



Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning	*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour	Where every child counts
<p>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</p>		
<p>Preparing Children for Life</p> <p>We believe that we are preparing children for 21st Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p><u>Aims and Objectives</u></p> <p><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> • To be set appropriate and stimulating learning challenges • To be taught well and be given the opportunity to learn in ways that maximise the chances of success • To be given quality feedback which highlights successes and areas for improvement. • To have adults working with them to tackle the specific barriers to progress they face. <p style="text-align: center;"><u>It is also our aim that :</u></p> <ul style="list-style-type: none"> • Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life. • Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts. • Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy. 		
<p><u>Knowledge and Skills</u></p> <p>As a school, we believe in the equal relationship between knowledge and skills in our curriculum.</p> <p style="text-align: center;">We believe that:</p> <ul style="list-style-type: none"> • Knowledge can be declarative (to know that) or Procedural (to know how). • Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying. • Skills can be Procedural knowledge as a result of the application of Declarative knowledge. • Skills can be linked to dispositions and behaviours. <p>In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.</p> <p>We prefer to see the debate laid out as:</p> <div style="text-align: center; margin-top: 20px;"> <p>Knowledge → Comprehension → Application → Evaluation</p> </div>		
<p><u>Global Community</u></p> <p>We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.</p>	<p><u>Parents</u></p> <p>“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)</p>	

English INTENT

Introduction

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The new English programme of study is based on four areas:

Spoken Language	Reading (Word reading and Comprehension)
Spelling, Grammar and Punctuation	Writing (Transcription, Composition, Handwriting and Presentation)

The curriculum is divided into 3 Stages;

EYFS, Key Stage 1 (Year 1 and 2), Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 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.

Current Practice

- All teachers and teaching assistants follow the **National Curriculum 2014**.
- **Long term planning** outlines text focuses which are placed to maximise cross curricular potential.
- **Long term planning** outlines spelling, grammar and punctuation focuses.
- **Medium Term planning** outlines text focuses as part of the **connected curriculum**.
- Weekly planning contains **learning objectives, success criteria, opportunities for all children to access the curriculum through a variety of different contexts** and **direct planning** for **Teaching Assistants**.
- **Spelling ages** are tracked on an annual basis.
- **Reading ages** are tracked on an annual basis.
- There is a rigorous and effective system for **tracking** children's progress in phonics, reading and writing throughout the school on a half-termly basis. (see assessment)
- All teaching of **English** is infused with the **Assessment for Learning Strategies** developed by the school.
- Teachers create a **balance** between **shared, guided** and **independent** reading and writing throughout a week.
- There is a high priority given to the use of experiences **across the curriculum** as a stimuli for language and writing.



Spoken Language

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

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

Developing strong speaking and listening skills is fundamental to the teaching of English and all subjects at William Barnes Primary School. All staff are very aware of the research around the vocabulary gap and its consequences for learning in the short and long term and practice has been influenced by the 2018 publication of 'Closing the Vocabulary Gap' by Chris Quigley. Teachers place a high emphasis on spoken language, oracy and vocabulary and plan for the discreet teaching of skills as well as incidental learning opportunities. A number of strategies have been introduced to support this catch-up.

- **The Oracy Programme** is led by well-trained Teaching Assistants and outside agencies. It is focussed on key children in Reception and Year 1 and uses a number of programmes to develop language, oracy and vocabulary skills (Communication Supporting Classrooms Observation Tool, The Early Years Developmental Journal and the WellCom pack.
- **Talk Tuesday** is a termly event where lessons continue as normal but the emphasis is on oracy, vocabulary and language as there is no recording by children whatsoever. It was designed as a platform for developing strategies which should then appear in everyday teaching.
- **Vocabulary posters** are on display around the school which encourage children to challenge unknown vocabulary in any context.
- **Children's speaking and listening skills** are supported by the use of formative questioning strategies throughout the school.
- **Quality talk** is valued, given high priority and managed appropriately throughout the school.
- The regular use of **Talk Partners**.



