

TANKERSLEY C of E (A) PRIMARY SCHOOL

ENGLISH POLICY



***“Guide me in your truth and teach me, for you are God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2026

Next review September 2028

Intent

English is a subject we value very highly at Tankersley St Peters. We are tenacious in ensuring every child can read and write by the time they enter KS2.

We intend:

- To enable our children to read and write with confidence, fluency and understanding;
- To use the full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- To enable our children to understand the sound and spelling system and use this to read and spell accurately;
- To enable our children to have fluent and legible handwriting;
- To equip our children with the understanding of key grammatical features;
- To enable our children to have an interest in words and their meaning and a growing vocabulary;
- To enable our children to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- To enable our children to understand, use and be able to write a range of non-fiction texts;
- To enable our children to plan, draft, revise and edit their own writing;
- To equip our children with a suitable technical vocabulary through which to understand and discuss their reading and writing;
- To nurture our children's interest in books, and encourage them to read with enjoyment and evaluate and justify their preferences;
- To enable our children to improve their levels of oracy so that they are able to communicate effectively and confidently in front of any type of audience.
- To plan for talk across the curriculum and to elevate speaking beyond the classroom.
- To develop our pupils' confidence and spoken language across and beyond the curriculum.
- To recognise the value of listening;

Implementation

Curriculum and School Organisation

We use the National Curriculum, Cornerstone termly tests and gap analysis grids, RWI Phonics and Spelling Schemes and the EYFS curriculum guidance as the basis of our planning for English.

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

The teaching of English in FS will include:

- a wealth of opportunities to develop and experience speaking and listening;
- sharing and enjoying a range of rhymes, songs, repeated read stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g., differentiated RWI phonic activities;
- focus activities that teach children early communication language and literacy skills.
- The Early Years writing continuum serves as a comprehensive guidance framework. It clearly defines the developmental prerequisite skills for writing in the Early Years. It breaks down the fundamental skills essential for successful writing in Reception.
- Transcription (physical skills) and composition (meaning – making) are established as prime focuses in the Early Years, supported by a strong foundation of pre-writing skills.
- Practitioners use this practical continuum of age-appropriate activities (2-5 years) and high-quality interaction strategies to effectively target and develop the full range of physical, visual, auditory and language-based pre-requisite skills.
- experiences that develop gross and fine motor skills through play and RWI phonics or handwriting activities;
- a proactive approach where pre-writing activities are seamlessly integrated into both children's play and directed sessions, ensuring every child is prepared for writing.
- fully embedded writing continuum assessment and shared practice models, including Launchpad for Literacy, to ensure precise monitoring, early identification of delays and robust, target intervention.

KS1

At the beginning of Year 1, the assessments from Foundation Stage are passed on in order to enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;

- Speaking and listening activities, e.g., role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- SPAG warm ups
- Word level work with explicit teaching of phonics and spelling using the Read Write Inc. scheme.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- Letter formation and handwriting taught and modelled using the RWI scheme.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.
- Drama into writing activities
- Phonics taught using the Read Write Inc. scheme.

KS2

At the beginning of Year 3, the teacher assessments will enable the planned work to follow a smooth transition.

The teaching of English in KS2 includes:

- explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;
- word level work with explicit teaching of spelling strategies and rules and phonics where required using the Read Write Inc. scheme.
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the RWI scheme.
- a range of planned oracy experiences.

Immersion in a print rich environment that promotes a reading culture and develops

- Speaking and listening.
- Drama into writing activities
- SPAG warm ups

Phonics

We use a highly structured phonics scheme, which has lively and vigorous teaching. This begins with the common 44 sounds in the English language and how to sound blend words for reading at the same time as developing spelling skills.

As part of our commitment to teach every child to read, we provide parents of children starting in Reception with a pack of phonic cards. This enables parents to continue the work done in school and consolidate learning at home.



Pupils learn to read a range of lively storybooks with the words they can decode so they achieve early success in reading.

