

UNITED SCHOOLS TRUST

Kingsteignton School



English Policy

Article 13 (freedom of expression) every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) every child has the right to reliable information from a variety of sources.

Article 28 (right to education) every child has the right to a good quality education and must be encouraged to go to school.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

This policy is written in line with the New National Curriculum 2014.

Intended Impact of Policy:

- Enable children to become articulate and literate.
- Foster a love of language and literacy within our children so as they develop emotionally, culturally, intellectually and socially.
- Ensure that children acquire basic literacy skills including oracy, reading, handwriting, spelling and grammar as early as possible in their journey through education. To ensure that these areas become key drivers in enabling children to read widely and with enjoyment, to listen attentively and speak with confidence. To write fluently and creatively across all curriculum areas and to develop their own ideas and improve their own work with increasing independence.
- Support and challenge children of all abilities so they make at least good progress in all areas in line with and beyond the requirements of the National Curriculum 2014.
- Ensure that literacy skills underpin learning in all areas of the curriculum and as such, make these a high priority.
- To establish expectations for teachers of this subject.

Curriculum Intent. We aim for our children to

- Be competent in the art of oracy - both speaking and listening.
- Understand and use a wide and interesting vocabulary, with a secure understanding of grammar and linguistic conventions.
- Read fluently with good expression and with good understanding.
- Acquire the habit of reading widely and often, for both pleasure and information.
- Appreciate our literary heritage and develop culturally, emotionally, intellectually, socially and spiritually.
- Write clearly, accurately, coherently and creatively, adapting their language and style in and for a range of contexts, purposes and audiences. To include the use of ICT to enhance work when appropriate.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Strategy for Implementation:

In order to achieve the intentions of our policy, we will...

- Follow the National Curriculum 2014 for KS1 and KS2 and the EYFS Curriculum for those in the Early Years.
- Use a variety of texts to develop children's love of reading as well as the essential skills of decoding, fluency, discussion, comprehension and analysis.
- Follow a progressive pathway to teach the basic skills of handwriting and spelling through careful modelling, discussion, appropriate intervention and regular opportunities for children to practise, refine and develop their skills.
- Plan and teach using Devon Education Service's Book Write sequences; adjusting these to suits the needs of the children and make relevant links to our Learning Challenge Curriculum.
- Scaffold children's acquisition of core English skills through the teaching of synthetic phonics using RWI in EYFS and Key Stage 1 and through phonics intervention in Key Stage 2 when required (including RWI Fresh Start resources).
- Children are encouraged to select the challenge level of their work.
- As part of Rights Respecting ethos, children are also encouraged to adopt a 'can do' approach to learning which recognises that ambition, hard work and perseverance will lead to success, that challenge should be welcomed and that mistakes are to be valued in terms of how they can be built upon. The use of the School House Point Reward System is used to support this area.
- We ensure that all learning is secured according to the principles of 'mastery' - a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- High expectations in English skills are expected within all subject areas not just within English lessons.

Entitlement and curriculum provision

Throughout the Foundation Stage children have the opportunity to work towards all the aspects within Communication and Language (Listening, Attention and Understanding; Speaking) and Literacy (Comprehension, Reading and Writing).

The time allocated for English is in line with recommendations for Key Stages 1 and 2. This amounts to 7.5 hours per week, at both key stages this represents 36% and 32% respectively. Pupils will have dedicated lessons for English. In key stage 1, lessons usually last around 40 minutes and about 60 minutes in Key Stage 2. In many cases, Teaching time exceed the minimum time suggested as extra sessions will be planned to deliver Guided Reading, Spelling, Handwriting and Grammar and Punctuation.

In addition, it is expected that all other subjects and areas of learning contribute to pupils' learning in spoken language, reading and writing.

Leadership and Management

Staff development and training opportunities

To develop staff confidence and competence in teaching English (spoken language, drama, reading, writing, grammar, punctuation, spelling, handwriting) across the curriculum:

- The subject leader attends Devon Curriculum Services area conferences and other appropriate training courses
- Whole school training needs are identified as a result of the monitoring and evaluation programme
- Other training needs are identified through induction programmes and performance management
- The subject arranges for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice
- Where necessary the subject leader leads, or arranges, school-based training
- Staff development is identified through the annual English Audit and the results inform the annual English Action Plan
- The school improvement plan, which includes the English Action Plan, outlines the whole-school training needs, training relevant to key stages, training for new members of staff, the English subject leader, coordinators and training identified for other individual members of staff
- The school makes best use of in-school expertise as well as LEA, academic council and national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

Leadership and management roles

The English subject leader is the school's English Coordinator and reports to the Principal.

