



# Parklands Primary School

## English Policy

### **Purpose of Policy**

English is a core subject in the National Curriculum. This policy will outline the purpose, nature and management of how English is taught and learned in our school and will inform new teachers of expectations. Parklands Primary School follows the National Curriculum guidance. All staff are fully aware of their role in its implementation; staff have access to the policy on the school's server via the teacher's drive.

### **Overall Aims and Outcomes**

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances
- To teach children effective communication, through a variety of drama activities, including the communication of their ideas, views and feelings;
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful narrative and non-fiction writing;
- To improve the planning, drafting and editing of written work.

### **English and the Primary Curriculum**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most important, role of a primary school.

The English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage,

pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National curriculum gives detailed guidance of what should be taught at each key stage under the following headings:

- Spoken language
- Reading
  - Word reading
  - Comprehension
- Writing
  - Transcription
  - Spelling
  - Handwriting and presentation
  - Composition
  - Grammar and punctuation

At Parklands Primary School, we recognise that, without effective communication, little achievement can be made. We have a duty to ensure that English teaching is a priority and we recognise that this also extends into cross-curricular learning as well as outside the school environment. It is part of the ‘*essential knowledge*’ (p.6 National Curriculum) that is needed in society:

*‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’* (p.10 National Curriculum)

## **Planning**

In KS1, teachers use plans provided through the Read Write Inc. scheme of work to deliver their English lessons. These plans are adapted to meet the needs of the pupils in their classes.

In KS2, teachers use long-term planning and medium term plans provided by the Literacy Leader to inform their planning. These outline the focus text for the term, alongside objectives taken from the National Curriculum. Teachers then create weekly, short term planning using template or Powerpoint form which details lesson objectives and the adapted activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes. Objectives are revisited throughout other units for the year group, so that children have the time to achieve and consolidate objectives, before moving to the next year group. The planning also links objectives from neighbouring year groups as an aid for extending or supporting pupils. Planning will vary slightly for each class, so that it is designed for the individuals in mind.

All English work is recorded within English books.

In Key Stage Two, guided reading occurs daily outside the English writing lesson. Here, pupils have the opportunity to learn and apply vital reading skills. Teachers plan guided reading using the long term and medium term plans. All activities are differentiated; teachers start planning by considering high ability pupils first and differentiate down accordingly. There are opportunities for pupils to apply their skills and knowledge to comprehension questions. Class reading texts have been chosen based on the current cohort, considering what areas our pupils require further information about/ support with. For example, texts which cover mental health issues, cultural differences and current issues. They also are chosen based on academic needs such as providing pupils with opportunities to extend their vocabulary and explore different authors, analysing what makes them effective/ successful.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part of English and is taught using the 'Nelson' scheme of work. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen license from their class teacher.

English is taught both discretely and integrated throughout the curriculum. Topic based lessons will also be taught alongside English. English is timetabled for 7.5 hours per week; additional work may be covered in cross-curricular topic-based lessons.

## **Speaking and Listening**

Children have opportunities to express their ideas in speech, describe their own ideas, make plans and to participate in discussions. In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others. All members of staff have the responsibility to ensure that all children are empowered to speak and express their ideas. Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening is contained within all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

### ***Informal Activities to Promote Speaking and Listening***

- Involvement in extracurricular clubs

- Shared play (work) areas
- Reading, English and maths games
- Shared reading of information texts, atlases, etc.
- Interactive displays

### ***Structured Activities to Promote Speaking and Listening***

- Drama activities
- Circle time
- Oral dictations
- Shared and guided reading
- Telling or reading a story to/with a class
- Class debates
- Speeches and persuasive arguments/discussions
- Play scripts
- School productions and assemblies
- Partner talk

Many of these activities will be delivered as part of their English lesson. However, other opportunities are given throughout the day to encourage and facilitate speaking and listening.

### **Reading**

Children in Reception and KS1 follow the RWI programme of learning to support their reading. From Autumn 2, children are given books from the RWI scheme of learning which are matched to their phonic ability. Phonics is tested each half term and the books children take home are adjusted as they phonic awareness grows. In addition to reading phonics based books, pupils need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary. Children have the opportunity to choose a book from their class library each week to take home to share with their family. Books are changed once a week and children read regularly with adults in school.

Children in KS2 who still need to access the RWI programme of learning continue to take home phonic texts which are matched to their level of understanding.

Once children have reached the end of the RWI programme, they choose their own books to take home which are at an age appropriate level. Children continue to read regularly to adults in school both individually and as part of Guided Reading sessions.

