

**Monkton Church of England Primary School**

**English Policy**

Lead Person: Louise Warner

Policy Date: June, 2022

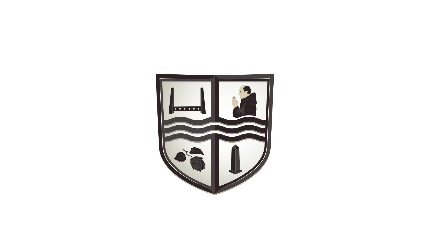
Review Date: June, 2025

Signatures:

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Chair of Governors Executive Headteacher

Federation of Minster and Monkton Church of England Primary Schools

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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice**  **Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.  By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**  Luke 10:25-37 English Standard Version (ESV) |
| **Christian Foundations** |
| **Compassion Courage**  **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**  Every policy is written with our Christian Vision and Foundations in mind. |

**Our vision**

At Monkton we believe that English is at the heart of all children’s learning, as such, our curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others.

**Aims**

* To develop in our pupils the ability to communicate effectively in speech and writing which in turn, will enable them to fully engage with and embrace opportunities in the world
* To listen with understanding.
* To enable our children to become fluent and responsive readers.
* To develop their cultural, emotional and intellectual awareness
* To develop a lifelong love of reading and writing

**To develop our pupils as Speakers and Listeners we:**

* Give them opportunities to express their ideas to a range of audiences.
* Give them opportunities to take part in group discussion and drama activities.
* Encourage them to listen and respond appropriately to others.
* Help them to understand the need to adapt their speech to different situations.
* Give them opportunities to evaluate and reflect on their own speech.
* Encourage them to use the vocabulary and grammar of standard English whenever appropriate.

**To develop our pupils as Readers we:**

* Teach them to read accurately and fluently using a range of strategies.
* Give individual reading targets.
* Help them to understand and respond to what they read using inference and deduction where appropriate.
* Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
* Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
* Encourage them to develop a love of reading and become confident, fluent and independent readers.
* Teach them how to seek information and learn from the written word.
* Use drama and role-play, where appropriate, to engage children in the text.

**To develop our pupils as Writers we:**

* Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
* Encourage them to write with interest, commitment and enjoyment.
* Show them how to write in a variety of forms, genres and for different purposes such as stories, poems, reports and letters.
* Show them how to evaluate and edit in order to improve their own writing, identifying individual targets.
* Show them how to use punctuation to make meaning clear to their reader.
* Give them the knowledge and the strategies to become confident and accurate spellers.
* Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

By the end of Key Stage 2 when they leave the school we aim for a child to be able to:

* read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
* have an interest in books and read for enjoyment
* have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
* understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
* be developing the powers of imagination, inventiveness and critical awareness.
* have a suitable technical vocabulary to articulate their responses.

**Statutory Requirements**

English is a core subject in the National Curriculum. We use the 2014 National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.

**In the Foundation Stage children are given opportunities to:**

• speak and listen and represent ideas in their activities

• use communication, language and English in every part of the curriculum

• become immersed in an environment rich in print and possibilities for communication

• take part in a daily phonics lesson

**At Key Stage One (Years 1 and 2):**

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

**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.

**The Governing Body**

Reports are made to the governors on the progress of English provision through analysis of data. Governors monitor aspects of English that are linked to the School Plan.

This policy will be reviewed every three years or in the light of changes to legal requirements.

**Subject Planning**

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Monkton uses Cornerstones Maestro to enrich the curriculum, placing high quality texts at the centre of subsequent planning.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies. The National Curriculum 2014 will be the starting point for all planning and targets are evident in the Cornerstones planning. The medium term planning is completed on Cornerstones and places high quality texts at the centre. From this, all teachers will prepare a weekly English plan which covers reading, spoken language opportunities, writing, vocabulary, grammar, punctuation and spelling. This plan shows progression of skills and identifies differentiation to ensure all pupils are able to access each lesson and each child’s needs are met, highlighting where additional support may be needed.

For some lessons or aspects of lessons, children may be grouped according to ability. Other strategies include shared or paired work, talk partners and small group work.