The more sounds they know the greater the range of texts they can read.

Pupils are working in mixed year groups with their Read Write Inc. teacher at the correct level for their phonic and reading ability.

Children are taught phonics in small-differentiated groups following the Read Write Inc. scheme.

Read Write Inc. is used to support children in KS2 who are experiencing difficulties with spelling and reading strategies.

All Foundation stage, KS1 teachers and all teaching assistants have received Read Write Inc. training.

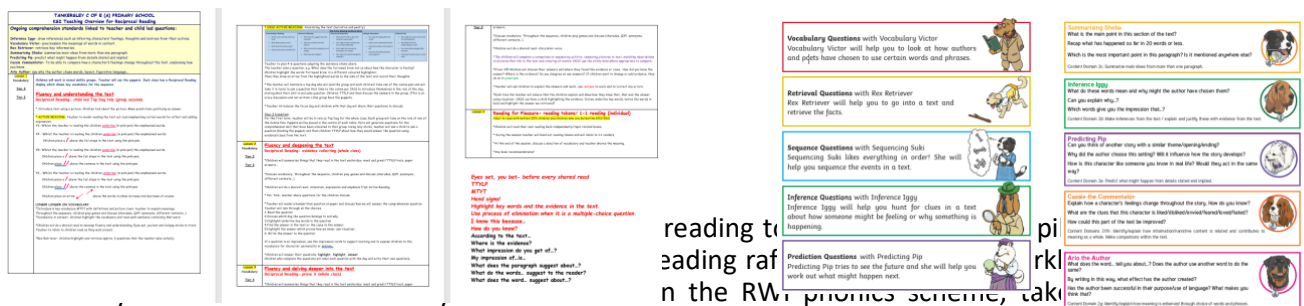


Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in all classes.

Reciprocal Reading KS2

Reciprocal strategies are used to develop decoding and comprehension skills daily in guided sessions. Pupils learn to use the Canine Pals to improve their understanding of the reading content domains. A well-structured sequence of learning is taught in KS2. This plan is progressive throughout the year groups and includes strategies such as active reading and text marking.



storybook that they have been studying that week alongside a 'Book Bag' book that matches the phonic ability level of the child. Children not on the RWI phonics scheme take home age-appropriate books from the library as well as being encouraged to read books from home and the library.

Throughout their reading journey at Tankersley, our children are taken to visit the Hoyland Library, where they are able to make individual membership. We also have class membership for every year group.

Reading areas in the classroom are inviting and lively with space for the children to sit and read. Children visit their class and school libraries regularly to change their books. Pupils in Y6 are reading ambassadors and regularly take part in peer reading sessions with Y1 and Y2 pupils to encourage reading skills across school.

We are developing a good range of fiction and non-fiction books in our new school library, which will be updated in light of planned themes. Children are encouraged to borrow school library books to take home.

The reading environment

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom, the reading area is attractive and inviting, books are clearly accessible and regularly changed to maintain children's interest. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom, school library and the completely learning environment of the school.

Book and interactive stories along with story props and puppets enhance the reading environment and support the development of reading.

At the end of the school day there is a dedicated story time and all children are read to by their class teacher after afternoon break. Each class has a designated story chest which contains specifically chosen quality texts.

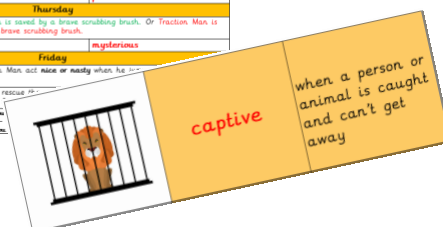
Children visit the library during reciprocal reading sessions.

Repeated Reads

Repeated Reads are designed to extend and deepen young children's vocabulary and comprehension so they can understand the books they will soon learn to read for themselves. In Nursery the children experience traditional stories developed through the 'Twitch Project'. In EYFS and Year 1 the children have a carefully chosen repeated read text for every week of the academic year. In Year 2 repeated reads are read in term 1a only.