## **Early Years Foundation Stage Expectations**

At the end of the Reception year, pupils reaching the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **Year Group Expectations According to the National Curriculum**

### **Key Stage 1 – Years 1 and 2**

During Year 1, pupils should build on their learning from the Early Years Foundation Stage and should now be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned. Pupils continue to learn new grapheme-phoneme correspondences and revise and consolidate those learned earlier. Pupils should understand that the letter(s) on the page represent the sounds in spoken words and this should underpin pupils' reading and spelling of all words. Alongside this knowledge, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

### **Lower KS2 - Years 3 and 4**

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

### **Upper KS2 – Years 5 and 6**

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the

meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

## **Classroom Libraries**

Every classroom must have an environment that promotes reading. Every classroom has its own library, in line with recommendations set out in the Reading Framework update, July 2023. These libraries are used by the children and have displays that promote their work. The classroom library needs to be themed and organised by the children. This ownership will give children awareness of the different books available in their classroom. It is imperative that each reading corner contains age appropriate books, alongside books aimed to challenge pupils. The books within the classroom library should also reflect progression in learning but books from previous year groups should also be made available for children to revisit and enjoy.

## **Phonics**

### **EYFS and Key Stage 1**

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

## **Key Stage 2**

Pupils who require further support with their phonics continue to follow the RWI programme of learning, delivered by class teachers and TAs. Phonics sessions take place daily during guided reading lessons. These comprise of learning different graphemes, focusing on oral and aural phonological skills and sight vocabulary. All children are grouped in accordance to their individual needs and are in phase appropriate groups.

### **Non-Guided Reading Activities:**

- Buddy reading (across year groups)
- Comprehension activities e.g. First News, stile, iPad
- Word games e.g. scrabble, bananagrams, iPad etc...
- Newspaper activities e.g. quiz, crossword
- Independent reading
- Topic book research
- Dictionary detectives – find a new word that you think no-one will know – challenge the class, teacher etc...
- Audio books

- Reading reviews

### **Guided Reading**

In Key Stage 2, guided reading lessons take place for at least half an hour daily. Guided reading lessons consist of a focused reading skill. All activities are differentiated; teachers start planning by considering high ability pupils first and differentiate down accordingly. There are opportunities for pupils to apply their skills and knowledge to comprehension questions. Friday's guided reading lessons are 'free reading' sessions. This is in the form of a 'buddy system'. Each class is paired with another from across the school. Year three classes will be paired with year five classes and year four classes will be partnered with year six classes. Pupils are paired with other children from their allocated classes e.g. a year three child will read with a year five child. Pupils will alternate reading their books during this time. Class reading texts have been chosen based on the current cohort, considering what areas our pupils require further information about/ support with. For example, texts which cover mental health issues, cultural differences and current issues such as climate change. They also are chosen based on academic needs such as providing pupils with opportunities to extend their vocabulary and explore different authors, analysing what makes them effective/ successful.

### **Reading outside the guided reading sessions**

As well as guided reading sessions, teachers should ensure children take home books they have borrowed from the classroom and school libraries. Teachers should play a key role, when checking out children's books, in advising children on books to take out to make sure the level of challenge is appropriate. However, each child should have the opportunity to choose a book for themselves to coincide with this guidance. Advice is also given to parents on how to support quality reading during parent's consultations and other arranged meetings. Each class should have a reading challenge set up in classes to encourage home reading and reading for pleasure. Class-based reading will take place in English lessons as teachers plan units in line with texts / books. Teachers are also expected to read class novels to the children so they are able to access books above their current reading level. This modelling of reading should help to teach children to add vocal expression, punctuation and dramatic affect to their own reading. Therefore, this should take place in all classes.

### **Other optional methods for promoting reading**

- Fiction / non-fiction book of the week
- Book reviews – oral or written
- Favourite authors / author visits
- Books on tape at listening stations
- Library visits
- Class books of children's work
- Drop Everything and Read



## Writing

In Reception and KS1, children follow the RWI “Get Writing” scheme appropriate for their level of phonic understanding.

All classes in KS1 have one “creative writing” lesson per week to develop children’s writing styles and their experience of writing in different genres.

Once children have completed the RWI programme in KS1 and for all children in KS2, writing lessons take place for an hour daily. All activities are differentiated; teachers start planning by considering more able pupils first and differentiate down accordingly.

Children should be given opportunities to write and the links between reading and writing should be made explicit. Children should be made aware of the importance of the writing process. This includes:

- Identifying the text type
- Identifying key features
- Plan writing
- Draft write
- Modify and edit writing
- Publish writing

In the early stages, children should be encouraged to use emergent writing and any phonic knowledge to write freely (emergent writing), but should also see writing modelled by the teacher in shared writing sessions and when necessary, phonics lessons. When entering year 3, children should be writing independently and should begin writing in a variety of genres, for a variety of audiences. To facilitate and support extended writing, we have opportunities for longer writing activities. Before children are able to write, they will need to see the process modelled and it is necessary that this is happening in the classroom during the English lesson.