Reading

- **Guided Reading and Reading Workshop** is an established part of the day in all classes.
- **Reading Journals** are used throughout the school as a means of recording reading and interacting with/responding to texts as part of home reading.
- The school uses a **colour coded** reading scheme throughout Key Stage 1 and 2. The primary scheme and the basis for colour coding is **The Oxford Reading Tree**.
- **The Literacy Toolbox** and **Rapid Readers** are embedded interventions for developing reading skills with children who are not at Age Related Expectations.
- The **School Library** has been developed to include Non-Fiction Books and sets of Fiction Books. All classes have timetabled Library time and regularly change their Library books.
- Phonics is taught primarily through **Floppy Phonics** and supplemented with various resources such as **Jolly Phonics**.
- **Discrete Phonic lessons** are taught in a variety of forms throughout the school, including as interventions throughout the school. With some cohorts, general class teaching will bring in the necessary phonic phase

- **Year six** are actively engaged as **Reading Guardians**, supporting children who require more reading throughout the school.
- We have a strong culture of **Parent and Community Reading Volunteers**.
- **Year six** are actively engaged as **Phonic Friends**, supporting year 1 children requiring more practice developing their phonic skills.
- All classrooms have a designated **Book Area**, and books are stored and displayed attractively to entice readers. In higher age groups, as well as the colour codes as a criteria for grouping, they are also grouped by author, genre or theme.
- The purchase of new reading materials is constantly being reviewed, with funding coming from donations, Book Fair revenue, the PTFA, donations and basic capitation.
- The school runs termly **Book Fairs** for parents and children. These are in line with Parents' Evenings where parents are encouraged to attend meetings and visit classrooms and lessons.
- The school actively engages with **World Book Day** in a positive, book-orientated manner, promoting new texts, a love of listening to stories and breadth of reading material.
- **The Morning Read** has been set up as an opportunity for parents to use the library to hear their child read for 20 minutes before school.
- Year One have regular **Phonic Mornings**, where parents come into the classroom and participate in a phonics session.
- **Lessons With Parents** is a strategy which will be developed throughout the school.
- Pupils throughout Foundation Stage and Key Stage 1 follow a rigorous and systematic teaching programme of synthetic phonics through our recently purchased Floppy's Phonics scheme. The scheme is closely matched to the Oxford Reading Tree which is used throughout the school and allows for an engaging, interactive approach to phonics teaching with flexible, differentiated assessment. This is complemented by the additional teaching of Common Exception and High Frequency words.



Writing

- Writing is marked using **formative success and improvement marking** whenever appropriate and there is a marking code followed throughout the school.
- Dedicated **Improvement time** is a regular practice throughout the school.
- The school has a clear **Editing Policy**, which supports child-led improvement to a first draft of substantial writing. Editing partners support each other with paired-peer editing
- All year groups from R onwards use a **Writer's Workshop Book** to document progress and breadth in children's writing. The book follows the child through the school. All substantial writing from any area of the curriculum is added to this compendium of their work. It is a regular opportunity for writing which may involve choice and independence. The Writers' Workshop book should be marked in line with the marking policy and is an excellent opportunity to mark formatively. It is also an excellent link with home.
- **HomeTalkSchoolWrite (HTSW)** is now embedded practice. On a monthly basis, a writing task is sent home on a Monday to be discussed with parents in preparation for independent writing on Fridays. Time is given to children struggling with home support through the week from Teachers and Teaching Assistants. A copy of the unmarked work is then sent home.
- **The Long Term Plan** for writing shows that teachers have separated elements of the curriculum across the 3 terms, where appropriate. Existing genres for writing are flexibly used across 3 terms but with reference to cross curricular opportunities.
- The school has adopted the **Cranborne Handwriting Scheme** which is supplemented by online 'Teach Handwriting'.
- **Listening to stories** is given a high priority throughout the school.

- The use of **Writing Targets** for sentence level work is in operation across the school. Layered targets should be displayed prominently in all classrooms. Across the school, the targets are exemplified with relevant sentences which reflect the current text type.



GPAS

- At William Barnes, we believe that Grammar, Punctuation and Spelling should be taught in context of meaningful reading and writing activities but also discretely. To facilitate this, short, specific lessons on grammar, word level and punctuation are taught outside of the English lessons.
- GPAS teaching is supported by the **No-Nonsense Grammar Package** and the **No-Nonsense Spelling Package**.
- A variety of GPAS teachers' resources have been purchased to support the coverage of the curriculum and the year group specific expectations. They are used to supplement the exciting, creative lessons teachers devise to engender a love of grammar with their children.