TANKERSLEY'S REPEATED READS- Year 1			
Year Group	Autumn	Spring 2023	Summer
Y1	Autumn 1: (Space themed)	Spring 1: (Pirate/Adventure themed)	Summer 1: (Plant themed)
1	Traction Man by Mini Grey	Sally Dog by Marty Long	Avocado Baby, John Burningham
2	Rob Men on the Moon by Simon Bartram	How to be a Viking by Cressida Cowell	The Lemonade Stand by Sam Brigham
3	The Scarecrow's wedding by Julia Donaldson	Grandad's Secret Giant by David Litchfield	Grandad's Island by Benji Davies
4	Here we are by Oliver Jeffers	Jack and the Beanstalk by Julia Donaldson	The Last and the First by Julia Donaldson
5	The Smells and the Smooch by Julia Donaldson	Beastly Bear, Mini Grey	Penny Mouse, Cressida Cowell, Gnomes by Benji Davies
6	On the way home by Jill Murphy	Lila and the Secret of Rain by David Conway	Grandma Bird by Benji Davies
7	Where the wild things are by Maurice Sendak		
8	Tree, Patricia Hegarty		
	Autumn 2: (Winter / Christmas themed)	Spring 2: (Easter themed)	Summer 2: (Animal themed)
1	The Rabbit belongs to Emily Brown by Cressida Cowell	Zog by Julia Donaldson	Tractor by Julia Donaldson
2	Here comes Jack Frost by Kazuo Kohara	There was a dragon who swallowed a knight by Penny Parker	Wink with a wolf by Sam Brigham (Non-fiction picture book)
3	Winter's Child by Angela McAllister/Graham Baker-Smith	Small Kings and George and the Royal Chocolate Cake by Ronda Armitage and Arthur Roberts	Slipper, Shirley Hughes
4	Sticksman by Julia Donaldson	The knight who wouldn't fight by Helen Docherty and Thomas Docherty	Stom Wham, Benji Davies
5	Gruffalo's Child by Julia Donaldson	The Princess and the wizard by Julia Donaldson	The Lion inside, Rachel Bright
6	Jolly Christmas Postman by Janet Ahlberg & Alan Ahlberg	The Baddest by Julia Donaldson	You can't take an elephant on the bus, Patricia Cleveland Peck
7	The Grumpy's Christmas by Drew Daywalt		I went my hat back by Jon Klassen
8			

Year: 1	Term: 1a	Week: 1
Repeated Read: Traction Man		
Monday		
Introduction		
Traction Man is handy! He has a special outfit for every occasion. He looks after the house saving toys, guarding toast and searching for lost snacks. He even tries to rescue others. Traction Man is ready for anything... or is he?		
Characters		
Traction Man, Fat Pillows, Scrubbing Brush, Grumpy, and Doctor Sock		
Story problem		
Traction Man doesn't like his new outfit and thinks he can't be a hero in it.		
Vocabulary		
captive		
rejoice		
Favorite Phrases		
Traction Man is...		
Vocabulary		
guarding		
volunteered		
Freeze Frame		
Findings		
Children you are all: (Traction Man)		
How did you feel when you rescued the farm animals?		
You look - delighted. We are delighted.		
You look - proud of yourself. We are proud of ourselves.		
How did you feel when you wore the all-in-one knitted green romper suit?		
Freeze Frame your expression.		
You look - embarrassed. We are embarrassed.		
You look - miserable. We are miserable.		
Vocabulary		
fancy		
poisonous		
Which is the right sentence?		
Traction Man is made by a brave scrubbing brush. Or Traction Man is chased by a brave scrubbing brush.		
Vocabulary		
shrubbery		
mysterious		
Nice or Nasty?		
Dear Traction Man, did nice or nasty when he...		
Quiz the main character		
How did you rescue...		
What would you do if...		
Vocabulary		
Comprehension		



Vocabulary

In order to create word conscious classrooms and increase children's vocabulary we have implemented several strategies.

