

# St. Matthew's C of E Primary School Policies

## **Our Policy:** English

**Approval Date:**  
**Review Date:**

# **ST. MATTHEW'S C.E. PRIMARY SCHOOL**

## **ENGLISH**

### **Overview**

English is a subject within the National Curriculum. This policy sets out the nature, purpose and implementation of English at St. Matthew's C of E Primary School. The policy was developed after consultation with teaching staff. The Headteacher and the English Subject Leaders have responsibility to ensure that all staff are implementing the policy.

### **Aims**

English is the basic language of communication in this country, and much of the Western world, and its mastery is a pre-requisite for education and progress. It plays a central role in a child's development. At St. Matthew's C.E. Primary School, it is our aim that children will develop a love of English, appreciate and enjoy the written word, have the ability to write freely and fluently about experiences (real and imagined) and express themselves clearly and confidently. We further aim for children to become life-long readers who can seek out appropriate, challenging books to bring them pleasure and to further their understanding of the world.

### **ORGANISATION AND MANAGEMENT**

At St Matthew's, we fulfil our aims through adhering to the National Curriculum for 5–11 year olds which develops English through 4 key areas:

1. Spoken Language – Speaking and listening
2. Reading – Word reading and comprehension
3. Writing – Transcription and composition
4. Spelling, Grammar and Punctuation

These areas are discussed separately throughout this document to explicitly outline our aims, implementation and assessment of each area. But, as they are wholly interrelated and rely upon each other to meet our aims for English, it is important to note that these are taught concurrently throughout the school day to ensure a meaningful and holistic development.

**Early Years Foundation Stage (EYFS)**, English is taught as part of the Communication, Language and English development. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and exchange their range of vocabulary and communication skills. Learning takes place through active exploration in both directed and self-directed activities. Children receive 30 minutes of Read Write Inc teaching in homogenous groups daily which includes a 10-minute speed sounds session, handwriting and sentence writing. *See Read Write Inc Policy for further information.* Additionally, children are also involved in the Nuffield Early Language Intervention (NELI) to help support their spoken language development.

**Key Stage 1 (KS1)** children work in homogenous groups to develop phonics knowledge using the Read Write Inc scheme for 1 hour per day (4x per week) where they practise reading, comprehension and writing skills tailored to their current ability. The children who have passed the phonics screening test receive 1 hour of English lessons daily in place of this which are planned separately. For those in Year 1 (or children who have not passed the phonics check/do not have daily English lessons), these children have guided write sessions for half an hour 4 x weekly in place of guided reading. This ensures they have daily opportunities to write at length with key grammar and vocabulary foci planned in conjunction with a core, age-appropriate text that, where appropriate, links with the year group's current theme to provide real world application. All children across KS1 do a 'Big Write' on Fridays for 1 hour to further apply the skills taught across the week and in order to assess the children's ability. *See Read Write Inc Policy for further information.* Alongside this, whole class reading sessions are taught for half an hour 4 x weekly in Year 2. A range of skills are taught throughout these sessions, including vocabulary, comprehension skills and grammar. *See reading and writing sections below for further information on lesson content.* Additionally, where needed, children are also involved in the Nuffield Early Language Intervention (NELI) to help support their spoken language development.

**Key Stage 2 (KS2)**, English is taught for 1 hour each day. English lessons are planned in conjunction with a core, age-appropriate text that, where appropriate, links with the year group's current theme to provide real world application. Within these lessons, the starters link to grammar and vocabulary. Additionally, like KS1, whole class reading sessions are taught for half an hour 4 x weekly. A range of skills are taught throughout these sessions, including vocabulary, speaking and listening skills and grammar. *See reading and writing sections below for further information on lesson content.* For those with further needs in reading and writing, a Read Write Inc intervention group takes place daily during English lessons for Year 3 and 4. *See Read Write Inc Policy for further information.*

### **1. SPOKEN LANGUAGE:**

We understand that spoken language skills of speaking and listening form the foundations of children's learning and development. Spoken language provides children with the ability to confidently articulate their ideas and opinions, with thought and purpose, as well as enables children to listen and consider alternative viewpoints. These key skills underpin their readiness for later life and therefore we provide regular opportunities to develop communication skills in varied and challenging ways.