The subject leader has the responsibility to take the lead in developing English and the teaching of English across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect

informal support from the subject leader, support arising from the school improvement plan which is identified through performance appraisals and induction programmes.

How the subject is monitored and evaluated

Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the school's English Action Plan, can be evaluated. Pupil progress is regularly reviewed by class teachers, English Subject Leader and Principal and is used to help set targets.

Assessments are made in line with the school assessment policy.

Teaching and Learning

Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of visual, kinaesthetic and auditory teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans to then feed into short term planning. Teachers plan to ensure consistency and equal opportunities for all children through clear objectives and differentiated activities to meet all learning needs. Intervention programmes can be used for targeted support when appropriate. Additional adults are used to support learning and work under the guidance of the teacher.

English skills are encouraged and developed across the curriculum with ICT enhancing, extending and complementing the curriculum.

Implementation across the Curriculum:

1. Speaking and Listening:

The National Curriculum for English reflects the importance of spoken language in pupil development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and understanding for reading and writing. Teachers therefore ensure the continued development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books, other reading and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy. Pupils are also taught to understand and use the conventions of discussion and debate. Pupils are provided with a range of opportunities to enhance their spoken language skills such as presentations from visiting speakers, and opportunities to present their ideas in front of their peers.

Drama

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with drama. Pupils are able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to dramatic and theatre performances.

2. Phonics

We take an interactive and multisensory approach to the teaching of phonics, where all pupils are actively involved and engaged in the learning of new sounds through the systematic, synthetic method. Phonics is taught daily in Reception and Key Stage 1 as a discrete lesson but is also linked to spellings and guided reading. Where necessary Fresh Start, (Read Write Inc), phonics interventions to targeted children are implemented in Key Stage 2.

We aim to teach children to:

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing.

Assessment

Children's phonic knowledge is assessed in every lesson, but a more formal assessment is carried out each half term. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words) and quickly identifies any gaps in learning. In EYFS, assessment is ongoing, but children are assessed at the end of the year against achievement of the Reading and Writing Early Learning Goals.

Phonics Screening Check

All Year One children take the 'Phonics Screening Check' - a statutory assessment. Those who do not meet the pass mark are given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' receive phonics teaching in the first term of year three - which is further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

3 Reading:

The teaching of reading at Key Stages 1 and 2 consist of 3 main elements:

- Guided Reading
- Reading for Pleasure
- Accelerated Reader (Home Reading)
- Reading provision for children making slow progress

These elements ensure that teaching focuses on both word reading, continuing on from phonics in EYFS and Key Stage 1 and also to ensure pupils have a secure understanding of comprehension while enjoying reading a range of texts.

In EYFS reading is taught through daily phonics, guided reading, reading for pleasure and interventions where necessary.

Guided Reading

Guided Reading takes place daily and must ensure pupils have a range of texts and activities to allow them to develop a love of reading while also practising key skills necessary for their understanding. Across the school from EYFS to Year 6, pupils read and explore fiction, non-fiction and poetry texts, linking to LCC if appropriate. They are taught key comprehension skills, differentiated to cater for each child's needs.

A range of resources are used to ensure that children develop a variety of skills required to promote their love of reading. Skills such as drawing inferences, prediction, summarising and clarifying vocabulary are taught alongside allowing the children to discuss their own questions to improve their understanding.

Reading for Pleasure

Reading is not solely restricted to the English lesson. Reading for pleasure and enjoyment is given a high priority. We have developed a 'Read Aloud' curriculum which ensures that children have access to high quality texts during storytime and ensure a range of breadth and depth across the year groups. This time is sacrosanct and each class is expected to have 'story time' at the end of each day.

In addition to this, there are many opportunities provided throughout the curriculum for pupils to practice and extend their reading skills, accessing a wide range of high-quality texts and conducting research linked to other subjects.

Across the academic year, we celebrate events such as World Book Day, author visits, book fairs and more to promote a love of reading and to encourage parental engagement.

Around our schools, reading displays and reading environments (book corners in classrooms, book nooks around our school and the main library) focus on a love of reading and promote pupils to access a wide range of texts (including fiction or non-fiction books, picture books, newspapers, magazines, comic strips, graphic novels, and poetry). There is time set aside daily for independent reading, book choosing and Accelerated Reader, using the library, and listening to whole class stories.