SPELLING

The new National Curriculum states that:

It is essential that teaching develops pupils' competence in the following 2 dimensions.

transcription (spelling and handwriting)

composition (articulating ideas and structuring them in speech and writing)

Teaching of Phonics at William Barnes Primary

Pupils throughout Foundation Stage and Key Stage 1 follow a rigorous and systematic teaching programme of synthetic phonics through our recently purchased Floppy's Phonics scheme. The scheme is closely matched to the Oxford Reading Tree which is used throughout the school and allows for an engaging, interactive approach to phonics teaching with flexible, differentiated assessment. This is complemented by the additional teaching of Common Exception and High Frequency words.

Reception

Assessment

Assessments of pupils existing phonetic knowledge takesplace within the first few weeks of starting Reception, alongside the new entry baseline. Teachers assess all Stage 1+ and Stage 2 sounds as a baseline, to inform phonics groupings and planning. All pupils then complete the same assessment at the end of Autumn 2, to show progress and identify pupils who need additional, urgent intervention. Further assessment occurs at the end of Stage 3 teaching.

Planning and Teaching

As soon as pupils are settled, phonics is taught as per the scheme, learning four sounds per week, with consolidation on the 5th day, starting on Stage 1+. Whole class teaching follows the suggested format as per the Floppy's Phonics scheme, followed by daily consolidation of sounds using the booklet. This booklet is adapted and differentiated to the needs of the pupils. Pupils are taught how to use the booklet pages, with a view to these being completed independently by most pupils as soon as they are able, with some lower ability pupils being supported in small groups. Consolidation of phonics egthrough games in small, adult led groups, alongside opportunities to explore letters and sounds activities as part of Continuous Provision will be seen, as part of good Early Years practise.

Reception pupils willhave covered most/all of Stage 1+ and Stage 2 by Christmas, ready for learning Stage 3 phonics, going in to the Spring Term. This is so pupils who are within or above the expected level then have two terms to

consolidate all phonemes to aid with learning to read. Stage 3 is then taught at a pace of three sounds per week as per the scheme, followed by a term of consolidation of all sounds and word reading as needed.

High Frequency and Tricky words

Alongside Floppy Phonics, Reception pupils are taught Letters and Sounds Phase 1-4 High Frequency Words and Tricky Words. Pupils at expected and above should be secure with reading and writing many (expected) or most (exceeding) of these, with pupils exceeding expectations, moving into reading Phase 5 words before starting Year 1.

At the end of the summer term in Reception, all pupils will be assessed on Phase 1-4 reading and spelling of HFW and Tricky words and assessments passed to the Year 1 staff.

Year 1

Assessment

The first four weeks of Autumn 1 are spent revising all Stage 1+ - Stage 3 sounds and Phase 1-4 HFW and Tricky words. Then a baseline assessment is carried out as per the end of Reception, including the word reading assessments from the Floppy Phonics Scheme. Pupils are then grouped accordingly. Assessment of this term's taught phonics occurs again just before Christmas. After Christmas, pupils are then assessed at regular intervals using past Phonics Screen papers and intervention and support becomes highly personalised for each child. Summer assessment of Stage 3 and 4 phonics and Phase 1-5 HFW and Tricky words for pupils failing or just passing Phonics Screen (but not secure eg <= Stage 5 ORT) will help the Year 2 team identify those pupils who still need to revise Stage 3 and 4 phonics in Year 2, to pass the phonics screen and for those who need urgent 1:1 intervention.

Planning and Teaching

Phonics will be taught as per the scheme, learning four sounds per week, with consolidation on the 5th day, starting on Stage 4, after the initial consolidation period. Pupils who are not yet working within Stage 3, will work in a LSA supported group covering Stage 1+ and Stage 2, during the whole class phonics input. Additional 1:1 intervention such as Dandelion Readers begins quickly, for pupils at risk of falling further behind.

The whole class teaching input follows the Floppy Phonics teaching format, followed on the same day by consolidation activities using the booklets, which will be differentiated accordingly.

