Sedlescombe Church of England Primary School

English Policy 2020 – 2023

Adopted	January 2021
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

INTRODUCTION

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum, 2014)

INTENT

English Vision Statement

At Sedlescombe Church of England Primary School it is our vision that English will be an inspiring, enjoyable and rigorous subject that supports children to develop our key learning behaviours and skills for life.

Aspiration
Our English curriculum encourages all children to be aspirational learners by learning key skills for speaking, listening, reading and writing. Each year, children will know and remember more, requiring the acquisition and application of a wide range of knowledge and skills. Children will show their aspiration through their ability to apply their knowledge in challenging, relevant and engaging ways. Children will be encouraged to be aspirational by applying techniques they have learnt across a range of genres.

At Sedlescombe School, children are encouraged to take part in our 101 books to read by the end of KS1, by the end of LKS2 and by the end of UKS2. As well as this, children are supported to access and enjoy writing competitions such as the BBC 500 words short story narrative and the Poetry by Heart competition where they learn to apply prior learning at school in a wider, purposeful context. Children further show their aspiration by applying their English knowledge across the curriculum; for example, children may write to inform in History, write to persuade in RE or write to explain in Science. In addition to this, teachers support children to show aspiration with their reading and writing by using rich texts across the curriculum and by modelling their writing to a greater depth year group standard, imitating different author styles and tones. From here, children are able to imitate such styles, which they may not have been able to access beforehand, incorporating high-level vocabulary choices and using a wide range of grammatical features and sentence structures.

Creativity
English will encourage and provide opportunities for children to be creative and imaginative learners, asking and answering questions about high-quality texts, discussing their deductions and inferences, exploring author styles, roleplaying and re-enacting a range of scenarios and planning and writing a range of texts and genres. Each unit of English looks to incorporate creative opportunities to aid as a stimulus to writing.

At Sedlescombe, children use art work, pieces of music, dance in PE, visits and visitors to either further develop their understanding of a studied text or to plan for and write across a range of

genres. As teachers plan for their unit of learning, creative opportunities are always at the forefront of the planning process once rich texts have been selected. For example, during the Early Years Foundation Stage, children take part in a range of play and exploratory activities to encourage and motivate young writers. In Year 1, children use a woodland visit to inspire recount writing. In Year 2, children write instructions based on a moth feeder or moth trap they have created. In Lower Key Stage 2, children use a falconry visit to help them write an information text on a chosen bird of prey and they also use David Attenborough documentaries and art work to write persuasively to encourage others to look after the Seas and Oceans. In Upper Key Stage 2, children take part in deciding how to raise money for the British Heart Foundation after exploring a Science and English unit of learning on the Heart. Across the school, children have applied their literacy skills to write to members of a school in Sierra Leone and to write Christmas cards to the local community.

Curiosity

By using a rich text approach in English, Guided Reading and other subjects, children are encouraged to think about important issues and how they can have an impact on their school, local area and global communities. Children will be encouraged with a 'what if' attitude to explore, analyse and discuss familiar and unfamiliar themes within fiction, non-fiction, film literature and poetry. Children have the opportunity to reflect upon what they would do in a certain situation, discussing the pros and cons of their decision and the impact it can have upon others. Children's curiosity is further explored through our end of the day reading for pleasure sessions. A wide range of texts are chosen to read for enjoyment which allows a range of 'bigger' questions to be explored such as: 'Is it better to be well-liked or well-known?'.

Research-based lessons in English and across the curriculum provide children with the chance to develop their curiosity further, finding out more about a certain topic, organising their research and presenting it to others. Children are encouraged at home to create scrap books of an area of learning that interests them, applying a wide range of literacy skills.

Courage

We provide a range of opportunities for children to show their courage within English whilst exploring the notion that it is OK to make mistakes. Children have varied opportunities to develop their speaking and listening, debating, acting and presenting skills. Staff work hard to model these skills and courage shown in these areas are actively celebrated.