Home Reading

Children using the RWI programme have books carefully selected to match their phonic knowledge. Once children have completed the RWI programme, they move to Accelerated Reader, (AR). To enhance pupil's pleasure when reading, and to allow us to set suitable challenge for all pupils, free-reading books are suitably 'levelled' and pupils understand which books are of an appropriate challenge to them. Pupils undertake their initial STAR quiz in the classroom then take responsibility for selecting and reading a variety of texts that correspond to their given 'level.' Pupils should be able to

access these texts independently, being able to read and comprehend them with little or no teacher or adult support. Once they have finished reading a text, pupils take a quiz to assess their level of understanding. The focus for this reading is to develop reading for meaning, to provide practice and ultimately, to develop and encourage reading for pleasure.

Reading provision for those making slow progress

Inevitably there will be some children who find reading a challenge for a variety of reasons. Those children who are making the slowest progress (the lowest 20%) are provided with extra practice through the week. Relevant intervention for these children is also carefully considered as well as parents being fully informed about the ways in which they can support their child. Carefully planned reading intervention, (Fresh Start), is also used to ensure that as many children in Year 3 and above, can read age appropriate books.

4 Writing:

Approaches to Writing:

Our aim is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Throughout the school, we follow Devon Education Service's Book Writes sequences and where possible link to our LCC topics. This text led approach links very closely to Pie Corbett's Talk for Writing teaching model. This allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps and boxing up charts provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. The children also encounter a good range of non-fiction texts and poetry.

Writing:

Foundation Stage:

During their time in the Foundation Stage, children learn in a cross curricular manner, focused on topics as well as the interests of the children within the classes.

Writing is taught in Reception as part of daily phonic sessions where children learn letter shapes and sounds. As they progress through the initial 6 letters of RWI, they begin to learn how to form CVC words and how to segment and blend them for both reading and writing. The children continue to build on this, learning all 26 letters of the alphabet before moving on to digraphs and trigraphs. Children then use their phonic knowledge to write words in these daily phonic sessions. Resources are also provided on the writing tables to encourage children to use what they have learnt independently.

As children become confident using the letters of the alphabet, they are taught what a 'Finger Space' is and how to incorporate these into their writing to form a phrase or sentence. Children then practice this daily, where appropriate, within their phonic sessions. Children also have modelled

writing sessions where the Teacher and Learning Support Assistant model a sentence using sounds, finger spaces and full stops, allowing the children to view this before having a go themselves.

Throughout the year, children take part in differentiated guided writing tasks. These start with labelling and captions, progressing to sentences, and then children learn some simple features of writing such as letters, lists and stories as well as 'Hold a sentence' style activities. Writing provision is offered both inside and outside and children are encouraged to write for a purpose, for example labelling their model or writing to their new teacher or a child in another class.

Key Stage One:

In English lessons, children explore a variety of genres; they study fiction and non-fiction and begin to recognize and compare features of writing. Children learn how to apply these features in their own writing and begin to write for a sustained period of time. In KS1, children will write for a range of purposes for different audiences. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to their current topic or other curriculum areas such as R.E or Science.

Key Stage Two:

In KS2, children will continue to focus on a range of text types and tackle a range of writing tasks. They will explore fiction and non-fiction and will encounter a variety of genres such as myths & legends, adventure, mystery and suspense. KS2 children will also learn to write in a range of styles, including;

Writing persuasively

Writing in a journalistic style

Writing formally/informally

Writing arguments

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Units of work:

Foundation Stage:

Teachers plan topics for the year based around key dates, themes and interests of the cohort. These topics can change due to the nature of the Early Years Foundation Stage, where teachers follow the learning and interests of the children.

Most topics have a key text which links to the planned learning, where the teachers use "talk for writing" methods to immerse the children into the story. There is a strong focus on learning and understanding new vocabulary which children are then encouraged to use in both a verbal and written form.

At the beginning of each topic, a knowledge harvest takes place, allowing teachers to understand where the classes' current understanding is, and then plans are made to continue to further their learning within the topic.

Key Stage One & Key Stage Two:

Teachers follow the agreed units of work from the LCC and English LTP. Each new unit starts with an overview sheet followed by the elicitation task. There is a clear journey evident in books or on Tapestry to show the learning for each child during each teaching sequence. Differentiation, challenge and mastery is clear and evident throughout the unit. 'Big Write' tasks are completed at the end of a unit, as an assessment, and evidence is gathered to see if a child has met their writing target using the EGG sheets.

Writing Targets & Assessment:

Reception:

In the Summer Term, children have a group writing target. For some, it remains to continue to form their letter shapes, whilst others are further challenged to write independently, using key writing features to produce legible writing that makes sense to the reader.

Writing is assessed by the child's phonic knowledge and application of this during guided writing sessions. Work is marked using the Foundation Stage marking policy and put onto "Tapestry" where it is linked to all the areas of learning in the EYFS Curriculum, that the piece of work has covered. Children also have a writing book where guided writing is kept, showing a clear progression through their time in Reception.