**EYFS**

The EYFS teacher uses ‘Development Matters’ to teach the key skills required prior to assessing on Early Learning Goals. This ensures continuity and progression from the Foundation Stage through to the National Curriculum.

**Approaches to Teaching Spoken Language**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10) They should:

* + Justify ideas with reasons
  + Ask questions to check understanding
  + Develop vocabulary and build knowledge
  + Negotiate
  + Evaluate and build on the ideas of others
  + Select the appropriate register for effective communication
  + Give well-structured descriptions and explanations
  + Speculate, hypothesise and explore ideas
  + Organise their ideas prior to writing

In daily practice, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. This begins when children enter the Reception class and embark on Letters and Sounds and continues throughout school. We teach that children need to express themselves orally in an appropriate way, matching their style and response to both the audience and purpose. They are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions. Teachers and other adults seek to model appropriate spoken language, stressing the correct pronunciation of sounds and words for the task.

Across the curriculum, significant emphasis is put on learning opportunities which promote good spoken language skills. Throughout the curriculum the children are exposed to specific or technical vocabularies, including Maths, Science, Geography and History which they will use in both spoken and written work. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary on the class Working Walls to support future use. In line with the school values and the Behaviour, Conduct and Attendance policy, the children are also encouraged to talk respectfully to those around them, whatever their role within the school community.

**Phonics and early reading policy**

**At Monkton,** It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

**Intent**

**Phonics (reading and spelling)**

At Monkton, 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 Reception and follow the [*Little Wandle Letters and Sounds Revised* progression](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Monkton 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 Monktonwe 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 who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

**Implementation**

**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](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files):
  + 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’](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/11/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-NEW-PD03-1.pdf)
  + 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.

**Home reading**

* The decodable reading practice book is taken home to ensure success is shared with the family.
  + Reading for pleasure books also go home for parents to share and read to children.
  + We use the [*Little Wandle Letters and Sounds Revised* parents’ resources](https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/) 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.

**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 Leader 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.

**Ensuring reading for pleasure**

*‘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. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Monkton 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 Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
* Children from 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.
* Each class visits the local library every half term.
* The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

**Impact**

**Assessment**

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

* [Assessment for learning](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) 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.
* [Summative assessment](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) is used:
  + every six weeks 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 *Little Wandle Letters and Sounds Revised* assessment 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](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) 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.

**Reading Lessons’ (Years 2-6)**

1. Towards the end of Key Stage 1, the core VIPERS reading skills will begin to be introduced and referred to more specifically, including vocabulary meaning, prediction and retrieval**.**
2. Reading is taught as a whole class, 20 minute lesson on a daily basis in both classes 3 and 4.
3. Children who struggle with decoding, vocabulary, intonation etc, receive additional support where needed, this may include a pre-teach if required.
4. Each reading lesson will have a Learning Objective, the same text (age appropriate) and be differentiated where needed. The VIPERS core reading skills will be referred to.
5. Lessons will reflect the needs of the cohort, and will focus on understanding vocabulary, prediction and retrieval initially, moving on to the further reading skills when each cohort is ready.
6. Besides the core text(s) for the term, the teacher may select from additional texts to further support learning

The School Library is open at lunchtimes and is manned by trained Reading Ambassadors, selected from Year 6 pupils. Through using the library, children become aware of the Dewey System and are introduced to a wider range of authors.

Class teachers read to their own class regularly. Children in KS2 are given time for independent or ‘quiet’ reading on a regular basis in order to build reading stamina and engagement.

Home reading is encouraged and monitored. Regular home reading is defined as at least 4x a week, which should be recorded in home reading journals. Any home reading is valued and may be recorded. Home reading should be monitored by teachers on a daily basis and records should be kept then handed to the English subject lead on a termly basis.

Monkton values and actively supports the involvement of parents and carers in home reading support. We will actively seek to provide suitable resources and information to better help support parents in this process.