At Sedlescombe, children further show courage in English when choosing new genres to read. We work hard to promote a wide range of rich texts to support children to move away from the familiar, celebrity-written books. We support family members to identify rich texts to enjoy and read at home with our termly Rich Text Newsletter where staff members recommend a text for their key stage. As well as this, we have an award-winning recommended text and a chosen website that gives further guidance on high-quality literature.

Each text that is used within our English curriculum is aspirational to the year group and children learn to look at different styles and tones of writing and how authors 'break rules' to ensure a desired effect on their reader. Children can explore these styles through imitation and ultimately, aiming to apply learnt styles to their own writing.

Children are taught the importance of proof-reading, editing and publishing their work, reaffirming that it is OK to make mistakes and it is what we do with these errors, as a reader and a writer, which is important. We aim to show courage through perseverance towards our published work, ensuring it is the best that it can be.

Cooperation
In English and Guided Reading lessons, the children mostly work in pairs or small groups. During each lesson, children are encouraged and supported to discuss the text they are reading, exploring and discussing key themes, author styles, different genres of writing and ways to improve their own written work further.

Children work together in a variety of ways such as: debating or presenting teams, research groups, roleplay and acting groups, shared reading and writing tasks, paired assessments and peer improvements. Cooperation and listening skills are vital for children to share their opinions, listen to and respect the opinions of others, gain new knowledge and skills from one another and teach their peers new skills in a safe environment.

Independence
At Sedlescombe, children are supported to become independent thinkers, readers and writers through our rich text curriculum. Through the use of high-quality texts, children can devise their own questions about a key theme or idea and children are often inspired to write for pleasure, independently choosing what genre and style they wish to write in. Children have a writer's choice throughout their written pieces of work and decide what impact they would like to have on their reader. For example, children may wish to describe a dragon with the aim to frighten their reader. However, another child may decide they wish to describe the dragon, encouraging the reader to feel empathetic.

Through the teaching of phonics and early reading skills, we enable children to become fluent and competent readers, developing a love of literature, independently selecting their own texts which they want to enjoy and explore further. As well as this, children are supported to develop their own writing style, transferring key skills and features across a range of texts. After imitating an author style, taking part in shared writing opportunities and exploring greater depth modelled writing with the teacher; children can begin the innovation phase of the writing process. Here, children have the independence to decide their own writing outcome; this may be a different theme in their narrative to that which has been previously explored. Children will decide which vocabulary choices, grammatical features and sentence structure works best for their genre of writing from what has been previously taught in the unit of learning or within earlier English units. The children independently choose these to ensure maximum impact upon their reader. Teachers ensure that children's independence is not stifled at any point and we aim to always appeal to their interests in the teaching and learning of English that we provide.

Curriculum Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

IMPLEMENTATION

The Planning and Delivery of a Rich Text English Curriculum:

At Sedlescombe Church of England Primary School, we approach English through a range of rich texts including fiction texts (picture books, short chapter books, novels, and graphic novels), non-fiction texts and poems. For each topic or term, in each year group, a driver (main) text is identified as well as the supporting texts that will supplement the unit of learning. As well as this, reading for pleasure texts, are also mapped out. Once the rich texts have been decided, teachers use them as the stimulus to plan their series of lessons in the following way:

Planning Point 1: Rich Text

- What rich texts are going to be used?
- What makes them rich?
- Which is my driver (main) text?
- Which texts will support the main text?
- Which parts/extracts from these rich texts do I want to focus upon?
- Which additional texts can be read for pleasure?
- Have I ensured a range of fiction, non-fiction and poetry texts?

Planning Point 2: Creative Opportunities

- Are there any opportunities for using the Arts, through the rich texts selected or through topic based lessons, to inspire and develop the children's writing?

Examples:

- Debating and presenting
- Adapting the Royal Opera House materials to create a dance inspired by a rich text
- Drama activities such as: role play, freeze-framing, re-enactments, conscience alleys
- Art and illustrations linked to a text
- Visitors and Visits such as: a Birds of Prey Experience, a Planetarium visit, a History workshop, a trip to the local Aquarium, a Woodland Walk

Planning Point 3: The Teaching of Grammar and Linguistic Conventions

- Which grammar and linguistic conventions can be taught from these texts?
- What order would be best for them to be taught in to carefully hone children's writing skills?
- Which grammar and linguistic conventions can we imitate through shared, modelled and independent writing opportunities?
- Which grammar and linguistic conventions can we explore to innovate and create our own written outcomes?