Tier 2 vocabulary: We use the Canine Pal 'Victor Vocabulary' to make children aware of the importance of words and their meanings. We collect words every day, throughout the week as a class and display them on a vocabulary board.



Tier 3 vocabulary: We have 'SUBJECT GLOSSARY sheets' that are filled with subject specific Scientific /Historical and Geographical (TIER 3) vocabulary. The idea is that the children use these glossaries when they are completing written work. This will support the children with their understanding, application and spelling of new vocabulary without having to search for it in a dictionary. In KS2, the children have individual glossaries and in KS1, we have a whole class large glossary. These vocabulary sheets are sent home prior to teaching for our SEND and vulnerable children.

T1a - Living Things and their Habitats		
Vocabulary	What is it?	How will I remember?
habitat	the home of an animal or plant	
conditions		
living		
dead		
observe		

KS1

T3a - Living Things and their Habitats		
Vocabulary	What is it?	How will I remember?
organism	a living thing made up of one or more cells and able to carry on the activities of life	
life cycle	the important stages in the life of an organism	
reproduce	when new, young organisms are made	
insect	a small invertebrate animal that has 6 legs and usually a pair of wings	
mammal	a warm-blooded vertebrate animal that has hair/fur, females that provide milk for their young and (usually) the birth of live young	
amphibian	a cold-blooded vertebrate animal that is able (when adult) to live both in water and on land	
life processes	the processes that are needed for the maintenance of life/living organisms	
naturalist	an expert or scientist who studies nature	
similarities	having a likeness (in appearance, character or quality) without being identical	
independent variable	a variable that I change and can control in my experiment	

KS2

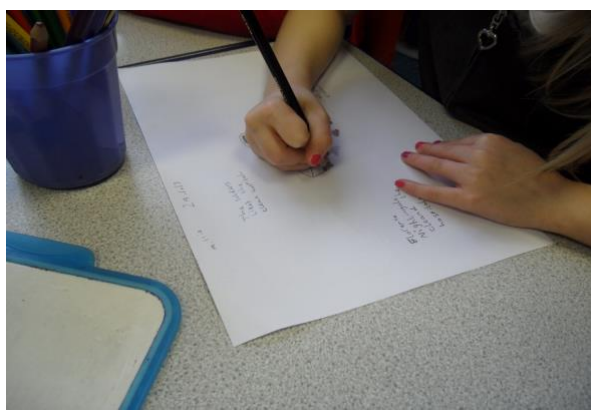
Writing

We believe that writing should be a creative/developmental process at both a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Sentence structure and punctuation along with text level skills are taught alongside the creative aspects of writing. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing involves both transcription and composition. Transcription skills include spelling and handwriting. These should be the focus for writing in the early stages of primary.

Writing is taught through:

- The teacher dictating sentences for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.
- In EYFS and KS1 Writing is taught through dictated sounds, words and sentences containing the phoneme – grapheme correspondences taught.
- Knowledge of what to write, as well as how to write. Teachers provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils are also taught knowledge of the conventions of the writing they are creating, and the tools which can help them achieve their purpose.
- Knowledge of grammar needed for composition. Pupils are taught how to construct and combine sentences. The curriculum is organised so that pupils are taught to use a variety of different sentences. Teachers model which is then followed by extensive deliberate practice.
- TAs support significant groups of pupils to lead the development of writing according to pupils' individual targets.



Independent writing

Throughout the school, children are provided with opportunities to develop their confidence and practice their writing skills. All writing activities have a purpose and quality is promoted through publication or presentation to another audience. Writing strategies are modelled and independent writing is supported with dictionaries, word banks and the English learning/working wall. In Reception and Year 1 most children will not have the spelling and handwriting skills they need to write down everything that they can compose out loud. Therefore, instead of carrying out independent writing, the teacher/TA dictates sentences using words that the children should know. Children rehearse these sentences then write them. This will then lead to the children writing their own sentences.