#### **What does this look like at St. Matthew's?**

##### **EYFS and KS1**

- Listening and responding to stories, poems, rhymes and songs including examples from different cultures, authors and children's own work.
- Responding to visual/aural stimuli e.g. pictures. T.V. radio etc.
- Discussing and reflecting upon their own work with other children, the teacher and other adults.
- Collaborating with others when planning activities.
- Talking about own experiences in and out of school.
- Telling known stories and reciting poems learnt by heart.
- Collaborative/explorative play opportunities.
- Imaginative play/improvised drama.
- Asking and answering questions.
- Giving and receiving simple explanations.
- Carrying out simple instructions.
- Relaying a message clearly and accurately.
- Philosophy for Children (P4C).
- Presenting in front of an audience through class assemblies and Christmas productions

KS1 children will further encounter Standard English modelled by the teacher, media e.g. books, videos etc. as well as through the scheme of work. Many KS1 activities will also be experienced on a more sophisticated level at KS2.

##### **KS2:**

- Talking about stories and poems and participating in shared and guided reading and writing activities.
- Listening with greater discrimination to stories, poems, rhymes and songs.
- Contributing individually in class discussion and to wider audiences, representing the views of a group.
- Presenting in front of an audience through group or class presentations to the class, school assemblies and Christmas productions.
- Debates stimulated through Theme catalyst questions allowing children to express opinions and argue points of view.
- Dramas as role play to explore imaginary situations (including hot-seating and conscience alley to understand character's perspectives).
- Philosophy for Children (P4C).

*Additional support:*

Children who need additional support with their spoken language skills are firstly identified by their teachers. In addition to receiving appropriate differentiation and support whilst receiving in-class teaching, these children will be provided further opportunities to develop these skills tailored to their needs. For example, additional small group communication sessions through Lego Therapy or Nurture Groups. Across EYFS and KS1 (where needed), children are also involved in the Nuffield Early Language Intervention (NELI) to help support their spoken language development. Children who have been identified as having a greater need will be assessed by the SENCO, and further an Educational Psychologist, to decide whether they will further need Speech and Language therapy.

## **2. READING:**

Reading is a main priority that pervades our curriculum to ensure we meet our clear aim of making every child a life-long reader. In 2006, The Rose Report recommended the 'simple view of reading'. Children need to have both good word recognition and good oral comprehension in order to read. There are two phases in a child's academic life: 'learn to read' and 'read to learn'. Good oral comprehension and the deliberate use of talk is vital in both stages. Children also need to have both good word recall and good oral language comprehension in order to write. At St Matthew's, we adhere to these guidelines and ensure children have ample opportunities to practise their developing reading skills ('learn to read') and to further use books to seek out new knowledge ('read to learn'). The latter is emphasised in KS2, once the children have acquired good decoding and word recognition skills.

### **What does 'learning to read' look like at St Matthew's?**

#### **EYFS and KS1:**

- In EYFS, 5 x 30-minute Read Write Inc (RWI) phonics lessons each week. Lessons take place in homogenous groups. Within the lessons, a 10-minute speed sounds session will occur with follow up handwriting and sentence writing. *See RWI policy for more information.*
- In KS1, 4 x 1 hour Read Write Inc (RWI) phonic lessons each week. These sessions will replace literacy teaching with a 10-minute Speed Sounds session followed by Reading and Get Writing. *See RWI policy for more information.* Alongside this, 1 x 1 hour 'big write' per week to allow children the opportunity to write for an extended period, apply their skills learned through RWI and for teacher assessment. For children who have completed the RWI scheme, usually in Year 2, these children receive daily English lessons instead which are usually centred on an age appropriate, high-quality text (at least 3 novels are studied over the year with full class sets available).
- In Year 2, children further receive whole-class guided reading sessions following a similar structure to KS2 but adapted, where necessary, by class teachers to ensure suitability for the current cohort.
- A language-rich environment in the classrooms so children can read and respond to labels, instructions, posters etc.
- Across the curriculum, children experience a wide choice of attractive books including non-fiction and poetry.
- Children have a variety of opportunities to share high-quality stories and respond to these texts.
- Children learn strategies to develop decoding skills e.g. building basic sight vocabulary, phonic cues, picture and context clues.

#### **KS2:**

- Whole class guided reading 4 x 30-minute sessions a week based around a set weekly text. The text type changes each week on a cycle of fiction, non-fiction and then either poetry, song or picture book so, over each half term, children are exposed to a variety of high-quality texts. These are chosen at the teacher's discretion and often relate to the text types currently studied in the class' English lessons. Lessons follows a set structure across the Key Stage to ensure all children receive high-quality and consistent teaching as well as explore a variety of comprehension skills every week.
  - Day 1 – vocabulary
  - Day 2 – prediction/summarising/sequencing
  - Day 3 – inference/retrieval/explanation
  - Day 4 – grammar
- English lessons are centred on an age-appropriate, high quality book with each class having access to a full-set of these novels. Each class has at-least 3 novels that are studied over the year with full class sets available.