Planning Point 4: The Teaching of Vocabulary & Reading Comprehension Skills

- What vocabulary choices, in the rich texts, are worth exploring and developing further?
- Do I need to pre-teach any of the vocabulary before a specific lesson?
- Which reading comprehension skills can be practised using extracts from the text? (V – Vocabulary, I – Infer, P – Predict, E – Explain, R – Retrieve, S – Summarise/Sequence)

Planning Point 5: Written Genres

- Which writing genres (build up and main) will stem from this lesson sequence or termly sequence?
- Do the writing genres selected support the inclusion of taught grammar and linguistic conventions?
- Have I ensured that fiction, non-fiction and poetry genres are planned for?
- Have I planned for any writing across the curriculum opportunities?
- Have I ensured that the genres I have planned for are appropriate for the year group I teach? (See Michael Tidd's Writing for a Purpose table below):

KS1	LKS2	UKS2
To Entertain To Inform	To Entertain To Inform To Persuade	To Entertain To Inform To Persuade To Explain

- What will be the suggested purpose, audience and reader impact for each piece of writing?

Planning Point 6: Modelled, Shared, Imitation and Innovation within Writing

Once the final genres have been planned:

- How and when will children imitate an authorial style or grammatical feature/linguistic convention?
- What teacher modelling opportunities are there and which grammatical features and vocabulary choices will I be including?
- What shared writing tasks will there be?
- How and when will children innovate from a modelled or shared piece?
- What will be the suggested purpose, audience and reader impact for each piece of writing?
- What writer choice options are there to promote GD writing?

Planning Point 7: PEP (Proof-reading, Editing and Publishing)

- What opportunities are there for children to proof-read their work?
- What opportunities are there for children to edit their writing?
- What opportunities are there for children to publish their work?

Throughout the planning process, teachers identify opportunities for learning to be added to the classroom working walls to further support independent learning in English.

Year Group Rich Text Maps

Each year group has created their own termly rich text map to outline their driver (main) text, supporting texts, reading for pleasure and poetry texts. These texts have been colour coded in the following way:

Children's Classics (pre-1939)	**Children's Modern Classics (Post 1939)**	**Modern Fiction (Post 2010)**	**Picture Book or Graphic Novel**
Poetry	**Non-Fiction**	**Multi-Cultural Books**	