Writing occurs throughout the entire curriculum. Cross-curricular writing, for example, is used with story writing in religious education, non-fiction writing in science, history and geography. It is the expectation that rules and strategies for writing will be used in all subject areas.

A variety of teaching strategies are used to engage and gain the interest of children and further their learning. Consideration is given to different learning styles. These could include:

- Investigative work;
- Presentation of knowledge directly imparted by the teacher or another adult, incorporating children’s experiences and making it relevant to their lives;
- Demonstration of skills and techniques and provision of time for practice;
- Opportunities to communicate their ideas to each other and with teachers including discussions and presentations;

- Use of books and other reference materials;
- Use of information technology and other emerging technologies;
- Use of visual stimuli, including video clips and television programmes;
- Visits and workshops provided by visitors;
- Independent research.

### **Early Years Foundation Stage Expectations**

At the end of the Reception year, pupils reaching the expected level of development will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### **Year Group Expectations According to the National Curriculum**

#### **Key Stage 1 – Years 1 and 2**

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because pupils need to encode the sounds they hear in words (spelling skills), develop the physical skills needed for handwriting, and learn how to organise their ideas in writing. At the beginning of Year 2 pupils should be able to compose individual sentences orally and write them down, they should be able to correctly spell many of the words covered in Year 1 and make phonically plausible attempts to spell words they have not yet learned. Finally, they should be able to form most letters correctly, so establishing good handwriting habits from the beginning.

#### **Lower Key Stage 2 Expectations (Years 3 and 4)**

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as

morphology and etymology. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

## **Upper Key Stage 2 (Years 5 and 6)**

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

### **Grammar and punctuation**

Grammar and punctuation is taught explicitly once a week. Teachers use the 'Schofield and Sims' scheme of work to do so. The content meets the National Curriculum expectations for each year group.

In addition, the class teacher will model high standards of punctuation and grammar throughout the writing process, helping pupils to embed high level grammar and

punctuation in their work. It is also important that children are given reasons for grammar and punctuation and that these reasons are closely linked to reading and speaking and listening.

## Spelling

The spellings taught within school have been taken directly from the Primary National Curriculum 2014. They are broken down into upper (years 5 and 6) and lower (years 3 and 4) key stage 2. As well as the statutory list, there is also some flexibility with time throughout the year for teachers to add to these lists, according to what is needed for their class.

### Spelling outside spelling lessons:

There are a number of different activities that children could choose from, taken from the list below:

- **Spelling battle:** partner work – mix up the letters from one of the week’s spellings – can your partner solve the conundrum? What other words can they find?
- **Pictionary:** in pairs, one partner draws one of the week’s spelling words, breaking up big words to help them. The partner has to guess the word and write down the correct spelling on a mini-whiteboard.
- **Charades:** in pairs, one pair acts out one of the week’s spelling words – they can break down syllables if necessary – partner writes the correct spelling onto the mini-whiteboard. Then switch. Dictionaries available to help them with meanings.
- **Sing and Spell:** independently, children make up a song/rap to help memorise the week’s spellings/the week’s spelling rule.
- **Spelling Muddle:** using scrabble letters or bananagrams, see how many spelling words you can make.
- **Change one letter:** use a spelling word from the week and add or take away one/two letter/s at a time to make new words.
- **Wordsearches and crosswords:** find this week’s spellings in a wordsearches and crosswords [www.amoredpenguin.com/wordsearch](http://www.amoredpenguin.com/wordsearch).
- **Hidden words:** in pairs, one partner reads out one of the week’s spelling words. The partner jots down the spelling and they both check it. Then they both challenge each other at the 1 minute challenge – how many words can they find within that one word in one minute?
- **Spelling cards** - a number of different tasks for memorising spellings.
- **History of words** – use iPads to research the history of words.

## Adaptations

The words the children learn are the same for all members of the class as spelling rules have been taken from the National Curriculum statements for the year group; this is unless they are working on a different band. Therefore, the differentiation must come from the teaching and resources made available as outlined below:

- **Ability grouped** – children should be ability grouped for the teacher led activity – this allows the teacher to adapt the task at hand according to that group's needs. The groups should also be no more than six children to allow for further individualised learning as necessary.
- **Mixed-ability** – during the other activities, children have the opportunity to work with children of all abilities, allowing for peer support.
- **Pre-teaching** – spelling words are available for parents to use with their children at home; use of an LSA for pre-teaching can also be beneficial
- **Teacher led activity** – this allows some flexibility for teachers to teach words in line with their topics or those words that children continue to struggle with

### **Assessments**

In KS2, children are to be tested on their knowledge in a weekly class spelling test. This test should be a selection of words from the spelling rules that the children have been learning. The results should be recorded by teachers to allow them to continually assess the children's progression.

