

The Grange Primary School

English Policy

1. Overview

a. Philosophy

In accordance with the school's philosophy, we seek to inspire all our pupils with a positive attitude towards English and towards the general development of their English skills.

We want our pupils to gain enjoyment from challenge and to develop a keen work ethic.

We want our pupils to be confident and competent users of the English language in school and in their everyday lives.

Our English teaching will have an impact across the whole curriculum, as it is linked through our topics, offering pupils opportunities to develop their skills in other subjects.

We want to set our pupils on the path to life-long learning through continual development of their skills in speaking, listening, reading and writing.

At The Grange Primary School, we recognise each child's individual needs and ensure that a variety of teaching styles are in place to meet the requirements of our pupils. Challenging lessons are planned and taught and work is differentiated. Children with Special Educational Needs are provided with individual or small group programmes. Extension work is provided for our more able pupils.

We wish to enable children to develop academically, creatively, socially, physically and emotionally and help all children to achieve more.

b. Aims

Aims of the school

At The Grange Primary School we aim to provide a secure, caring, stimulating and happy environment where each pupil's educational, social, moral and cultural needs are met to enable them to gain a sense of independence and begin to realise their full potential.

We expect everyone at The Grange Primary School to be able to enter all walks of life, confident in the knowledge that they have received a sound, yet broad and balanced foundation to their learning.

The school curriculum will ensure coverage of the National Curriculum and Religious Education, delivered through a wide range of carefully planned activities and experiences. We believe that all children are special individuals with special needs and talents.

Help children to:

- Achieve their full individual potential at a rate appropriate for them
- Develop a positive attitude to their learning
- Gain self-respect through acquisition of individual and co-operative work habits
- Use language and number effectively
- Build up a range of skills and knowledge
- Develop healthy, fit bodies and equip them with a whole range of physical skills
- Develop aesthetic awareness
- Value themselves, others and the environment
- Develop a reasoned set of attitudes, values and beliefs
- Develop lively, enquiring, imaginative minds with the ability to question and argue rationally
- first and foremost ensure the health and safety of each pupil
- create a friendly, stimulating, exciting and supportive environment in which all are included, valued and supported, enabling them to achieve success
- provide an enriched, broad, balanced and relevant curriculum which displays continuity and progression. This in turn will provide our pupils with the knowledge, skills, understanding and qualifications to promote lifelong learning within a modern multi-cultural society and an awareness of British Values
- ensure that all children have equal opportunity to access all learning activities
- encourage pupils to have a positive approach to learning and develop independency in their working ethics to develop self-awareness so they can become independent learners who persist when challenged
- recognise and cater for any additional educational needs of those pupils with learning difficulties
- provide a learning environment which is well planned and well resourced
- encourage children to develop a set of values including self-respect, self-discipline and respect for others which will enable them to make a full contribution to the school and the wider community
- use the local community as a learning resource, fostering links with individuals and groups in the neighbourhood
- support and develop interest and a range of skills and attitudes, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being
- demonstrate that our school functions in partnership with parents and guardians to develop a learning culture within the school and community
- ensure child protection as required by law
- develop an awareness of the diverse nature of our society with full, indiscriminate appreciation of the many aspects which go together to form a shared culture.

Equal opportunities and Inclusion

The Grange Primary School closely follows the guidelines stated in the National Curriculum for equal opportunities and strives to provide effective learning opportunities for all children. We follow the three principals for inclusion. These are:

- A. Setting suitable learning challenges.
- B. Responding to pupils' diverse learning needs.
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Planning an inclusive curriculum means thinking about shaping the curriculum to match the needs and interests of the full range of learners.

These include:

- The gifted and talented
- These with special educational needs and disabilities
- Pupils who have English as a second language
- The different needs between boys and girls
- Disadvantaged pupils

Pupils will also bring to school a range of cultural perspectives and experiences, which can be reflected in the curriculum and used to further pupils' understanding of the importance of the issue of diversity.

An inclusive curriculum is one where:

- Different groups of pupils are all able to see the relevance of the curriculum to their own experiences and aspirations
- All pupils, regardless of ability, have sufficient opportunities to success in their learning at the highest standard

To overcome any potential barriers to learning in English, some pupils may require:

- Support to overcome specific difficulties in learning that result in an uneven profile across the attainment targets. They will require help to improve areas of weakness and strategies for managing specific difficulties.
- Opportunities to meet the demands for speaking and listening and other oral activities through the use of alternative communication systems, to compensate for difficulties in using spoken language.
- Opportunities to learn and develop alternative methods of recording, such as ICT, to compensate for difficulties with handwriting, to enable them to demonstrate their wider writing skills.
- Opportunities to learn and develop tactile methods of interpreting written information, to overcome difficulties in managing visual information.