- Across the curriculum, children experience a wide choice of attractive books including non-fiction and poetry.
- Children have a variety of opportunities to respond to texts allowing them to develop prediction, literal and inferential comprehension as well as evaluation, appreciation and deduction.
- Children develop an understanding of the difference between fact and opinion.

### What does 'reading to learn' look like at St Matthew's?

As children become secure in their word reading and comprehension, we provide a range of activities designed to enable children to utilise their reading to further their learning and understanding of the world around them. This includes:

- Opportunities for reading across the curriculum: topic books, news articles, websites, magazines, leaflets etc.
- Within theme lessons, children have opportunities to use their reading skills through researching in non-fiction books and atlas as well as on iPads and laptops.
- In reading corners, displayed books are changed half termly to reflect the current studied theme. This includes science, history, geography and other non-fiction books that children can independently read and use to further their knowledge.

### How does St Matthew's create a 'reading culture'?

This is a core focus at St Matthew's to ensure children are accessing and enjoying a wide range of books throughout the school by providing children time to read for pleasure frequently. This includes:

- Reading corners: across the school, there is an emphasis on encouraging children to make independent choices from good quality reading material. To support this, each classroom has a wide selection of high-quality, age-appropriate books which are changed on a regular basis to maintain the children's interest.
- Author afternoons: every term, each year group spends an afternoon completing work on their year group's author. This includes exploring and reading their books, researching the author, creative writing in the author's style/based off their books etc.
- Reading afternoons: every half term, each year group has allocated time reading in the library with their parents. This gives time for children to have access to a huge range of books and read for pleasure with their parents.
- Access to school library: we have a well-stocked library full of books for all abilities and ages that children can borrow for home to read alongside their colour-banded reading book.
- Reading records: children are expected to read at home regularly with their parents with their colour-banded books matched to their ability level. As an incentive, children who read at home 5+ times weekly are recorded in class and at the end of each half term receive a reward for their efforts (e.g. cinema, soft play).
- Story time: every day, children receive at least 10 minutes of story time where the children listen to an age-appropriate and challenging text read aloud by their class teacher.
- ERIC (Everyone Reads in Class) time: for 10 minutes every day, after lunch time, the whole school takes part in ERIC time where every child and adult in the school reads independently.
- Book clubs: teachers run after-school book clubs so that children have quiet time outside of school hours to read for pleasure.

### Additional support:

Children who need additional support with their reading skills, word reading or comprehension, are firstly identified by their teachers. In addition to receiving appropriate differentiation and support whilst receiving in-class teaching, these children will be provided further opportunities to develop these skills tailored to their needs. For example, small group teaching by intervention teachers during guided reading sessions or, where appropriate, Read Write Inc structured phonics intervention lessons (Year 3 and 4) as well as additional time to read 1:1 with an adult.

### Individual readers:

Across the school, we place high priority on ensuring every child is read with on a regular basis. This is to ensure every child can reach the goal of becoming a life-longer reader through

consistent opportunities to practise the skills taught within phonics and whole class guided-reading sessions, including decoding, word recognition and comprehension.

Individual 1:1 reading is recorded in the children’s reading records. Each child must have a detailed comment in their reading record at least once weekly (upper KS2 – once every two weeks). For children who read multiple times a week, stamps are used after the once weekly comment. The children’s individual record sheet has a detailed comment every time they are read with.

We identify vulnerable readers as our children who are in greatest need, including those who...

- are International New Arrivals (INA)
- have not met their year group’s expected level (cannot read an age-related text)
- do not read at home on a regular basis (even if at expected level).