Key Stage One & Key Stage Two:

All children should have a writing target for the current unit. This is written on the new unit overview sheet and displayed in the classroom. The writing targets are reviewed and assessed regularly and formally assessed at the end of each unit during their 'Big Write' writing task. Y1-Y6 also have a numerical target displayed in the front cover of their English book. Children should be aware of their targets and should be able to show visitors where they are and explain what their target is. Once a term, teachers use the Devon Education Services Evidence Gathering Grids (EGG) - to assess a specific 'Big Write' ensuring a range of fiction and non-fiction is assessed throughout the year.

Writing Displays:

Each class should have an English working wall to include 'Words we've caught' vocabulary display and the 3 I's-Imitation, Innovation, Invention. Work and vocabulary should be displayed that relates to the current unit and the learning journey. The display should be referred to regularly by staff and children to enhance the children's learning.

5. Spelling, vocabulary, grammar and punctuation

In EYFS and KS1 children receive daily phonics lessons following Read Write Inc. This is fundamental in developing children's spelling, children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception words). From Year 2,

there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules.

We use 'Get Spelling' to support the teaching of spelling from Year 2 - Year 6. At this stage, children begin to keep a Spelling Journal/'have a go' sheet inside the back cover of their book that they can consult when writing independently. We believe that helping children how to use and apply spelling patterns is the key to helping them become successful spellers. Does this happen in KS2?

We gradually build pupils' spelling vocabulary by introducing patterns or conventions and recalling weekly, those already introduced. We aim to teach lively, focused sessions, which are enjoyable and effective, rather than just a simple skills session. We teach spelling strategies explicitly and apply these to high frequency words, cross-curricular words and individual pupils' words. Proofreading is also taught during shared and guided writing sessions.

Across the school, teachers use their professional judgement in order to pitch the pace of their spelling sessions. Those that find spelling trickier will be taught the words and rules at a slower pace to ensure their understanding is solid before moving on. Those who find spelling easier will investigate extensions and exceptions to the rules they are being taught.

When marking, we do not correct all spelling errors, instead focusing on high frequency words, topic words and those studied in phonics. KS1-pink pen between 1 and 3 spellings. KS2-children to identify up to 3 spellings and correct once in green pen next to the word.

Grammar, punctuation and spelling is taught discretely in daily sessions from year 2-6 as well as being built into daily English lessons and the wider curriculum.

Spelling and vocabulary word mats are available in the classroom for the children to access.

Vocabulary

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests and as such place great importance of its teaching. Children with a poor vocabulary are four or five times more likely to struggle with reading in adulthood. We also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Vocabulary knowledge influences fluency, comprehension, and student achievement. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum.

Developing vocabulary occurs in two ways:

- Through indirect instruction; using rich reading experiences to grow vocabulary 'naturally.' Paying attention to context to work out meaning and using background knowledge.
- Through direct 'robust' instruction. Good vocabulary instruction involves...
 1. Decisions about which words to teach
 2. Decisions and expertise around how to teach these words

Vocabulary learning is taught in a fun and active way across the curriculum and innovative ideas are used. All teaching and support staff are aware of the importance of vocabulary.

According to Beck (2002), Vocabulary is split into Beck's (2002) 3 different tiers

Tier 1: These are the common, everyday words that most children should enter school already knowing. It should be noted that if a child doesn't, then this will be addressed as a matter of urgency.

Tier 2: This tier consists of words that are used across the content areas and are important for students to know and understand. We really want to get these words into students' long-term memory. Tier 2 words are most likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users. These could be words that students have no other way of expressing, or that give them a more mature/precise way of expressing concepts.

Tier 3: This tier consists of subject-specific, academic vocabulary. These words are important for imparting ideas during lessons and helping to build a child's background knowledge.

Handwriting

In Reception, children are provided with the resources to practise mark-making independently in their free choice time; this includes fine and gross motor activities to strengthen the muscles in preparation for writing as well as group 'Dough Gym' sessions. They learn the letters of the alphabet and how to form these correctly. They learn the grapheme and phoneme for each letter, following the rhyme for the correct letter formation, and then apply this knowledge in daily phonic and handwriting sessions. Handwriting sessions are based on the 'Letter Families' where the children practise the correct formation for each letter and work through these to ensure skills are embedded.