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Predator!	Gods and Mortals * Christmas	Mighty Metals	Tremors	Scrumdiddlyumptious!	Flow
Driver Text	Fox Margaret Wild (2000)	Arthur & the Golden Rope (2016) Joe Todd-Stanton * The Polar Express Chris Van Allsburg (1988)	The Iron Man (Illustrated Version) Ted Hughes (2019)	The Blue Stone Jimmy Liao (2006)	The Magician's Nephew C.S. Lewis (1955)	The Rhythm of the Rain G Baker (2018) Pattan's Pumpkin: A Traditional Flood Story from Southern India Chitra Soundar (2016)
Supporting Texts	Into the Forest Anthony Browne (2004) The Spider & the Fly (P) Mary Howitt (1829) How to Help a Hedgehog & Protect a Polar Bear (NF) Angela Keaghan (2018)	The Orchard Book of Greek Myths Geraldine McCaughrean (1992) Theseus & the Minotaur Daedalus & Icarus	The Tin Forest (F) Helen Ward (2001) Moon Man (F) Tomi Ungerer (1966) Forces & Magnets: Moving Up with Science (NF) Peter Riley (2016)	A Stone Sat Still (F) Brenden Wenzel (2019) The Stone Mouse (F) Jenny Nimmo (1993) The Street Beneath My Feet (NF) Charlotte Guillain (2017)	Ocean Meets Sky Eric Fan (2018) The Journey (F) Aaron Becker (2013) The Ride-by-Nights (F) Walter de la Mere (republished 2015)	Flood (F) Alvaro F Villa 2014 A River (F) Marc Martin (2016) Why Water's Worth It (NF) Lori Harrison (2019)
Reading for Pleasure Texts	The Mouse, The Bird, The Snake & The Wolf David Almond (2013) The Owl Who Was Afraid of the Dark (F) Jill Tomlinson (1968) Wilderness (NF) Mia Cassany (2019) Do you Love Bugs? (NF) Matt Robertson (2020)	The King who Banned the Dark (F) Emily Haworth-Booth (2018) Firebird: A Celebration of Stravinsky's Classic Ballet (F) Saviour Pirotta (2010) See Inside Ancient Greece (NF) (The Usborne Flap Book) Rob Lloyd-Jones (2019)	Stig of the Dump (F) Clive King (1963) Lost (F) Shaun Tan (2000)	The Firework Maker's Daughter (F) Philip Pullman (1995) The Secret of Black Rock (F) J. Todd-Stanton (2017) The Pebble in my Pocket: A History of our Earth (NF) Meredith Hooper (1996)	It's a No-Money Day (F) Kate Milner (2019) Human Body Odyssey (NF) D. Walliman (2014) The Magic Faraway Tree (F) Enid Blyton (1939)	The Giving Tree (F) Shel Silverstein (1964) The River: An Epic Journey to the Sea (F) P. Hegarty (2016) Here We Are: Notes for Living on Planet Earth (F) Oliver Jeffers (2017)
Poetry	Apes to Zebras: An A-Z of Shape Poems Stevens et al (2018) Fantastic Beasts Roald Dahl (1983)	* Snow Walter de la Mare (republished 2014)	Silver Walter de la Mare (republished 2017)	All the Wild Wonders: Poems of our Earth Wendy Cooling (2015)	The Day I Fell Down the Toilet and other Poems Steve Turner (1997)	Summer Nights Walter de la Mare (republished 2015)

The rich text maps have ensured that texts are not repeated and that a range of texts (classics, modern, picture books/graphic novels, poetry, non-fiction and multi-cultural books) are used to develop children's literacy skills and to read for enjoyment. Teachers can easily identify which texts were used in the previous year group and comparisons can be drawn more easily between texts.

Professional Development

We believe is it crucial for teachers to continue developing their own knowledge and understanding of the best ways to teach literacy skills. Supportive English manuals have been

created, underpinned by key research, and practical ways to approach key areas of literacy learning have been identified and outlined. Each teacher has access to the following manuals:

Planning and Teaching of English through Rich Texts:

- Planning Point Document (Appendix 1)

The Teaching of Vocabulary, Grammar and Punctuation:

- Vocabulary, Grammar and Punctuation Grids from EYFS to Year 6 (National Curriculum statutory objectives in blue and aspirational, additional objectives in green) (Appendix 2)
- The teaching of Grammar and Punctuation through High-Quality Texts (Appendix 3)
- Improving Children's Vocabulary Through Rich Texts (Appendix 4)

Whole-Class Guided Reading:

- The teaching of whole class Guided Reading Planning Tool with lesson planning exemplars (Appendix 5)
- The teaching of whole class Guided Reading and Reading Comprehension Skills (Appendix 6)

Staff training is regularly undertaken as a whole school or in key stages. When focusing on a new or continued area of development, research underpins the main principles and practices. Planning meetings occur to support teachers when necessary.

Writing Standardisation Folders & Writing across our School Display:

After taking part in comparative judgement 2018-2020 and whilst engaging in local moderation events, writing standardisation folders were created for each year group to support teachers in understanding what working towards, expected or exceeding looked like. This is supported by our Writing display, which is updated each year to show end of year expectations for each year group.

A piece of written work, judged as secure excepted standard with elements of exceeding, is mapped out for each year group and the key writing objectives for writing within that year group are clearly outlined. This enables stakeholders to clearly see the progression in writing across our school. As well as this, teachers update their standardisation writing folders which show examples of what emerging, expecting and exceeding writing, within their year group, looks like. This supports the teacher modelling process within English lessons.

