggestions are shared, reading news from school is celebrated and local library updates are given.

Overall, pupils should be encouraged to read a broad and varied selection of reading material. The aim of this is to extend their reading experience, encourage reading for pleasure and promote a genuine love of reading.

Spelling

This programme is taught throughout Key Stage 2 with the support of Twinkl resources. This will also include the learning of the **statutory word lists** in the 2014 English curriculum. Children receive weekly spelling lessons covering the spelling requirements of the Programme of Study. These are consolidated at home and tested in class.

Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1 through structured intervention. We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace. If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Writing

Writing skills are taught through shared and guided writing and children should have the opportunity to use



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and apply these writing skills across the curriculum. Pupils should have regular opportunities to write independently. They should have opportunities to articulate and organise their ideas orally before transcription. A greater emphasis on speaking and listening is important. Punctuation, grammar and spelling are taught to support compositional skills.

Early Years

See Early Years Policy – Communication and Language.



Key Stage 1

The above practice is mirrored in Key Stage One using objectives from the new National Curriculum and may possibly be linked to cross-curricular topic work. Again, a great emphasis is put on 'storytelling' and 'Book Talk' to develop and enrich language and communication skills and the understanding of story structure. 'Talk for Writing' is used to scaffold and support the teaching of writing. Planning using the 'writing journey circles' to develop a sequence of continuing linked units of work, showing differentiation and assessment for learning, are well embedded. Units of work are planned to create cross curricular links where possible and chosen to excite and motivate pupils in their learning. Weekly timetables and IWB slides are uploaded onto the school 'teacher shared' network.

Key Stage 2

Units of work are planned to facilitate a 'writing journey' for pupils to enable both staff and pupils to see and understand the writing process; from initially providing a stimulus, capturing content, creating and writing to finally presenting the written piece. Alongside this, sentence structure, grammar and punctuation are taught as part of the journey; however teachers may choose to teach a specific grammar objective discretely if it does not have a meaningful link to the enre being taught. Opportunities to write are created across all areas of the curriculum. Units of work are planned to create cross curricular links where possible and chosen to excite and motivate pupils in their learning. Weekly timetables and IWB slides are uploaded onto the school 'teacher shared' network. All classrooms have a dedicated display area to showcase writing and present the final drafts of pieces.

Vocabulary

Teachers in Key Stage One and Two use the Vocabulary Ninja resource to spark an interest in words and their meaning, enabling children to develop a growing vocabulary in spoken and written forms. This 'laboratory' resource also consolidates children's understanding of the semantics of language and further embeds many of the grammatical objectives.

Grammar, Punctuation and Spelling

The aim of GPS provision is for every child to be able to communicate their ideas clearly, both in writing and in the development of effective and confident speakers, providing them with the necessary skills which will positively impact their life achievements and opportunities. The progression of grammatical terminology as directed by the National Curriculum is available on our school website.

Spelling – See above.

Punctuation will be taught discretely and as part of English lessons in all classes. This will cover correct and incorrect usage as well as offering pupils the opportunity to apply these skills in their writing across the curriculum. Pupils will also link this knowledge to reading aloud and will adapt their pace or intonation accordingly when they encounter punctuation in a text.

Grammar is taught within the context of 'The Learning Journey' in accordance with the National Curriculum guidance appropriate to each year group. Each year group has a long term plan for the teaching of grammar. However, pupils who require further support or challenge are catered for through adaptation.

Handwriting and Presentation

Children are taught handwriting skills that build upon previous learning. Children in Early Years begin with mark making, moving on to printing letters and the correct formation of letters. Children are then shown



how to join letters in Year Two to move on to cursive handwriting. By the end of Key Stage Two, children should have developed a style of handwriting which allows them to write legibly, fluently and with increasing speed. Children in Upper Key Stage Two are taught to adapt the style of their writing, appropriate to the task, e.g. note taking, capitalisation for titles in non-fiction writing and a cursive style for presented work.

Resources

- All classrooms have a wide range of resources appropriate for the children's age and levels. These include such resources as dictionaries, thesauruses, word mats, spelling lists and writing templates etc.
- All classes have a small library where children are able to take books to read for pleasure.
- Early Years home reading books are located in the Reception classroom.
- Key Stage One home reading books are located in the Year 1/2 classrooms.
- Key Stage Two home reading books are located in the Key Stage One corridor.
- A whole school library is located off the Key Stage 2 corridor.

Impact

Assessment Recording and Reporting

We believe that assessment forms an integral part of teaching and learning. At St. Aidan's, on-going assessment using a variety of 'Assessment for Learning' strategies based on teacher judgment, form the basis of a child's future learning. This judgment is based upon evidence from a variety of sources.

Early Years – see Early Years policy.

The National Curriculum objectives for English sets out the knowledge, skills and understanding that pupils of different abilities are expected to have by the end of each year group. The assessment of speaking and listening skills is on-going and is carried out through discussion and observations. Teachers record the progress made by children against the learning objectives for their lessons using the school's marking and feedback policy. Teachers record this information and use it to plan the future work of each child.

Assessment of Phonics

This is used to monitor progress and to identify any child needing additional support as soon as they need it. Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.



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Summative assessment is used:

- termly with children who are identified to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the school's phonics tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The Little Wandle Letters and Sounds Revised placement assessment is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up. Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- the Little Wandle Letters and Sounds placement assessment
- the appropriate half-termly assessments.

In reading, children are assessed formatively by their teachers based on their achievement of the Programme of Study. Summative assessments are used termly to reinforce these judgements. In addition, children in years Two and Six undertake a SATS assessment in the summer term.