At the start of the Spring term, pupils will extend their learning within Stage 4, spending two days per sound with day one focusing on phonics for reading and day two, phonics for spelling. At this point the following sounds and matching 'alien words' will be taught as they are not covered by the Floppy Phonics sufficiently for the purposes of the Phonics Screen test:

- ph, au, oe, ey, a_e, e_e, i_e, o_e, u_e
- Polysyllabic words and compound words

Pupils will also be given time to consolidate learning of phonics through independent and adult lead games, as would be expected for good KS1 teaching.

High Frequency and Tricky words

Throughout Year 1, pupils should be taught Letters and Sounds Phase 1-5 high frequency words and tricky words, plus Year 1 Common Exception Words. Pupils at expected and above should be secure reading and writing many (expected) or most (exceeding) of these by the end of Year 1.

Year 2 Phonics and Spelling

Assessment

On entering Year 2, pupils who did not pass the phonics screen in Year 1 have a period of two weeks of LSA group support, to revise all Stage 1+ - 4 phonics and Phase 1-5 High Frequency Words and Tricky Words. This assessment then informs the starting point for pupils who are predicted to pass the phonics screen in Year 2.

All pupils in Year 2 are assessed on the KS1 Common Exception Words list at the start of the Autumn Term, at Christmas and in May. Personalised/group spelling lists are sent home and pupils are supported with strategies for learning them as part of good KS1 practise.

Planning and Teaching

Pupils who passed the Phonics Screen in Year 1 begin the Autumn Term with whole class teaching of Stage 5 then Stage 5+ Floppy's Phonics, at a pace of four sounds/alternatives per week as per the scheme, followed on the same day by a consolidation activity within the booklets, with support given for those who are borderline Expected Standard and opportunity for extension for pupils working within the Greater Depth Standard. The Floppy's Phonics Stage 5 and 5+ ensures coverage of many Year 2 curriculum spellings and compliments teaching of Spelling through the No Nonsense Spelling Scheme. This is taught to the whole class as a spelling lesson once per week and differentiated accordingly until after Christmas, when all pupils working with the Expected Standard and beyond will have finished the Floppy's Phonics Scheme and the class then follows the remaining units from the No Nonsense Spelling Scheme.

Pupils at the start of Year 2 who are still not predicted to pass the phonics screen are given 1:1 or 1:2 intervention using alternative routes to reading such as Dandelion Readers and Precision Teaching methods. They use whole class phonics time to complete independent consolidation activities.

Pupils who did not pass the phonics screen in Year 1, but are predicted to in Year 2, have daily small group phonics teaching by the LSA, during whole class phonics time, revising unknown Stage 1+ and 2 sounds, followed by Stage 3, then Stage 4 sounds at a pace of four sounds per week. This is then complimented by teaching of additional sounds to pass the phonics screen, as detailed for Year 1. Phase 1 – 5 HFW and Tricky words are taught alongside the phonics and sent home for learning.

This group of pupils is assessed for phonics and word reading using the Floppy's Phonics assessments every six weeks, and planning adjusted accordingly. High Frequency Words and Tricky words are also be sent home to learn. After Christmas, past Phonics Screen papers are used to support personalised learning for those expecting to pass the phonics screen, as in Year 1.

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As children move from Key Stage 1 to Key Stage 2, the emphasis shifts from the teaching of phonics to the teaching of spelling strategies, conventions and rules and build on children's phonological knowledge. Key Stage objectives are taken from the year group expectations in the Curriculum 14 and Support for Spelling and the older Spelling Bank are used as aids for teaching and effective activities. There is one dedicated Word Level session each week.

All children are tracked on a yearly basis, using the NFER Single Word Spelling Test.

Misspelt Keywords from Curriculum 14 (3/4, 5/6) are displayed, with a selection used as a weekly focus in word level lessons.

Interventions

Where children are not making enough progress or are struggling with aspects of spelling, an number of interventions are used throughout the school.

Phonic Intervention – Key stage 2 may require further phonic learning. The Phonic Screening Test, the NFER Single Word Spelling Test and children's spelling in independent writing are all used to assess whether children should have phonic intervention. Children may have up to 3 sessions a week in small groups.

Other spelling interventions used where appropriate – Nussy, Toe by Toe, SNIP and Teodorescu.