The Teaching of Whole-class Guided Reading Lessons:

At Sedlescombe Church of England School, children from Year 1 to Year 6, take part in a weekly or fortnightly whole class Guided Reading session that focuses around a theme unique to their current topic. Instead of a carousel of activities, pupils have a reading lesson altogether which:

- can be varied and engaging, rather than formulaic
- ensure that pupils are developing a range of skills of response
- allow pupils always to be real readers

Pupils are regularly immersed in high-quality children's literature, either through text or film, and they are able to improve their speaking and listening skills as well as their skills of comprehension. Pupils are not grouped by ability and all children take part in the session.

We believe that successful whole-class reading lessons, are designed around the balancing of whole class talk, pair or group talk and individual thinking time. It then relies on the successful use of follow-up questioning to guide pupils' understanding – to generate the sort of authentic dialogue in the classroom which develops real depth in pupils' responses and thinking.

The planning and teaching of Whole-Class Guided Reading centres around the following approach:

1. Prepare
2. Read
3. React
4. Explore
5. Processing own responses

Prepare, Read and React:

The teacher selects a high-quality piece of children's literature (text or film), a non-fiction text or a poem that will challenge all the pupils in the class. Each written text should be at a level beyond that at which they can read independently. The learning objective for the session is the same for all pupils and each child has access to the same activities and levels of questioning. However, scaffolding and levels of support are provided depending on individual pupil needs.

Pupils should be prepared for reading. This might be just a few moments, or it might be an extended piece of teaching. At this point, the teacher may discuss the historical context of the piece, pre-teach vocabulary or ask questions to help children understand key parts of the text.

When looking at written texts and extracts, the teacher will read the text aloud to the class, modelling fluency, prosody and comprehension. Children will follow the text with their own copy and also practise reading it (or elements of it) aloud. The teacher will then use skilful questioning and discussion to help pupils recap new vocabulary and develop their understanding of the text through careful modelling of 'what ifs…' and 'I wonder…'

They should have an engaging encounter with the text itself, either listening to it or reading it for themselves. They should have some sort of opportunity to react to it personally, as readers. Again, this might be just a few moments, or it might be a more extended activity or session. A simple session or series of sessions like this might just be to read for reading's sake, to build enjoyment, to bring pupils into contact with an interesting text, or to cover ground in a novel, for example. However, it might be to practise expressing personal responses and recording impressions.

Explore:

At some point, the focus of a session will be to explore the text through discussion, reading closely for comprehension or to analyse language, meaning and effects. There will be a range of activities that allow pupils to develop their vocabulary and comprehension skills either verbally or through a written outcome. An increased amount of time is given to modelling the

skills and, as a school, we have an increased focus on retrieval, inference and exploring vocabulary/authorial choice. In addition to this, we also plan and deliver activities that develop children's skills of prediction, explanation, summarisation and sequencing.

Children have opportunities to work independently, in mixed-ability pairs or small groups or within a supported adult-led group. We aim to plan and deliver a variety of engaging and interactive activities to explore the texts and not every activity ends with a written outcome.

Each teacher has access to a supportive manual called 'The Teaching of Whole-Class Guided Reading' which offers a large variety of different activities that could be done for each comprehension skill. This enables teachers to have support when deciding on an approach, or mixtures of approaches, that they will plan and deliver to ensure the children achieve the learning intention.

Processing Own Responses:

Pupils are given time to process their responses and understandings (on their own or in a pair or group) through writing, talk, drama, drawing or some other creative work. This may help to reaffirm their comprehension skills that they have been exploring as well as support their own journey to becoming real readers.

Finally, throughout the lesson, formative assessment is used to enable teachers to make assessments of the children's learning which will inform their planning for future Guided Reading sessions.

Sedlescombe School's Reading Culture

At Sedlescombe School, we believe that instilling a love of reading and books impacts a child's overall literacy attainment, curriculum outcomes and personal development. Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). It allows us to learn "about other people, about history and social studies, the langue arts, science, mathematics, and the other content subjects that must be mastered in school" (Lyon, 1997).