EYFS	KS1	Lower KS2	Upper KS2
<p><u>Nursery</u>: weekly.  <u>Reception</u>: twice weekly.              Bottom 20% - RWI 1:1</p>	<p><u>SEN (IEP/EHCP) and Vulnerable</u>: every day.  <u>Working towards</u>: three times weekly.  <u>Everyone else</u>: twice weekly.</p>	<p><u>SEN (IEP/EHCP)</u>: daily  <u>Vulnerable</u>: twice weekly (at least).  <u>Everyone else</u>: weekly.</p>	<p><u>SEN (EHCP)</u>: daily  <u>SEN (IEP) and vulnerable</u>: once weekly (at least).  <u>Everyone else</u>: once every two weeks (at least).</p>

### **3. WRITING:**

At St. Matthew’s, we aim to create confident writers who can use the written word appropriately for a variety of audiences and purposes as well as across fiction and non-fiction text types. We believe that children develop these writing skills best through a real-world context so, wherever possible, we connect English lessons to the half-term theme in every class. We further strive to create an environment where reading and writing are interconnected and teach a book-focused curriculum to ensure children are exposed to a wide-range of high-quality texts. Throughout the school, our teaching approach is built around training from Alan Peat, including sentence structures and ‘boxing clever’ for children’s writing planning, so that children experience consistent, high-quality teaching approaches that they can become increasingly confident with.

#### **What does this look like at St Matthew’s?**

##### **EYFS and KS1:**

- In EYFS, 5 x 30-minute Read Write Inc phonics lessons each week. Lessons take place in homogenous groups. Within the lessons, a 10-minute speed sounds session will occur with follow up handwriting and sentence writing. *See RWI policy for more information.*
- In KS1, 4 x 1 hour Read Write Inc phonic lessons each week. These sessions will replace literacy teaching with a 10-minute Speed Sounds session followed by Reading and Get Writing. *See RWI policy for more information.* Alongside this, 1 x 1 hour ‘big write’ per week to allow children the opportunity to write for an extended period, apply their skills learned through RWI and for teacher assessment.
- In KS1, for children who have passed the phonics screening test, they receive 1 hour of English lessons daily which are planned separately (usually in Year 2). These English lessons often centre on an age-appropriate, high quality novel with each class having access to a full-set of these books. In year 2, they have access to at least 3 full class sets of a novel.
- For those in Year 1 (or children who have not passed the phonics check/do not have daily English lessons), these children have guided write sessions for half an hour 4 x weekly in place of guided reading. This ensures they have daily opportunities to write at length with key grammar and vocabulary foci planned in conjunction with a core, age-appropriate text that, where appropriate, links with the year group’s current theme to provide real world application.
- Making own marks on the page and writing independently about personal experiences/events using pictures, symbols, words, phrases and short sentences.
- Learning correct letter formation and sounds, spelling patterns, punctuation and composition – these activities will be matched to the child’s needs.
- Writing with a partner, group and independently.

- Writing 'books' e.g. group, class, individual.
- Developing word processing.
- Recording simple science experiments/investigations, practical experiences as well as other cross-curricular writing in Theme lessons.

### KS2:

- Daily 1-hour English lessons centred on an age-appropriate, high quality novel with each class having access to a full-set of these books. Each year group has at-least 3 novels that are studied across the year through different units.
- Within English lessons, children complete 2 x punctuation and grammar starters and 3 x vocabulary starters (including spellings) per week.
- Weekly, children in each year group have a new 'word of the week' to expand their vocabulary and develop their understanding across dictionary definitions, synonyms, antonyms, related words – root, prefix and suffix etc. The word of the week is picked to reflect the current English unit/book studied and children are encouraged to use it within their writing.
- Across every term, children produce a variety of written work for different purposes and audiences with attention to content and meaning, spelling, syntax, presentation and punctuation.
- Children have access to dictionaries and thesauri in their classrooms to use throughout lessons.
- Use of mapping to develop the skills of visual learners.
- Recording science investigation with greater complexity including prediction, planning and write up reports.
- A variety of cross-curricular writing including reports and research in History and Geography.

### Across the school:

- A purpose and audience for each unit of writing decided with the children.
- Success criteria for extended pieces of writing to provide children with a key set of skills to focus on.
- Read and respond (RAR) time in English lessons for children to respond to marking and feedback.
- Alphabet with initial and exit stroked displayed in every class.
- Every child has a piece of good writing on display in the classroom or on the corridor outside the classroom.
- Every classroom has an English working wall which is updated throughout lessons to reflect the current English unit which could include model example of work, features of focus text type, word mats etc.

### *Cross curricular writing*

The development of children's English skills will pervade across the curriculum as it is of high priority to allow children a variety of opportunities to practise writing in many genres and for a range of purposes. Children are provided regular opportunities to develop their speaking and listening, reading and writing skills in all lessons including through the experiences listed above.

### *Additional support*

Children who need additional support with their writing skills, transcription (spelling and handwriting) or composition (articulating ideas and structuring them successfully in writing), are firstly identified by their teachers. In addition to receiving appropriate differentiation and support whilst receiving in-class teaching, these children will be provided further opportunities to develop these skills tailored to their needs. For example, intervention teachers are used across each key stage phase for those identified in need of additional support. These children are taught by the intervention teacher during lesson time in a smaller, homogeneous group setting with lessons tailored to their needs.