In writing, assessment is formative and on-going. Teachers use the Programme of Study to structure English lessons and assess against outcomes. Writing moderation is undertaken both in school and within the local POG cluster to quality assure teacher judgements. In Key Stage One & Two, independent writing takes place on a regular basis; these are used to identify next steps in learning. set To assess the children's writing, teachers in Years 1, 3, 4 and 5 use the Teacher's Moderation Toolkit Standardisation Resource. It is used as a standardised benchmark and also as a CPD resource for teachers to use when moderating. There is clear progression within the toolkit and each year objectives builds on the previous year's with direct reference to the National Curriculum. Teachers in Year 2 and Year 6 use the National Framework for end of Key Stage.

This adheres to the National Curriculum objectives for Writing (including the application of spelling and grammar). Teachers in Year Two and Six assess pupils' writing against the teaching assessment frameworks at the end of each key stage.

A document from FOCUS education with exemplar pieces of expected and deeper understanding writing at different points of the school year is available on the teacher shared network. A hard copy on file is kept by the English subject leader.

Each member of teaching staff is responsible for the assessment and recording of a child's progress in English; these results are kept up to date electronically and shared at the end of each term using the school's own nine point tracking system for core subjects. Teachers in Year 1, Y3, Y4 and Y5 use the NTS assessments in reading and grammar termly to carry out summative assessments allowing for a formalised, whole school tracking system. Here, the sequences of learning are measured and display what the children have retained. This rigorous monitoring informs any adaptations that need to be made to: the curriculum, sequences of learning, RAPs and Interventions.

The grid below shows the individual measure of impact for each child at the end of each term in reading and writing numerically:



Autumn	Spring	Summer
5 – met the School Expectation	6 – met the School Expectation	7 – met the School Expectation
6 – working with a Deeper Understanding	7 – working with a Deeper Understanding	8 – working with a Deeper Understanding

Once the data has been submitted at the end of each term, staff produce Raising of Attainment Plans (RAPs) for Reading and Writing to identify the next steps in teaching and learning. These focus on children with special educational needs, those who are not meeting the national expectation, high prior attainers and any children who teachers deem 'vulnerable' for any reason.

Formal summative assessment is carried out at the end of Key Stage One & Two in Years Two and Six respectively, through the use of SATs and teacher assessment. These judgements enable the teacher to make termly and an overall annual assessment of progress for each child, as part of the school's yearly report to parents and carers. SATs results are published in accordance with Government legislation.

The role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- The overall implementation of this policy, providing a strategic lead and direction for the subject across the whole school.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed, link with the School Improvement Plan
- Monitoring, evaluating and reviewing whole school planning, to ensure progression and continuity
- Monitoring the standards of children's work.
- Keeping a record of external moderation evidence in collaboration with other schools.
- Providing support for colleagues in all areas, including the planning and teaching of English.
- Renewing, updating and complementing the resources needed to deliver the English curriculum alongside the School Business Manager.
- Keeping staff informed of developments or changes in the English curriculum
- Attending any necessary training, in order to help inform future developments of the subject at the school and facilitating, alongside the Headteacher, any CPD opportunities of other staff
- Keeping up-to-date with any changes in the subject area
- Providing the Headteacher with an annual summary report regarding the teaching of English at the school

Cross Curricular Opportunities

English has a pre-eminent place in the education of our pupils across all subjects. There is a wide range of opportunities across the curriculum for pupils to develop the ability to speak and write fluently so that they can communicate their ideas with others. Opportunities to read across the curriculum enable our pupils to acquire knowledge and build on what they already know.

We recognise the important role Computing has to play in our school in the development of English skills. The skills of computing are used on a regular basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of Computing is cross – curricular.

Special Educational Needs/Deeper Understanding

All children are entitled to a broad, balanced, relevant and differentiated curriculum. The structure of English within the National Curriculum recognises the need for a common framework within which a school can plan, but which



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also enables a flexibility of response to the needs of individual pupils. These children receive additional literacy support via intervention programmes, working with the teacher or a teaching assistant.

The work should be challenging, realistic and achievable. Children with specific learning difficulties are supported and encouraged to find and use their own coping strategies.

Vulnerable pupils are identified on individual year group raising of attainment plans. (RAPs)

Support within school and via external agencies should be co-ordinated and organised by the SENCO in conjunction with the class teacher. (See SEND policy)

Training and Development

Advice and support is available to all members of staff. Staff are to collaborate during shared PPA time which will inform their planning and teaching. Staff are to feedback on the areas of CPD that have been useful or inform of any queries or issues.

The English Lead attends all meetings offered by WOWS, the POG cluster and the North West Learning Partnership. Other courses requested are considered on merit and priority for school. All staff are encouraged to access professional development opportunities, which are then recorded in the CPD File.

Additionally, teaching staff in Year Two and Year Six attend moderation meetings, organised by the Local Authority to ensure they are fully updated on National requirements for Teacher Assessment judgements at the end of each Key Stage. The POG cluster organise termly moderation meetings for teachers in Year Two and Year Six which provides the opportunity for cross-cluster moderation to ensure accuracy and consistency of judgements. The English Lead attends further meetings, taking examples of writing from Years One, Three, Four and Five. Moderation for Early Years is also arranged by the POG cluster.

Advice regarding all aspects of English can be sought from the English subject leader and any requirements for training can be discussed and planned for.

Strategies for supporting children are shared at INSET, staff meetings and communicated to parents via our school website.

The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly head teacher's report to governors.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- holding two parents' evenings in an academic year to explain pupil progress as well as an optional open evening;
- sending information to parents, at the start of each term, which outlines the books that the children will be studying during that term at school;
- celebrating successes with them via Twitter, Seesaw, postcards home, Weekly Diary etc.
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