In Year 1, children participate in the 'High 5' programme at the start of the year to continue to build their fine motor skills. They have handwriting practice where they continue to build on their pencil control and letter formation. Moving on from the provision in the Foundation Stage, the children begin to form lower-case letters using cursive script, when they have mastered the un-joined letter formation. They also learn to form capital letters and numerals. When the children are showing confidence in cursive handwriting across all their writing, they are taught to join. By the end of the year, most children will be using a cursive script, some will be joining their handwriting and others may still need support with forming letter shapes correctly consistently within their work.

In Year 2, children continue to support with their handwriting in stand alone sessions. During these times they focus on forming letters of the correct size relative to one another. All children are expected, where appropriate, to be joining by the end of the year.

As children move into KS2 they continue to develop their pre-cursive handwriting through Years 3 and 4, increasing the legibility, consistency and quality of their letter formation. Children receive regular handwriting lessons, focused on specific letter skills; for example, developing their legibility of particular diagraphs and where possible, ensuring that handwriting is taught not only discretely but as part of the wider curriculum.

In Years 5 and 6, pupils further develop their pre-cursive handwriting skills through regular handwriting lessons, where the expectation is that all pupils will have their own legible and consistent joined handwriting style, to be used within all subjects of the curriculum.

As an incentive to practise and develop their joined handwriting style, children are rewarded with a Pen Licence (Year 3 onwards, although this can be earlier if the child is ready) where there is evidence of fluency and legibility using a joined cursive script throughout all subjects.

Teachers use, where appropriate, cursive fonts to model the skill and correct formation of pre-cursive handwriting. Cursive fonts are also used within teaching and learning resources to reinforce and promote this style of writing. Displays also include a range of handwritten and printed fonts, both pre-cursive and un-joined, to expose children to a diverse range of handwriting styles.

ICT in English:

The use of information and communication technology, with clear learning objectives, promotes, enhances and supports the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

ICT is used at whole-class, group and independent level. The use of IWB's to show text enables it to be read and shared. The use of a word processor permits the writing process to be modelled effectively. Software is used to support independent reading and writing. Videos and online activities are used to develop specific grammatical skills, as well as teaching the skill of editing written work.

The overall aim is to support children's literary development using ICT. By the time each child leaves our school, they will be proficient in using word processing tools to support their transition into an ever-growing, computer-literate society.

How this looks across the school:

By the end of Year 1 - pupils are encouraged to- log into a computer, or tablet, and learn where each home key is.

By the end of Year 2 - pupils are encouraged to- successfully recognise where letters of the alphabet are on a keyboard and begin to type with increasing speed.

By the end of Year 3 - pupils are encouraged to- touch type programs to support their identification of letters on a keyboard and their ability to use both hands when typing. With increasing accuracy, pupils learn to use full stops to demarcate the end of sentences.

By the end of year 4 - pupils are encouraged to feel confident using both hands to type on a keyboard with increasing speed and are also able to punctuate their sentences using full stops and commas accurately. Children are introduced to organisational devices such as underlining and indenting, to structure their writing and begin to identify mistakes through visual prompts on word processing programs.

By the end of Year 5 - pupils are encouraged to secure their ability to type fluently (with both hands), with increasing accuracy. Each child will begin to identify a range of punctuation on a keyboard and how to use it, as well as starting to access editing tools such as dictionaries and thesauruses, via word processing programs, to correct mistakes.

By the end of Year 6 -pupils are encouraged to be secure at typing fluently and accurately (with both hands) and use a range of punctuation, on a keyboard, effectively within their writing. Children are also able to use a range of relevant word processing tools such as: dictionary, thesaurus, underlining etc. to support their ability to organise and edit a piece of work effectively.

Inclusion

We are ambitious for all children, regardless of SEN, and have the same endpoints for all children. Where required additional support and adaptation to the curriculum will be put in place to maximise the progress and learning children make.

Individual programmes for teaching and support will be drawn up as appropriate by the teacher in consultation with the SENDCo. Individual targets for improving all aspects English will be set and monitored regularly.

Alternative methods of working e.g. use of ICT are provided to support pupils who experience extreme problems to allow them to demonstrate their compositional skills and understanding.

Role of Parents and Carers

Parents and carers are encouraged to support their children in all aspects of their learning of English. Parents are invited to attend workshops, dramatic performances and information meetings to develop their understanding of their child's curriculum. English Homework is set in line with the Homework Policy. Parents are encouraged to support their child during homework including reading.

Assessment and Recording

For KS1 and KS2, assessment of English is in line with the assessment and recording policy. Half termly assessments are carried out in the following areas

- Writing
- Grammar
- Spelling
- Reading comprehension

For the Foundation Stage, assessment is carried out half termly in all areas of the curriculum, against the age month bands of EYFS.

Review December 2023 Next review December 2024
To be reviewed annually.