In assessment

- Where pupils use alternative communication systems, judgements should be made against the National Curriculum age related expectations for speaking and listening and supported by assessing pupil progress against these objectives. It will be necessary to note any demands that are not met, such as the awareness and the use of Standard English.
- For pupils with disabilities who are unable to write by hand, the handwriting requirement of the writing attainment target will not be applicable.
- For pupils using tactile methods, the assessment of reading will be through the use of materials of equivalent demand presented in the appropriate medium.
- For children who have English as an additional language, the Bell Foundation assessment materials are used.

2. Quality of teaching and learning

Classes are organised by age group and ability groups are identified within each class. On occasion, where it is beneficial for the progress of the children, the children may be placed in sets according to the stage at which they are working.

Children who are identified as having special educational needs are given additional support where needed and in accordance with their Personal Passport. Additional support is also given by the SEND coordinator or in groups, for SEND children as required.

Based upon assessment, and at the teacher's discretion, children are identified to take part in various intervention strategies including, Fischer Family Trust, Teaching Early Language & English (TELL), Precision Teaching, Ecceleread/Eccelwrite, reciprocal reading, Write from the Start and phonics intervention. These interventions are carried out by learning assistants trained in the programme and supported by the SEND coordinator and SEND team. In addition to this, where it is possible, some children will receive 1:1 support or attend small booster groups with a trained teacher. Speech & Language support is provided for pupils identified with additional needs in this area.

Children who have English as an additional language are given the appropriate support for their needs in English through resources, learning assistants and teacher support. In addition to this, children may also receive support from the local authority Diversity team.

a. The Class Teacher in English

The class teacher's role is crucial in the provision of high quality teaching and learning in English. The school supports all teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils
- Show good subject knowledge
- Are competent in teaching phonics and other basic skills
- Plan effectively, setting clear objectives and expectations/outcomes which pupils understand
- Challenge and inspire pupils, having high expectations of them
- Provide opportunities to deepen their learning and broaden their knowledge through the mastery of skills
- Use a variety of methods which enable pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour
- Use time, support staff, other adults and resources-including ICT-effectively
- Assess pupils' work thoroughly and use assessments to help and encourage pupils to make progress
- Use homework effectively to reinforce and extend what is learned in school

b. The Pupil in English

The school supports pupils, so that they:

- Acquire new knowledge and skills that are linked to targets
- Develop ideas
- Increase their understanding
- Apply intellectual and creative effort in their work
- Are productive and work at a good pace
- Work collaboratively
- Show interest and pride in their work

- Are able to sustain concentration
- Think and learn for themselves during independent sessions
- Demonstrate that they understand what they are doing, how well they have done and how they can improve by self-assessing their own work
- Peer assess their partners work using a range of strategies and suggest areas for improvement

c. Planning

- The school's agreed format for long term and medium term planning is followed by all teachers to ensure continuity and progression.
- Long and medium term plans are prepared by the class teacher to ensure coverage of skills, supported by the school's assessment criteria and the National Curriculum expectations.
- Short term planning for English is undertaken by all class teachers, using the agreed format.
- Short term planning for the teaching of English outside the English lesson, is undertaken by the adult responsible, using the agreed format.
- Weekly timetabled lessons in English include: English sessions, individual reading time, reading comprehension, sentence level and spelling, punctuation and grammar activities, guided reading/BookTalk sessions, speaking and listening opportunities, handwriting, early bird activities, ICT, drama and role-play and are planned for in accordance with the school's non-negotiables for English.
- Essential elements for all short term English planning are: objective; activities; differentiation (through activity, scaffolding and success criteria); next steps; role of adults; resources and risk assessment/health and safety (if appropriate).
- Learning objectives are skill specific. Teachers assess against the objectives and the success criteria (WILF). Focussed marking and ways forward/next steps are linked to the objectives and success criteria.
- The Writing Toolkit should be added to as grammar objectives are taught and referred to in lesson planning.
- There is a balanced programme of shared and guided reading and writing through each and every week of English sessions.
- English planning, books and Class Track assessment are monitored by the English Team and members of the Senior Leadership Team (SLT) throughout the year.
- Lesson observations take place at least once during the academic year, more often if the SLT deem this necessary, to monitor learning, progress and teaching during the English and guided reading session.
- Cross-curricular links are identified through the use of IPC units and the development of an immersive curriculum. These links are made during the long term planning and medium term planning stage and are exploited wherever possible.