- The school uses and is building up a set of **mnemonics** for key words, which are displayed in classrooms and around the school.
- There is a high expectation amongst staff for quality vocabulary when writing. **The Dash-it, Don't Dodge Posters** in each class promote the use of higher order vocabulary without the fear of spelling errors.
- There is also a high expectation for copying words correctly and using dictionaries, displays and word banks with accuracy. **The Acceptabubble Posters** promote this expectation and are displayed in all classrooms and around the school.

Planning

- Long term and medium term planning is in line with Curriculum 2014 and is used as part of the connected curriculum.
- Each term a class will be taught a mixture of fiction, non-fiction and poetry units as well as a Take One Poet or Take One Book focus.
- Weekly planning follows an agreed proforma and generic principles.
- Broad Learning Intentions from Curriculum 2014 are broken down in the smaller, appropriate Learning Intentions. Success Criteria, required exposition and linked differentiated activities are also included.

OVERVIEW

IMPLEMENTATION

How We Teach

At William Barnes Primary School, there is at least an hour each day dedicated to the teaching of English. This may be dedicated to spelling, phonics, grammar, reading focus or writing. Children are grouped by year and there is differentiation evident where appropriate. Assessment for Learning Strategies are used throughout lessons to inform children and adults of progress and understanding and a clear marking policy is used to further inform.

Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading. Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

Personalised Learning

Where it is evident that a child has not grasped the skill/knowledge in a particular lesson, a personalised learning session will be set up to support the child. This is run by Teaching Assistants.

Personalised Learning is also given as dedicated time that is used to support children who are Pupil Premium.

Long Term Learning

As a staff, we are committed to the idea of Long Term Learning; skills should be taught and built upon, revisited and revised and that all English skills, be they Reading or Writing inform the whole English Learner.

Support

Professional support for staff in English takes on many forms:

- The English Coordinator has access to County Coordinator Briefings on a termly basis.
- All teachers in Year 6 and Year 2 regularly attend Assessment Briefings and also Moderation Meetings to support the Teacher Assessment of Reading and Writing.
- Any teachers new to KS1 will be trained in Phonics teaching and any new to a statutory assessment year, will also have access to key training.
- Year 6 and Year 2 teachers also connect with Pyramid colleagues for more moderation of Reading and Writing.
- There are regular staff meetings for English updates and regular moderation sessions where decisions are made on standards and progress.
- There are strong links with County Support Teams who support our Oracy Project, helping with resources and ideas and supporting children with Speech and Language barriers.
- SENSS support staff and children with diagnosis of English based Learning Difficulties.
- As a staff with much experience, there is constant support from within – be it ad hoc, or as part of our Paired Teaching Programme, where teachers choose a shared focus (eg. Guided Reading) and observe one another.
- One-off courses are chosen with care, and only when focussed on an aspect of the School Development Plan for English.
- Writing standards are monitored regularly by the SLT team and professional and supportive feedback is given

Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.

We ask parents to be as involved as possible in the following areas of the English Curriculum:

- Regular Home Reading
- HomeTalkSchoolWrite preparation for writing once every month.
- Supporting Phonics and Tricky Words retention
- The Morning Read
- Parents' Meetings for information

We also involve parents around the English Curriculum with:

- Open lessons, where parents may come and join in/support
- Family Learning Week activities

IMPACT

Assessment

Summative assessment

- Foundation Stage children are assessed throughout the Reception year leading to the **CLLD** element of the **Foundation Stage Profile**.
- All children in R to Y6 are tracked with Tracking Points, using **Online Educater** in Reading and Writing.
- **Aspirational targets** are set at the beginning of each year based on a mixture of **summative assessment, teacher assessment, and transition discussions** between teachers and teaching assistants.
- Children are assessed throughout the year and summatively at the end of each half term. Online Educater will be used to make these judgements. Children are judged to be... On track /Not on track to achieve their target and age related expectations. Reviews are written for children who are not on track, explaining the issue and action to be taken.
- **Writer's Workshop** books, cross curricular writing and independent writing are used as a source of evidence to support judgements.
- There is a strong culture in the school regarding the **moderation** of writing – regular sessions take place to moderate judgements, year group expectations and individual's work to ensure that there is consistency across the school.
- We are an outward facing school and regularly moderate with other schools.
- Possible **interventions** include

The Oracy Project	1:1 Reading/Specific Schemes	Handwriting	Rapid Readers
Teodorescu Spelling	Catch-Up Spelling	Speed Writing	SNIP Spelling
Literacy Toolbox	SENSS follow-up/support	Reading Guardians	Phonic Friends
Dandelion Readers	Precision Phonics		

Individual Programmes and recommendations from outside agencies are implemented by Teaching Assistants alongside teachers.