## **4. SPELLING, PUNCTUATION AND GRAMMAR:**

These three components form the basics that enable children to write fluently and convey their ideas successfully. It is our aim to give children an interest in words and how they are constructed, as well as strategies for learning new words. It is further our aim to provide

children with a wealth of explicit knowledge of grammar so that they have control and choice over their language and use it to great effect in their writing.

### What does this look like at St. Matthew's?

#### Spelling

- In EYFS and KS1, children begin to learn spelling patterns through the Read Write Inc scheme.
- Across the school, children receive a 30-minute spelling lesson per week where a new set of spellings, linked to year group spelling patterns and statutory words, are provided and discussed as well as a weekly spelling test completed for their previous week's spellings.
- Weekly spelling lists are given for children to practise as part of their homework, as discussed above, and children are encouraged to share these with parents and to work on them at home.
- Weekly spellings are included in English lesson starters to provide children with additional time to practise.
- Handwriting lessons follow the Nelson scheme which links handwriting to common spelling patterns.
- Children complete a weekly spelling test on their given spelling words. The test scores are recorded and children who need additional support are identified.

#### Grammar and Punctuation

- Across the school, children receive a 30-minute grammar lesson weekly which is embedded within their whole class guided reading lessons.
- In English lessons, children complete 2 grammar and punctuation focused starters a week.
- Across English lessons, children learn how to effectively use a range of grammar and punctuation in an embedded approach.
- Across English lessons, teachers use year group appropriate Alan Peat sentence structures to show how to use different word types effectively.

#### *Additional support*

Spelling, punctuation and grammar interventions groups occur at the class teacher's discretion for those children who are in need of additional support, tailored to their individual needs.

### **HANDWRITING**

We have high expectations that our children take pride and care in their written work which handwriting is a key part of. We aim for all our children to successfully develop their fine motor skills initially in EYFS and through to KS1 which will subsequently allow them to develop a fluent, joined handwriting style. The mastery of these skills will allow our children to quickly and clearly communicate their ideas in the written form. *See handwriting policy for more information.*

### What does this look like at St. Matthew's?

- In EYFS and KS1, children learn how to form letters effectively whilst learning their letter sounds according to the Read Write Inc scheme. Each letter has a handwriting phrase to help the children remember the formation.
- In KS1, children use leading strokes when writing to encourage the correct cursive writing formation. Then, when children are forming their letters correctly, they can begin to write cursive easily and fluently.
- In KS1 and KS2, handwriting is taught regularly throughout the week using the 'join – it' font. At the teacher's discretion, teaching is either taught for shorter 10-15 minute daily/at least 3 x weekly sessions or through a longer 30-40 minute session with practise during Early Morning Task time.
- Handwriting lessons follow the Nelson scheme which links handwriting to common spelling patterns.
- Handwriting lessons are completed in the back of the children's English books.
- All children in EYFS and KS1 use a pencil to write. From Year 3 onwards, if the children are joining their letters correctly and neatly, they are given a blue biro to use. In Years 5 and 6, it is expected that most children will be using a pen.

#### *Additional support*

Handwriting interventions occur at the class teacher's discretion for those children who need additional handwriting support, tailored to their individual needs.

### **ASSESSMENT**



Assessment is an integral part of the school's curriculum plan for teaching and learning. We believe assessment plays a key role in ensuring children can achieve their targets. This occurs through immediate in-class feedback which provides children with ownership and understanding of their strengths and areas to improve. Additionally, termly testing enables teachers to adapt plans and target interventions effectively. See *the Assessment, Recording and Reporting policy* for further information.

*What does this look like at St Matthew's?*

**Reading:**

Formative	Summative
<ul style="list-style-type: none"> <li>In EYFS and KS1, children are assessed through every Read Write Inc lesson informally. See <i>Read Write Inc policy</i> for more information.</li> <li>Every child has a reading record book/individual reading sheet where adults write a note on their progress when they have read 1:1 with the child.</li> <li>During Guided Reading lessons, teachers make written notes that identify children's success in these lessons against the lesson's specific focus area and identify areas to improve.</li> <li>During English and Guided Reading marking, teachers provide appropriate Read and Responses (RARs) to challenge children's mistakes or further their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>In EYFS and KS1, children complete a phonics check with a Read Write Inc leader to monitor progress and ensure homogeneity within each group.</li> <li>Termly, children complete NFER tests including a reading comprehension test.</li> <li>In Year 1 (and Year 2 for those who do not pass), children complete an end of year Phonics screening check.</li> <li>In Year 2 and Year 6, children complete an end of Key Stage national SATs reading comprehension test.</li> </ul>