Extended writing is key to ensure our pupils have the opportunity to apply spelling, punctuation and grammar skills to their work. Each pupil should complete an extended piece of writing following input from a unit of work.

Highlighters are used to identify aspects of SPAG for certain piece of writing.

Follow up from the Extended Write is built in on the following day – e.g., up levelling a piece of work / Mystery author/Grammar detectives.

Each half term a piece of Extended Write is assessed using the Writing Standards to ascertain where the pupil is in their writing.

Writing Feedback

- **Perfect presentation posters (PROUD)** – teachers will ensure that pupils in their class demonstrate the highest standards of work and adhere to the agreed principles as outlined in the posters.
- **Teacher & pupil feedback on Learning Objective** – teacher and pupil will assess against each element of the objective in the success criteria.
- **2 stars and a wish for an extended write – Teacher feedback (Blue pen)** teacher will give feedback, which is succinct, short and clear relating to the lesson objective/year group standards.
- **Polishing learning-responding to teacher feedback (Green pen)** - pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).
- **AFL Peer and self-marking (Red Pen)** – pupils can peer assess and self-assess against their learning objective using red pen.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through writing areas or tables. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting

- Formal teaching of handwriting begins in Nursery and Reception where children are taught how to hold a pencil - the tripod grip for almost all cases. Children become better at handwriting through repeated practice of accurate letter formation. Children begin a separate handwriting lesson at Stage 1 as soon as they can read Set 1 sounds.

- We promote the highest standard of work and consistency of approach with our pupils.
- We follow the RWI handwriting scheme.
- By the end of Reception, we expect children to be able to form all letters correctly and digits 0-9.
- By the end of Year one we expect children to make their letters the relative size and form letters that will flow easily into a joined style.
- By the end of Year two we expect the children to use the diagonal and horizontal strokes needed to join letters.
- Our expectations are that from Y3 onwards children always use a joined style of handwriting that increases in fluency as the years progress.
- Left-handed writers are supported by being taught to:
 - o position the paper correctly.
 - o use the right hand for stability.
 - o keep the wrist below the line to avoid the 'hook' hand.
 - o hold the pencil in the right place.
 - o practice the tripod grip.
 - o sit on the left side of the table.
 - o use the correct tools such as left-handed pencils and pens.
- Perfect Proud Presentation Posters are displayed in each class and teachers ensure the pupils use these. The acronym PROUD reminds children how to set out work neatly in books.
- A short handwriting session is taught frequently to promote the highest standards.
- Strategies - BBC-bottom back chair, Spare hand on work and Feed the dinosaur to hold your pencil are encouraged at all times.
- Children are awarded a pen license and a school pen when they are using neatly joined writing.
- A piece of quality handwritten work is sent every week to the head teacher for praise and recognition.
- Handwriting fluency is assessed termly. A system for assessing pupil's writing speed is in place to identify and support those with fluency difficulties.
- Our children are encouraged to tailor their handwriting to suit the audience and purpose, e.g., labelling science diagrams with printed labels.