**Grammar, Punctuation and Spelling (GPS)**

Class teachers are responsible for the planning and implementation of spelling and phonics work, as well as addressing grammar and punctuation targets. Year R and KS1 have daily phonics lessons using Letters and Sounds.

Children in KS2 continue to use phonics to aid spelling as well as examining and discussing spellings through investigations, etymology and spelling rules. Lesson plans, ideas and activities are taken and adapted from ‘No Nonsense Spelling’ which is used from year 2 through to year 6. Spelling word lists are taken from No Nonsense Spelling. Weekly spellings will be set for each KS1 and KS2 class. Children will be assessed on these on a weekly basis. Spellings form part of weekly homework tasks. Spellings will range from to 10 a week, depending on the stage of the programme, age and ability. Records will be kept of results and submitted to the English subject lead for monitoring.

The teaching of grammar and punctuation is embedded within the learning process; however, discrete lessons may be taught, especially in Key Stage 2, with an emphasis placed upon understanding the correct terminology used.

**Writing**

We believe that all children are writers and can become good writers, who should be confident in their own writing ability. Teachers will facilitate both opportunities and toolkit needed for each child to be successful, creating an ethos where writing is celebrated. Monkton use the Cornerstones curriculum with their suggested core reading texts to inspire, these may be supplemented or replaced at the class teacher’s discretion, however, they will be relevant and of a high quality. Through the use of high quality texts which support current topics, children are provided with opportunities for purposeful writing, relevant to the children.

English lessons are planned according to the 2014 National Curriculum to include all the assessment focuses. With careful use of AFL (Assessment for Learning), next steps are regularly identified and shared with the children through teacher feedback.

Letters and Sounds and emergent writing form the basis of early English lessons. Children in Key Stages One and Two have ‘Gold Books’ for cross-curricular extended writing sessions where they can put into practise the skills learnt. These pieces are assessed according to criteria, which are shared with the children.

A joined cursive script is developed for handwriting. In FS, children are taught lead in and lead out strokes. Then as they are ready, they are encouraged to join their script.

In our teaching of writing, we aim for all children to:

* Appreciate that writing is a universal method of communication.
* View writing as a process over which they have control.
* Enjoy playing with language and write for pleasure, especially through the use of free writes.
* Children are introduced and taught the meaning of high level vocabulary using a set format to ensure words are understood, this will include the use of a Magpie book- format word meaning/definition; synonyms; antonyms; rhyming and link words; use the word in a sentence and finally draw the sentence (to illustrate the word)
* Write appropriately for specific real or imaginary audiences.
* Write for a variety of purposes.
* Make judgements about the tone, style, format and vocabulary appropriate to the writing’s purpose, audience and genre.
* Write clearly, legibly and accurately with attention to punctuation, spelling and grammar.
* Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process.
* Work towards achieving independent writing of a high quality by the end of Key Stage 2

**The writing sequence may include:**

* modelled writing - teacher models the writing process aloud and the decisions writers make about sentences, paragraphs etc to create impact on the reader. This can also include the modelling of planning and spelling strategies;
* shared writing - collaborative composition with discussion and suggestions about what to write and how to write it to create the intended effect. At this point children may write a sentence/s, often in pairs, on whiteboards which are then discussed;
* guided writing - small group sessions based on specific needs of a specific group of children. The session may address misconceptions, bridge gaps or extend learning and can take place at any point during the unit.

For extended pieces of writing:

1. Plan in Gold Book
2. Draft in Gold Books (formative marking). For extended pieces of writing, write on the right hand page at all times to allow for formative feedback, responses and self-editing on the left.
3. Editing (based on your formative marking but also editing skills built up through teaching). See National Curriculum as this is a skill that MUST be taught.
4. Publishing final piece in Gold Books, if appropriate, this may not be for every piece of writing in the Gold books (No need to formatively mark but ideally any provided makes suggestions for the next piece of writing)

For extended pieces of writing, writing must be on the right hand page in order for the teacher’s comments to be inserted on the left hand page. Children will use green pen for responses to teachers and self-editing.

In addition, cross-curricular links are encouraged, including links to objectives from a range of subjects in the 2014 National Curriculum.