**Writing:**

Formative	Summative
<ul style="list-style-type: none"> <li>Success criteria: for every extended piece of written work, children are given success criteria. This included a range of criteria (structure, language, grammar) the children should include to successfully complete their writing. The child and teacher use this to reflect upon strengths and areas to improve.</li> <li>During English marking, teachers provide appropriate Read and Responses (RARs) to challenge children's mistakes or further their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly, children complete two assessed pieces of writing (one in English books and one in green assessment folders). This is completed independently at the end of a fiction or non-fiction unit studied in class.</li> </ul>

**Spelling, Punctuation and Grammar (SPAG):**

Formative	Summative
<ul style="list-style-type: none"> <li>Children complete a spelling test every week to monitor progress and acquisition of new weekly taught spelling rules.</li> <li>Twice a week, children are given a punctuation/grammar starter in English to monitor progress.</li> <li>During English marking, teachers provide appropriate Read and Responses (RARs) to challenge children's mistakes or further their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Termly, children complete NFER tests including a spelling test and separate punctuation and grammar test.</li> </ul>

**INCLUSION**

**Special Educational Needs (SEN)**

We aim to ensure all children can access and participate in their lessons. Children with SEN have individual education plans (IEPs) and personalised provision maps written by their class teachers. These target their specific, individualised needs to enable them to succeed in the classroom. This can include a range of strategies including differentiated work, specific daily/weekly programmes and/or extra support, in class, by teacher or class support. See *Special Educational Needs policy* for more information.

### English as an Additional Language (EAL)

We recognise that many of our children speak a language other than English at home which we value and celebrate. Although, we further acknowledge the challenges these children can face in an educational setting and ensure we provide appropriate support so that they can successfully develop their English skills. *See English as an Additional Language policy for more information.* Children for whom English is a second language may be offered extra support in line with their individual needs. International New Arrivals will engage with appropriate language programmes e.g. Language for Learning programme, Fresh Start programme and Racing to English.

### Multicultural Awareness

It is our aim that children will extend their present experience and develop their powers of imagination and sympathy in the study of literature from a wide range of time and places. In reading, writing, speaking and listening/drama, children should have opportunities to explore aspects of personal and cultural identity. Where possible, visiting theatre groups/workshops will be taken from a diverse range of cultural and ethnic backgrounds.

### Equal Opportunities

Irrespective of race, gender or disability all children will receive their entitlement to a broad, balanced and relevant English curriculum.

## **PARENTAL INVOLVEMENT**

We understand the importance of school and home working together to support the children's learning and development. To promote home-school partnerships, we provide opportunities across the school year for parents to become involved in their child(ren)'s English development.

- Reading record book to create a log of reading at home.
- Class assemblies and school celebrations.
- Half termly reading afternoons for each year group in the school library.
- Parent workshops to provide practical advice and understanding of how we teach phonics and English.
- Home learning – *see homework policy for more information.*

## **ROLE OF SUBJECT LEADERS**

It is the role of the English Subject Leaders to:

- Offer support and guidance to all staff in the planning and delivery of English.
- Be aware of new initiatives and disseminate relevant information.
- Monitor planning and delivery of the curriculum to ensure continuity and progression.
- Be responsible for the purchase and organisation of resources.
- Monitor progress of children through work, pupil consultation and assessment trackers.
- Ensure all children are making good progress in the lower progress groups.
- Moderate writing to ensure consistency.

## **RELATED POLICIES**

This policy is written in line with other school policies and therefore should be read in conjunction with the following policies:

- Read, Write, Inc (RWI)
- Speaking and Listening
- Handwriting
- Teaching and Learning
- Curriculum
- Marking
- Homework
- Equal Opportunities
- Special Educational Needs
- English as an Additional Language (EAL)
- Gifted and Talented
- Assessment, Recording and Reporting

## **REVIEW**

This policy will be reviewed on an annual basis by the English Subject Leaders in consultation with all staff and amendments presented to the Governors' Curriculum Committee.

<b>Date of Policy:</b>	<b>September 2022</b>
<b>Date agreed by Governors:</b>	
<b>Next Review Date:</b>	