Tankersley Transcription - Handwriting Progression				
By the end of EYF5	By the end of Year 1	By the end of Year 2	By the end of Year 4 UKS2	By the end of Year 6 UKS2
RWI Stage 1 • use a comfortable pencil grip using mainly tripod grip. • Write on plain paper. • form all letters correctly. • understand which letters belong to which handwriting 'family' (letters that are formed in similar ways) and to practise these. adpccq wxfi ug tklj ba hnm: vwxz • use handwriting phrases to support the letter formation. • form capital letters. • form digits 0-9.	RWI Stage 2 • sit correctly at the table, holding a pencil correctly and comfortably. • know the relative size of letters, and form letters that will flow easily into a joined style. • know where to place the letters on the writing line - use the hill (horizontal stroke) and the bridge (diagonal stroke) and the 3 variations. Use an imaginary sponge bike to enable children to visualise where to place letters. • know the handwriting 'picture books' which focus on each group's shared similarities. • use correct spacing between words.	RWI Stage 3 • use diagonal and horizontal strokes needed to join letters. • increase the fluency of diagonal stroke joins and the 3 variations. hill to jam letter hill to jam letter hill to 'sister' letter bridge to jam letter bridge to top sponge letter bridge to 'sister' letter • know all joins are in the 'join'. • know how the sponge bike layers correspond to the lines in their book. • know capital letters are not joined.	RWI Stage 4 • use diagonal and horizontal strokes to join letters. • increase legibility and consistency of handwriting. • ensure lines of writing are spaced sufficiently. • increase the fluency of joined writing. • children write in 6mm-lined exercise books.	RWI Stage 4 • write legibly, fluently with increasing speed and fluency a personal style. • choose the appropriate writing implement best suited for the task. • use appropriate style and form depending on the task (e.g., labelling a diagram, writing an email address, algebra and filling a form in capital letters). • children write in 6mm-lined exercise books.

Oracy – Spoken Language

In line with the English National Curriculum, we believe that speaking and listening is fundamental to children's development, and that confidence in this area is essential to be successful in all areas of English. Knowledge of language underpins progression in spoken language, reading and writing.

Speaking and listening skills are directly taught, modelled and sensitively encouraged through whole class, small group and partner work. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, debates drama activities and performances. Kagan structures and stem sentences are used to encourage discussion. The knowledge our children retain about topics is then articulated with children making worthwhile contributions. We use many strategies to encourage the children to remember to use new vocabulary in both their

written and spoken language. Oral composition is used to practise grammatical conventions and different sentence structures. Dictation is a tool used to help our children practise spelling and handwriting. Each year group has identified oracy skills which outline explicitly what our children should know and be able to do to ensure they can 'Say It before they Write It'.

 Tankersley Oracy Progression Year 1 By the end of Year 1 a child will:			
Physical - Voice & Body language	Linguistic - vocabulary, language & rhetorical techniques	Cognitive - content, structure, clarifying & summarising, self-regulation & reasoning	Social and Emotional - working with others, listening & responding, confidence in speaking & audience awareness
•speak clearly and confidently in a range of contexts. •use appropriate tone of voice in the right context e.g. To project their voice to a large audience. •continue to use gesture to support delivery e.g. pointing at parts of a plan they are discussing.	•use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' •use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. •speak in sentences using joining phrases to link ideas. •use taught vocabulary specific to the topic at hand. •try out new language.	•offer reasons for their opinions. •disagree with someone else's opinion. •ask questions when they haven't understood. •build on others' ideas in discussions. •explain ideas and events in chronological order.	•listen and respond appropriately to others. •begin to organise group discussions independently of an adult.

Spelling

We use the Read Write Inc. Spelling scheme, which ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. It comprises of engaging online resources; Practice Books with a range of activities and Log Books to track progress. The scheme provides tightly timetabled units of work for each year group from year 2 to 6, based on a regime of rapid-fire daily sessions. The daily activities take approximately 15 minutes.

Year	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 63	Unit 64	Unit 65	Unit 66	Unit 67	Unit 68	Unit 69	Unit 70	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78	Unit 79	Unit 80	Unit 81	Unit 82	Unit 83	Unit 84	Unit 85	Unit 86	Unit 87	Unit 88	Unit 89	Unit 90	Unit 91	Unit 92	Unit 93	Unit 94	Unit 95	Unit 96	Unit 97	Unit 98	Unit 99	Unit 100
Year 2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 63	Unit 64	Unit 65	Unit 66	Unit 67	Unit 68	Unit 69	Unit 70	Unit 71	Unit 72	Unit 73	Unit 74	Unit 75	Unit 76	Unit 77	Unit 78	Unit 79	Unit 80	Unit 81	Unit 82	Unit 83	Unit 84	Unit 85	Unit 86	Unit 87	Unit 88	Unit 89	Unit 90	Unit 91	Unit 92	Unit 93	Unit 94	Unit 95	Unit 96	Unit 97	Unit 98	Unit 99	Unit 100



Weekly spellings are sent home. Children are encouraged to share with their parents and other family members who can help them practise spelling their weekly selection of words.