- SATs tests are analysed by the Headteacher and the coordinator for trends, particular groups and areas requiring development.
- All children's reading is assessed on a yearly basis, using the **Comprehension Reading Test** and recorded. This gives a reading age and a comprehension age to compare. Intervention strategies are used as a result of this analysis as well as class groupings and expectations and they are monitored by the Headteacher.
- All children's spelling is assessed on a yearly basis using the **SWST**.
- All children in Year 2 take the **CATS Test** to support teachers' assessment of underlying ability.

Formative Assessment

AFL strategies are embedded across the school and several strategies / beliefs apply to the ongoing assessment of English:

- Personalised intervention time is given as immediate feedback to individuals requiring it as well as to Pupil Premium children as dedicated time.
- The use of visualisers for immediate, within lesson feedback is used throughout the school.
- Random questioning in English lessons is used to support assessment of understanding and to promote engagement.

SEND/Vulnerable Groups/EAL

Children with SEN in English (those children who have barriers to their learning) are identified on the school's tracking system. These children may be taught 1:1 for specific skills or work in a small group inside or outside the classroom. They may be referred for SENSS assessment or Speech and Language Therapy and receive SENSS support. They will have an IEP and work toward specific targets. The IEP may be for elements of reading, speaking and listening or writing.

There is a dedicated Teaching Assistant for specific support for EAL children. This is focussed on the most needy children and withdrawn slowly as they gain an understanding of English.

Disadvantaged (Pupil Premium) children are monitored very closely, identified on planning sheets and their specific data is analysed half termly.

Equal Opportunities

- English is taught within the framework of the school's equal opportunities policy.
Special educational needs and disabilities:
 - * Children with AEN, SEN and Higher Achieving Children will have activities differentiated to their individual needs.
 - * Children with SEN should have an IEP detailing targeted support.
 - * Weekly planning should be sufficiently differentiated to cover their needs.
 - * Practical resources may need to be available especially in Reception and Key Stage 1.
 - * All teaching staff must ensure that they support these children during the week for literacy.
 - * Specific skills for literacy will be on the IEP and additional time needs to be available for the teaching of these.
 - * It is important to note that a child who finds numbers difficult may not struggle in all areas of the English curriculum

Governors

- There is a member of the Governing Body with overall responsibility for English.
- Whole school attainment data for English is shared with the Governing Body.
- Governors are kept up to date with any developments/decisions at Governing Body meetings.

Class based/Cherished texts.

It is the intention to equip each class with a set of one text for shared class reading sessions.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Class book		The Tiger Who Came to Tea	Gorilla The Owl Who Was Afraid of the Dark	The BFG	Journey to Jo'burg.	Stig of the Dump	The Butterfly Lion
Cherished Texts		Lost and Found		Roald Dahl	How to Train Your Dragon		Elizabeth Jennings' poetry.

Policy Appendices

Formative Feedback	Guided and Shared Reading and Writing	Challenge/Extended Writing	Whole School Sentence Targets
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Reading Guardians Phonic Friends	HTSW	Editing Policy	Extended Writing
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Future Developments

- Grammar Apps for Ipad.
- Reading Journals – activities ? what is recorded?
- Coverage of Poetry Units and Comprehension of Poetry.
- Spelling strategies across the school
- Including tricky words / statutory lists in writing.
- Open Lessons for English
- The 3 o'clock read.
- Information Booklets

Russell Field
November 2019

Adopted date:	<i>1st July 2024</i>
Signature of Headteacher:	<i>Karen Wrixon</i>
Signature of Governing body:	<i>Chris Jones</i>
Next review date	<i>Summer 2025</i>