We work hard to develop a love of reading and books, ensuring that reading for pleasure opportunities are rife within our curriculum. Not only do we expose the children to a wide variety of texts in their English lessons, but we also expose them to texts linked to other curriculum areas. For example, when teaching a Year 3 class about shadows, the pupils were introduced to the story: Hortense and her Shadow to explore a learning objective further.

We have a well-stocked KS1 and KS2 library, with a wide variety of high-quality, rich texts (classics and modern) which children from all year groups can access independently or with support. In EYFS and KS1, we have developed a reading challenge called 101 books to read by the end of KS1. This has been mirrored in Year 3 and 4. In Year 5 and 6, 100 books have been chosen for each year group, inviting the children to access 200 potential possibilities for texts to read for enjoyment. A book display is visible to all children and teachers actively promote self-choice from these book challenges. When children finish a text, there are classroom opportunities to promote, rate and discuss it which encourages others to give it a try. If we feel children are becoming overly reliant on texts that do not provide rich reading, we support them

and their families to choose richer reads. This is done through verbal and written communication as well as our termly Recommended Rich Reads Newsletter. Each teacher, as well as senior leaders, read a high-quality text, age appropriate for their key stage, and recommend it on the newsletter which is emailed out to all families. As well as this, there is always an award winning book and book website to develop independence in choosing rich texts at home to read for pleasure.

As a staff team, we have started a rich reads book club for staff members to read a chosen children's book, discussing and exploring elements of our English teaching such as character development, the teaching of grammar, vocabulary exploration and analysis of key themes. Our aim is to encourage staff members to be wide-read reading teachers which read for pleasure and read for professional development.

Additional Purposeful Literacy Opportunities

As well as the planned opportunities within an English unit of learning or within another subject, we promote different competitive literacy opportunities such as the BBC 500 Word Short Story and the Poetry By Heart Competition. We also seek to offer opportunities for children to write purposefully such as: writing Christmas cards to the local community, thank you letters and notes to visitors or locations visited and letters and cards to our link school in Sierra Leone. This enables children to write for pleasure across a range of different contexts.

The Teaching of Spelling

At Sedlesombe Church of England School, we use the No Nonsense Spelling Scheme from Year 2 to Year 6. Each class teacher delivers a minimum of 3 spelling lessons a week focusing on either statutory spelling lists, the National Curriculum objectives or spellings identified through formative assessment. Coupled with the scheme No Nonsense Spelling, a coverage map of the key learning for each year group is provided. Teachers use this to support a gap analysis in Term 1 at whole class and individual level. The planning and delivery of spellings uses a porous approach of combining teaching of identified gaps with age appropriate content.

Children also have an individual spelling booklet from the Willow Spelling Scheme which goes home for families to work on independently. These booklets focus on spellings from EYFS up to Year 6, in particular, focusing on common exception words, tricky words, high frequency words and statutory spelling objectives.

In EYFS, the children begin to read and spell tricky words in their phonics lessons. These are also displayed on the wall and the staff members encourage children to include them when independently writing. Sound buttons are also used to facilitate spellings which continue in KS1.

In Year 1 and Year 2, weekly spelling tests focus on common exception words, tricky words and phonic spellings which match their current learning. These weekly spellings are also displayed in the classroom to encourage independent use.

The Teaching of Handwriting

When teaching handwriting, we begin by teaching single letter formation. When children can form all their letters accurately, they begin to look at lead pre-cursive handwriting. This transition between printing (unjoined) letters and joining all letters in cursive handwriting allows the children to practise adding lead-ins and lead-outs to letters, which then ensures the letters start and finish in the correct place for writing to be joined. When this skill is secure, children begin to join all letters in a word (apart from a capital letter) to achieve the cursive handwriting penmanship.

If children are struggling to form or join letters, intervention groups are put into place to support them in building up their muscle strength and muscle memory. Children may be supported with letter formation strips, fine motor skills activities, handwriting booklets, handwriting sheets and challenges sent home to parents and carers.

Children also like to take a look at the Writing display in the corridor to see their own handwriting against chosen examples of written work. This is done as a supportive process, with a staff member, to either celebrate their progress or sensitively identify areas for further development.