Children in KS2 also take part in end of term assessments using the PIRA and tests. In Reception and KS1, children are given ½ termly phonics assessments. Children in Year 1 also complete a mock phonics screening assessment every ½ term.

### **Handwriting**

Teachers follow the 'Nelson' handwriting scheme of work in order to teach handwriting. From Year 1, handwriting is taught explicitly by teachers. In years 4 – 6, handwriting is set as homework, teachers providing pupils with one unit per week. This is monitored and marked by the class teacher.

In addition, the teacher should model joined writing whenever possible. Throughout years 3 and 4 children will be expected to join their writing in English lessons, and by year 5 and 6 children should be joining their writing consistently. It is important that the teacher models writing in a fluent joined style, highlighting difficult joins and accurate ascenders and descenders.

### **Methods for Promoting High Quality Handwriting:**

- Labels around the classroom and on displays
- Example of children's writing prominently displayed
- Books written by children
- Books written by adults around the school
- Modelling from teacher, both in marking and writing on the white board.
- Handwriting pen licenses

## **Display**

Every class must display the daily teaching objective. The children should also have access to word banks and dictionaries to further support children with their English skills. To widen each child's vocabulary, a display of high level and complex, technical vocabulary should be used in each class. Each class has a 'Descriptosaurus' which must be on display. Encouragement to use it within everyday usage should be given. Vocabulary pocket charts must be displayed in the classroom and must be updated regularly, including high-level vocabulary. This will enable children to build up a wide vocabulary.

## **Assessment, Attainment and Progress**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Teachers endeavour to make assessment purposeful. Teachers can use assessments to match work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Teachers' own plans should indicate the focus for each unit of work and assessment opportunities will be identified.

Formative assessments are an informal part of every lesson and are closely matched to the teaching objectives. Children are given feedback and targets through marking and discussion. Teachers will mark work using the Parklands Primary School marking scheme to build evidence of a child's level and progress made whilst at the school.

The class teacher will assess pupils using Target Tracker; this is occurring on a weekly basis as a minimum. This will allow the class teacher, SLT and English Lead to identify children with differing needs or issues.

Long term assessments are carried out when pupils' attainment is measured against school and national targets. These will be made through statutory KS2 SATs in Year 6. At the end of each term, years 3 – 5 use the PIRA and tests. This information will then be passed to the child's next teacher.

## **Assessment, Recording and Reporting**

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, looking at their drawings, models, diagrams, plans and written work, by photographing and recording their finished products.

The English Leader monitors teaching and progress in English by:

- Informal discussions with teachers, LSAs and children
- An annual resource audit
- Assessing work, planning and progress

- Observing lessons
- Regular book scrutiny
- Regular planning scrutiny
- Reviewing data (using Target Tracker)
- Reviewing summative assessment results (PIRA assessments)

## **Resources**

New resources are purchased when funding is made available. The English Leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted. Children are given instructions in the safe and considerate use of resources, including taking care with consumables and materials that are not easy to store. When engaged in practical work, children should behave in a considerate, responsible manner, showing respect for other people and the equipment. All children should have opportunities to use I.C.T, including the internet, video cameras, sound effects and a variety of different programmes to help present their work.

## **Equal Opportunities and Inclusion**

As teachers we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and special needs, both in our teaching attitudes and in the published material we use with our pupils and this policy is informed by these respective policies. Books and teacher resources support multicultural aspects.

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society: every effort will be made to ensure that activities are equally interesting to both boys and girls.

## **Parental involvement**

The school encourages parents to be actively involved by:

- Holding parent-teacher evenings twice yearly to discuss the progress of their child, where targets are discussed and agreed;
- Inviting the parents into school in the summer term to discuss the yearly report;
- Inviting parents to curriculum workshops or circulating information via online newsletters;
- Hosting Book Fairs and participating in book clubs

### **The role and responsibility of the subject leader**

- To support and guide the classroom practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;
- To monitor and evaluate the effectiveness of English teaching and learning;
- To update documentation where necessary;
- To produce action plans for the School Development Plan, prepare bids and manage the English budget effectively;
- To liaise and consult with outside agencies where appropriate;
- To prepare and lead INSET;
- To attend relevant INSET training;
- To review regularly the contribution made by English to a meaningful curriculum.

### **Review**

This policy is reviewed by staff and governors at least every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.