d. Assessment

Assessment is an on-going procedure with the aim of improving children's learning, progress and work. Pupils' progress throughout the school is tracked thoroughly. At the end of every half term, the school's data is analysed to identify areas of strength and areas for development which help to inform provision mapping.

In addition to half termly teacher assessment, pupils are assessed throughout every lesson against reading, writing, speaking and listening and/or spelling, punctuation and grammar objectives. This

informs weekly planning, same day intervention, intervention/boosters, provision maps etc. Pupil progress and attainment is reported to parents on a termly basis through parent's meetings and reports.

Teachers regularly update Class Track, the school's electronic assessment tool, to assess individual pupils against individual objectives. Children are assessed using the following colours:

- Red (the pupil has been taught the objective but has not understood it)
- Yellow (the pupil has shown some understanding of the objective)
- Green (the pupil has shown a good understanding of the objective)
- Purple (the pupil has mastered this objective)

During the summer term, Year 2 and Year 6 pupils undertake the relevant national tests. In Year 1 all pupils also complete a phonics screening check. Children who do not pass this check, will re-sit in Year 2. The results of these assessments are reported back to parents on the pupils' annual reports.

Teachers in the remaining year groups assess children using the objectives from the National Curriculum supported by non-statutory test results.

In addition to the above, the school also uses the following for assessing pupils:

- Children are tested using SWST spelling Tests and GL Assessment Group reading to help monitor and track their spelling and reading ages.
- Children identified by the SENCo as having additional educational needs, are monitored using the SPAR spelling tests and the Salford reading tests.
- School summative assessments in English include: Statutory SATs papers for both reading, writing and spelling, punctuation and grammar, half-termly assessed independent writing tasks, and regular opportunities to write independently at the end of each genre taught which are marked using the school's writing objectives.
- All year groups have termly test materials (Cornerstones) to support with assessment and the monitoring of pupils progression in reading and spelling, punctuation and grammar.
- All English assessments are in line with the school's Assessment Policy guidelines.
- Attainment and progress are constantly reviewed by the class teacher and formally every term during Pupil Progress meetings for individual pupils, year groups and sets, by the Head Teacher, SLT and English subject team.
- Assessment results and objectives are used to assist target setting and to inform teachers' planning to ensure pupils receive lessons based on what they need to know-teaching to the gaps in children's knowledge.
- Pupils are given targets to help them move forward in their reading, writing and speaking and listening skills. The children's current targets are in their English books and are referred to frequently. Achieved targets are placed in individual folders and a bead is awarded for completed objectives and displayed on the child's target rainbow. Copies of expectations and targets are shared with parents on a termly basis.

Focused feedback on marking

At The Grange Primary School, we believe that children learn best when they know exactly what the focus of each lesson is. Therefore, each English lesson provides the children with a TLC (Today's learning challenge) and a WILF (What I'm looking for). The latter provides the focus of the teacher's marking for that lesson. The children are encouraged to self and peer-assess against the WILF and

identify a WINK (What I now know) for the lesson. Marking is a formative procedure to help the children to improve their work. It may be undertaken verbally in discussion with a pupil, or in written format, following the school's marking policy. Children are encouraged to respond to the teacher's marking, in range pen, to show that mistakes and misconceptions have been addressed.

e. Moderation

- Class teachers undertake joint training in moderation as and when a refresher is needed.
- Teachers support each other in moderating work, especially if a child's work is on the boundary of two stages. Teachers sign the work to show the joint moderation.
- The school's criteria for stages are used to moderate work.
- Current and future class teachers moderate the last piece of writing tracking completed by each pupil at the end of each year to ensure an agreement of stages.

f. The role of the English Subject Leader

The English subject leader's role will include the following responsibilities:

- To ensure that the English policy document reflects the requirements of the National Curriculum and the needs and ethos of the school.
- To review and update the English policy every three years.
- To provide leadership and guidance in the area of English, and to support staff as required.
- To be actively involved in whole-school planning, in co-operation with other subject leaders, in order to maintain broad, balanced and differentiated curriculum.
- To monitor and evaluate short term planning for English and evaluate this against the requirements of the National Curriculum.
- To monitor and evaluate teaching delivery against the requirements of the National Curriculum and ensure they are in line with school expectations and Class Track objectives.
- To monitor and evaluate the outcomes in pupil's books through regular scrutiny.
- To oversee summative school assessments in English, in accordance with Assessment Policy guidelines.
- To monitor standards in pupil's reading, writing, speaking and listening, spelling, punctuation and grammar stages every half term.
- To lead staff meetings and CPD sessions on issues related to the implementation of the English curriculum and English development and review across the whole school.
- To attend relevant training and subject leaders' meeting to update knowledge, and to disseminate advice and current information in the subject to staff.
- To undertake an audit/evaluation and action plan on an annual basis.
- To review action plans on an annual basis.
- To audit and review resources and their use.
- To maintain, evaluate and assess the resource base for English, and English teaching, including the identification of future resource needs.
- To promote pupil, parental and governor interest in English.
- To liaise with governors and inform them of progress and areas for development in the subject.
- To liaise with other schools and agencies.
- To liaise with pre-school and secondary schools to ensure continuity and progression at the point of transition.

g. The role of the Head Teacher

- To ensure that the content of this policy is implemented and strategies embedded fully, effectively and efficiently with positive outcomes evident in the progress the pupils make.

h. Monitoring and Evaluation

- Monitoring and evaluation of English-related planning, delivery and assessment is carried out by the English Team, the Standards team and the Senior Leadership Team on a regular basis.

i. Record Keeping

- Records of pupils' attainment and progress in reading, writing and speaking and listening and spelling, punctuation and grammar (SPaG) are maintained in an evidence folder (Raising Attainment file) and are passed onto the following teacher. These include:
 1. Writing, reading, speaking and listening and SPaG levels at the end of each half term throughout the year
 2. Any standardised reading, writing and spelling tests
 3. Group/individual targets
 4. Agreed data analysis reports
 5. Information on booster groups, interventions and their impact
 6. Any other document related to attainment and progress in English

j. Reporting

- Reporting to parents on attainment and progress in English is in accordance with the school's reporting policy. This is carried out each term following assessments and at any time during the term as deemed necessary by the class teacher/SENDCo/coordinator/Head Teacher.

k. Meeting children's needs in English

- All English planning and teaching should take differentiation into account, to assure appropriate pupil access to learning and to maximise their progress and potential. All pupils should be challenged.
- All English sessions should take into account the particular requirements for children who are Gifted and Talented and also those who have any Special Educational Needs, with reference to their Personal Passport and in accordance with the school SEND policy document.
- The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the English curriculum for all groups.

l. Resources

- The school recognises that the most valuable classroom resource is the class teacher.

- English resource areas are available, and will be updated as needed to support classroom English work. Resources should always be returned to the point of loan after use.
- Books for home/school reading and guided reading are located in a centralised area accessible to all teachers. There is also a collection of books suitable for lower ability readers.
- Every class has the access to a wide range of reading material, fiction and non-fiction, to support English work, to aid independent learning and to develop children's positive reading habits.
- Every class should have access to appropriate ICT facilities to support English work.
- Every pupil will have access to the resources in the school library.
- Every class should have an English display dedicated to resources aimed at supporting the children's progress as per the school's non-negotiables from the school's staff handbook.

m. Training

- All staff are encouraged to take full advantage of English training opportunities, to develop their confidence and update their expertise, through INSET days and other CPD opportunities.
- Training needs and provision are identified by the Head Teacher, coordinator, SENDCo, SLT and individual teachers.

n. Home-school links

- Parents are recognised as educators too, and their support in English is encouraged at every opportunity, formally through homework and in other ways.
- Children are encouraged to take reading books home to support their reading development, interests and independence. Children are expected to read at home with an adult.
- Parental information relating to English is provided for parents and carers, to foster positive relations and to provide guidance and support.
- All children have a Home/School Links Book to promote communication between parents/carers and school.

o. Homework

- Homework provides children with opportunities to practise and consolidate English skills and knowledge, to develop and extend their strategies, and prepare them for future learning.
- Homework tasks need to be frequent, short and focussed, and in accordance with the school's Homework Policy and Home-School Agreement. Not all homework activities need written outcomes.
- Homework should relate to work being undertaken in the class. Opportunities should also be created to provide feedback on homework the children have been asked to complete.
- In KS2, all children have a Links Book in which to record their homework task and when it is due.

p. The contribution of English to pupils' attitudes, values and personal development

During the English lesson, and in other English activities, pupils will:

- Reflect on what they do and the impact of what they do on others;
- Understand and respect feelings, values and beliefs of others;
- Show initiative and take responsibility;
- Have high expectations of themselves;
- Work individually, in pairs, in groups and as a class.