Please see the Handwriting Policy for further information.

Special Educational Needs and Disabilities

As a school, we are committed to ensuring that all children can be included and engage within literacy tasks. We believe that English is accessible to all children and opportunities are provided to develop the potential of every child, regardless of gender, ethnic origin, social and cultural background, religion or disability. Through a wide range of rich texts, engaging activities and purposeful writing opportunities, every child will be encouraged to explore a range of cultural, social and ethical situations and scenarios through reading, speaking and listening and writing. Teaching strategies will take into account the individual needs of every child and children with SEND will be supported, where appropriate, with differentiated materials and scaffolded tasks.

It may be necessary to make adjustments to enable all children to access the English curriculum and be successful learners. These might include; scaffolded tasks, differentiated outcomes and activities, supported group work, 1:1 or small group interventions to develop children's reading comprehension skills using rich texts or interventions to develop a child's ability to decode and read fluently. Also, writing interventions, including spelling and handwriting, will be put in place to support any child when necessary. Some children may require one-one support during any tasks, but we believe it is important to encourage working independently where possible. Children could be supported with developing independence by using key word or spelling mats, letter formation strips, the use of a computer or iPad to record verbal and written outcomes or a scaffolded activity. Independently accessing literacy tasks gives children a real sense of achievement. They benefit from experiencing their own progress and taking responsibility for their own learning.

Reflecting on additional needs that can arise due to children's individual circumstances, we have identified different texts that can be used to support the understanding of important issues such as: disabilities, adoption, different types of families, depression, bereavement and anxiety. We use these texts to support any child or group of children that may need extra support. These stories can be a good starting point to understand their own feelings and emotions, opening potential doors to analyse, discuss and explore any difficulties the child is experiencing. These stories can often be used to supplement key English texts in lessons when a character is also experiencing difficulties.

Equal Opportunities

Our approach to the teaching of English aims to explore a range of social, spiritual, moral, cultural and ethical issues which challenge stereotypical attitudes. Teachers adopt a range of approaches to counter any preconceived ideas around a person, place, culture or religion. These may include single or mixed sex groupings, choice of text or theme, activities and supporting resources and the provision for adults other than teachers to work with the pupils.

IMPACT

Assessment Recording and Reporting

Formative Assessment

Formative assessment should be used within lessons to assess children's understanding and to adapt and change teaching to meet the needs of the children in the class. Each class is different and the children will have different interests and experiences that will impact on their learning. It is important to reflect on these when planning an English or Guided Reading unit of learning.

Formative assessment will also inform the skills and knowledge that need to be developed in subsequent English lessons to ensure that gaps in knowledge and skills are addressed and children make progress over time.

Summative Assessment

It is vital to track children's progress and attainment against the National Curriculum objectives. Children's attainment is tracked at the beginning of Term 1 (a baseline assessment) and at the end of Term 2, Term 4 and Term 6. Children undertake a Sentence Reading Test to determine their reading age, a PiRA test (Progress in Reading Assessment) to gain a standardised score and a SPAG Test (Spelling, Punctuation & Grammar) to obtain a standardised score. As well as this, internal and external moderation of writing is undertaken for each year group at least once a year. Children are then judged as Emerging, Expected or Exceeding against the curriculum objectives.

This summative assessment will build up a profile of the strengths and areas to develop for each child, and for the class, as they progress through the school. Teachers undertake a gap analysis task to identify key areas of misconception or difficulty for individuals, small groups or for the

whole class. This developing profile can be used to inform planning and teaching and to offer children additional support through interventions.

Monitoring

Monitoring will be undertaken by Subject Leaders in line with the Subject Leadership Policy and where the subject is in the review cycle. In addition to this, in English, the Subject Leader will monitor outcomes and teaching and learning in the following ways:

- Learning Walks and Formal Observations
- Book Looks
- Summative Assessment Looks
- Planning Scrutiny and Support
- Conducting Pupil Voice
- Conducting Staff Voice

Feedback is provided to all as a supportive tool to praise and celebrate strengths and identify areas for development and steps to success to achieve these.