Cross-curricular links

We believe in a cross curricular approach to learning and providing children with high quality first hand experiences wherever possible in order to provide opportunities for them to use and apply the literacy they have been taught.

Children are encouraged to make links between subjects and to make choices about the ways in which they record their writing.

Equal opportunities and inclusion

The SENDCO will:

Support the English co-ordinator and teachers in identifying children with special needs and encourage whole class inclusion where possible.

Support staff in using the objectives in the English National Curriculum / B Squared document when preparing individual education plans.

Be aware of intervention materials and ensure they are used effectively.

Have an overview of all interventions and the evaluation of their impact.

Inclusion

All pupils, regardless of race or gender, have the opportunity to learn English at their own level. The school promotes equal opportunities and fairness of distribution of English resources.

Children with other languages at home are encouraged to use them for educational benefit.

Positive images of use of English by people of both sexes will be promoted.

Impact and assessment, Recording and Reporting

The children's English books are scrutinised frequently to monitor standards and progression.

Progress is reported to parents / carers during parents' meetings and through the end of year report.

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group, which matches their correct level for their phonic and reading ability.

An individual class reading record is used to document those children who have read 3 or more times at home by checking their home/school reading diary. A tick is placed in the right-hand column under each week's date. At the end of the half term, parents of children who have not received a token for less than 50% of the duration of the term are reminded during parents' meetings of the importance of supporting their child's reading at home.

When children are heard read the left-hand column is ticked under each week's date. In KS1 this might be ticked more than once.

In KS1 and KS2 children, complete termly formal reading and SPaG Cornerstone assessments / practice SATs, the results of which are analysed.

Progress in reading and writing, SPaG and spoken language is reported to the head teacher on a termly basis during progress meetings.

Monitoring

The English subject leader and members of the SLT carry out a range of monitoring activities including:

- lesson observations
- book looks
- moderation of work
- planning
- pupil interviews
- views of other stakeholders

some of these activities are supported by the designated member of the governing body.

Developing and monitoring, Subject in the spotlight

The Head teacher will:

Set high expectations and monitor teaching and progress.

Encourage a whole school approach, keeping parents, governors and all support staff well informed.

Support the co-ordinator and individual teachers.

Regularly review the English Action Plan within the School Development Plan.

Set targets for teachers for performance management.

The subject leader will:

Manage the implementation of the policy, evaluating its impact and effectiveness and liaising with staff to update on a regular basis.

By engaging with current educational research and developments and keeping staff abreast of relevant developments;

Carry out staff audits in order to identify needs and arrange/lead INSET so that all staff are confident in how to teach and assess all aspects of English and have good subject knowledge.

Set whole school English targets based on evaluation of assessment data to develop the subject – Reading Writing, Speaking and Listening, EYFS CLL.

Work with the SLT to analyse all available data and identify areas for development.

Write and action the English Action Plans and evaluate the impact.

Lead by example showing a thorough understanding of the subject.

Offer support to teachers in planning, teaching and assessment.

Work alongside the Head teacher to monitor and evaluate planning, teaching and learning.

Ensure resources are appropriate and organised.

By ordering/updating/allocating resources;

By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;

Ensure parents are encouraged to develop positive attitudes to English and actively support their children when homework is given.

Ensure parents are kept well informed of their children's progress.

Liaise with receiving schools.

Governors will:

Be well informed through the leadership of the Head teacher and English Subject Leader.

Support the staff in implementing the school's policy for English.

Monitor and review the progress of the English Action Plan.