3. Outcomes

It is expected that by the end of each academic year, children will be working securely within their age related expectations.

Formal Pupil progress meetings take place termly to review the progress across the school in English. Interventions are identified with a rigorous provision map in place. This is regularly reviewed and altered with strategies to help boost children who have been identified as falling behind expectations.

4. English strands

Reading

Our aim is to encourage the children to develop a love of reading that will stay with them throughout their lives. Children are given access to high quality texts, both fiction and non-fiction, and in addition to children reading individually and in groups, these texts will form an integral part of English lessons.

We use the Oxford Reading Tree, Project X, songbird, Dandelion, Navigator and Rapid reading schemes, at appropriate levels, to support the children's reading, with the aim of moving children on to free readers when they are ready. Children are heard read frequently at the school: individually, in guided reading sessions, during shared reading sessions and as part of the English lesson delivery.

Guided reading sessions take place daily outside the English session. The children read in groups, with children of a similar ability, sharing their reading through a structured lesson. These sessions must take place daily and last for 30 minutes. During this time, the class teacher will work with one group and the other groups must work independently. Therefore, the class teacher must ensure the activity is something the children can access on their own. Planning should be in place for each group. This should include the pre-reading activity, the guided reading session and the follow up activity. Comments should be made against each individual pupil and linked to the lesson objective. Key questions should also be evident on planning and pupil responses will feed into the comments section. To support this document and assessment of each child, there is an objectives sheet on the server to be used for each group.

Pre-reading activity

Children should be completing an activity based on the text they are going to read the following session. The activity completed before reading, is very beneficial for understanding the text. This preparation work is what will help the pupils connect the new information to what they already know.

Shared reading with class teacher

All children within the group should have access to a copy of the text.

During this session, the children can either all read the same pages silently, or the teacher can ask individuals to read sections. The teacher should stop the reading as necessary to begin group discussions of the text linked to the set objective, to check any points that require clarification, revisit strategies and targets used and identify examples of their application, review any specific

comprehension strategy etc. Discussions should involve pupil responses to the text. This encourages dialogue and provides a quality S&L opportunity as well as a chance for the teacher to 'model responding' and 'talk the thinking' behind comprehension. The focus should be on quality talk and pupil references to the text to support ideas and opinions (there may not be a right/wrong answer).

At the end of this session, the teacher can set the 'follow-up activity' for the next session.

Follow up activity

Children to complete an activity related to the passage of text read/discussed during the previous guided reading teacher led session. This should be independent work such as comparison/contrast activities, further research activities, comprehensions style activities, book reviews, presentations etc.

Comprehension -KS2

Children to complete reading comprehension activities independently. Comprehension cards can be used, allowing the pupils to self-assess or other comprehensions e.g. Letts books, twinkl resources, Improving Reading book etc. can also be used.

Schofield and Sims vocabulary books-KS1

Children to complete the activities from the workbook based on vocabulary and dictionary work.

Purple Mash activity

Teacher to set as a 'to-do' for each group. Children can work through the activities given.

Further guidance and an instructional video on using Purple Mash for guided reading can be found on the server in the English folder under Guided Reading Resources.

Book Talk sessions also take place providing whole class experiences in reading and discussions about a text. Jane Considine's Reading Rainbow is used to support this.

Children are expected to take their reading books and Home/School Links Books home daily, so that parents can support school by listening to their child read. There is no limit to how many pages the children can read at home or how many times they should read a week. We ask that parents hear their child read at least five times a week.

Pupils are taught to understand the four comprehension skills and this is focussed upon regularly during whole class reading lessons.

All children have access to a range of books in addition to their Home/School Links book. In KS1, children take 3 books at a time:

- 1st book sound focused on in class
- 2nd book sound from previous week to revisit/reinforce

- 3rd book free choice (with adult support).