**Handwriting**

In order to develop confident writers, the teaching of handwriting is a central strategy towards developing children’s fluency in writing. From entry to the school, children will begin to develop the key elements of letter formation to achieve a fluent and legible style of writing. They will develop fluency and speed, aiming for all children to be able to write using joined letters with confidence. However, handwriting is not taught as part of Little Wandle Phonics. Handwriting letters beyond basic letter formation are taught using Letterjoin in discrete lessons. Fully joined and cursive handwriting is now taught towards the end of Key Stage 1 and the start of Key Stage 2.

Please refer to the handwriting policy for more specific guidance.

**Cross-Curricular Opportunities for English**

Teachers will seek to take advantage of opportunities to make cross-curricular links. This will in part, be facilitated through the use of Cornerstones topics.

They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

**The use of ICT**

Opportunities to use ICT to support and deliver teaching and learning in English will be planned for and used as appropriate. It is also used where it enhances, extends and complements English teaching and learning.

**Assessment and targets**

Work will be assessed in line with the Assessment and Marking and Feedback Policy, and incorporates guidance from Assessment for Learning (formative assessment). Key to this is the premise that children will improve most effectively if they understand the aim of their learning; where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Effective assessment techniques can increase both motivation and self-esteem. In addition, agreed materials from Classroom Monitor are used to assess a piece work, including Speaking and Listening.

Short term assessments are made as part of every lesson and involve sharing Learning Objective and Success Criteria with pupils. Daily plans are adjusted accordingly by the class teacher.

Classroom Monitor is used to formatively assess a child’s progress.

At the end of KS1 and KS2 children will sit the SATs tests in Reading (Term 5). Writing will be teacher assessed throughout the year and moderated in school, as part of our M7V meetings and County moderation.

**Inclusion**

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers plan intervention programmes as needed and monitor progress of these pupils.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities and achieve their full potential. We will identify which pupils or groups of pupils are under-achieving and/or are vulnerable and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided, which may include shared writing with children of a similar ability; suitably challenging writing tasks both in school and at home and working as part of

Intervention Programmes are used for children who need extra support in English. Children may at times be grouped according to ability. Some children may use the computer and/or other technology to support their learning.

**Equal Opportunities**

The scheme of work and teaching strategies in history should:

* Ensure equal access to the curriculum for all regardless of ability, ethnicity and gender
* Ensure sensitive treatment of gender, ethnic and religious issues
* Avoid stereotyping
* Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching (if needed) to support their learning and to ensure they make maximum progress from their individual starting points.

**Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan or the Subject Action Plan. The English leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English leader leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

**The role of the subject leader**

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

* Monitoring standards and evaluating English teaching and learning through:-
* pupil progress
* provision of English (including Intervention and Support programmes)
* the quality of the Learning Environment;
* the deployment and provision of support staff to support the teaching of English
* mentoring lesson drop-ins/learning walks/lesson observations (as needed)
* regular work scrutiny
* Taking the lead in policy development
* Auditing and supporting colleagues in their CPD, making gaps in knowledge and understanding the priority
* Organising resources and suggesting the purchasing of resources needed/required to support and enhance learning to SLT and the office manager
* Keeping up to date with recent English developments and sharing with staff in staff meetings

**Parental/Community Support**

We value and actively encourage parental involvement in their child’s development of English and promote a whole school partnership in the following ways:

* home reading journal
* home learning tasks
* regularly inviting parents into school to celebrate work at the end of topics
* regular Parents’ Consultation Evenings and written reports; sharing successes and targets
* updates about methodology and new developments – e.g. in newsletter
* termly newsletters for each class that share the topics, key texts and writing
* involvement in national/local events e.g. World Book Day, Roald Dahl day, Black History week
* regular, supported reading at home

**Conclusion**

This policy also needs to be in-line with other school polices and therefore should be read in conjunction with the following school policies:

Curriculum Policy

Handwriting and presentation policy

Assessment Policy

SEND Policy

Computing Policy

Equality Policy

Health and Safety Policy

EYFS Policy