In KS2, all children have access to the school library to borrow books.

Where possible, books are given as rewards to help promote and encourage reading.

Reading expectations are outlined in the school's non-negotiables.

Writing

At The Grange Primary School, we encourage children to write in a variety of styles, for a variety of purposes and audiences. High quality texts and teacher demonstration provide children with the appropriate models upon which to base their own writing.

Children are taught the systematic approach to the development of writing skills that is encompassed in a range of schemes that are used across the school as per the non-negotiables. Each class has a display to support these schemes and the children have resources on their desks to assist their writing.

At the beginning of teaching of a new genre, agreed 'tick-lists' are introduced as a success criterion and this is referred to throughout the genre. It is also used to support pupil and teacher assessment.

The approach to the teaching of extended writing is as follows:

- Children complete a 'cold' task at the beginning of a new genre to allow the teacher to identify the gaps in learning.
- Specific skills related to genre are taught through grammar and sentence level work.
- Children then complete an extended piece of writing implementing the grammar and sentence skills previously taught in context.
- Children are then provided the opportunity to edit and draft their extended writing.
- Children complete a 'hot' task independently at the end of the genre.

Writing expectations are outlined in the school's non-negotiables.

Speaking and Listening

At The Grange Primary School, we encourage the four strands for learning in speaking and listening: Speaking, Listening, Group Discussion and Drama. We want all children to be articulate and also be able to listen to, and gain information from others. Speaking and listening activities are firmly embedded into English across the curriculum with the children being given frequent opportunities to work with partners such as with 'talk partners' or in small groups. Kagan structures for collaborative learning are used regularly as part of classroom practice. Opportunities for S&L are planned regularly inside or outside of the English lesson. All expectations are outlined in the school's non-negotiables.

The Grange Primary School understands the importance of good communication and interaction skills for each pupil (as outlined in the Communication and Interaction policy). Our aim is to be a thriving and successful school that communicates effectively with pupils, parents/carers and members of the

wider community, ensuring that communications between all members of the school community are clear, professional, timely and appropriate.

ICT

At The Grange Primary, we aim to enhance and improve children's English skills at every opportunity. We have a large array of resources and ICT equipment that will help broaden children's experiences and improve both oral and written aspects of their work, thus enabling them to cope with our increasingly technological society.

Handwriting

Children are encouraged to produce their best handwriting at all times. Handwriting is taught systematically at a time outside the English session. The Nelson Scheme is currently used and teacher demonstration also provides a role model for the children. In Year 1, the children start on books with printed lines and progress to plain paper and line guides by the end of Year 3. In KS2, the children's English, Creative Connections and Thinking books have plain pages and a line guide is used to help improve and regulate their handwriting. Children can work towards earning a pen licence for handwriting of a consistently high standard. Children who have additional needs are provided with books to meet their individual needs e.g. coloured pages, lines etc. Teacher's handwriting must model correct cursive script and be tidy and legible. Children who require additional support to improve their handwriting are targeted through teacher focus groups and the Write from the Start intervention programme.

Spellings

To ensure our children have an understanding of phonic and spelling strategies, children receive spellings at the beginning of each week with the spelling rule evident and explained to them. Various activities are carried out during the week to allow the children to practice the spellings e.g. sentence level activities in English books, and the pupils are tested on their knowledge of the rule through a spelling test. The teachers use the school's spelling scheme which links with national objectives and expectations. A range of resources are available to support with the teaching of spellings on a weekly basis e.g. Squeebles, Purple Mash, Active Learn, Nelson spellings, Letts books and Sounds Write materials.

Phonics and spelling strategies are taught using the Sounds~Write approach from the Foundation Stage through to Y6.

Reading and writing are strongly linked in our teaching. Pupils are taught to 'read as writers' and to 'write as readers'.

5. Issues for Action in English

See action plans

6. Policy Review

The English Policy should be reviewed and updated at least every three years. Date of next Review: Autumn 2022. The policy will be updated before this should any changes be required.

7. Supporting Documents

The following school policy documents should be consulted to support the English Policy:

SEND Policy

Homework Policy

Communication and Interaction Policy

Marking Policy

Assessment, Recording and Reporting Policy

Monitoring, Evaluation and Review Policy

Equal Opportunities Policy

ICT Policy

Staff Development Policy

Home/School Agreement

Staff Handbook

Sample long, medium and short term plans