



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **English Policy**

*Vision:* Delivering excellence, allowing all to flourish  
*Mission:* Creating a culture of wonder, guided by faith  
*Values:* Endurance, Compassion, Thankfulness

September 2021

## **Introduction**

At St. Mary's we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice. It replaces the previous English Policy and affects all year groups in the school. It takes into account the National Curriculum for English and recent curriculum developments in addition to the impact of Covid-19.

The implementation of this policy is the responsibility of all teaching staff and is overseen and monitored by the subject leader and the senior leadership team.

## **English Curriculum Aims**

At St. Mary's we recognise that achieving competence in English language is a vital part of the education of our pupils. All members of our school community play an important role in facilitating this.

We believe that all the skills of language are essential to participating fully as a member of modern day society.

Our intention is that every child should achieve the highest standard of performance of which he or she is capable in every aspect of English. We aim to provide our pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

Our overarching aims of the English Curriculum at St. Mary's are:

- to promote a culture of communication, reading and writing through a language rich environment
- to develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives
- to value and use books as a basis for learning, pleasure, talk and play
- to teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences
- to systematically teach spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity
- to foster in pupils, the confidence, desire and ability to express their views and opinions both orally and in writing
- to raise the standards of communication, reading and writing so that every child makes good progress
- to value and celebrate diversity in culture and language

Children deserve:

- to be set appropriate learning challenges
- to be taught well and be given the opportunity to learn in ways that maximise the chances of success

- to have adults working with them to tackle the specific barriers to progress they face.

These aims are underpinned by:

**High Expectations**

Children are expected to succeed and make progress from their starting points.

**Modelling**

Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.

**Fluency**

Children apply English skills with ease throughout the entire curriculum.

**Vocabulary**

Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations and across the curriculum.

**School Values**

Endurance, Compassion, Thankfulness

**English Curriculum Intent**

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

English is a core subject of this National Curriculum and the knowledge, understanding and skills for this subject are set out in the *National Curriculum for England: English Programme of Study (2014)*.

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

- read easily, fluently and with 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 the 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

The teaching and learning of English at St. Mary's is currently derived from the guidelines provided by the *Statutory Framework for the Early Years Foundation Stage* and *English Programmes of Study: Key Stages 1 and 2* documents.

The school has devised its own curriculum maps for Y1- Y6 to provide whole-school coverage and progression in order to meet these guidelines.

The Early Years are developing their curriculum maps in accordance with the new Early Years Framework (2021) and the coverage and progression of English can be found under '*Communication and Language*' and '*Literacy*.'

Planning for the teaching and learning of English at St. Mary's follows this expected format:

- Long Term Planning  
The 'English Curriculum Maps' are documents for Y1 – Y6 which outline when each of the teaching units for English will be taught throughout the academic year. It is this document that will inform the teacher's Medium Term Planning.
- Medium Term Planning  
The 'Medium Term Plan' document provides an overview of what key objectives are to be taught for each term. A medium term plan is required for Autumn Term 1, Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2. It will be these documents that inform the teacher's Weekly Planning.
- Weekly Planning  
Weekly Planning identifies key objectives (WALTs)  
Differentiated activities are set (when appropriate) and guided/shared writing opportunities are highlighted.  
The role of the Teaching Assistant/Learning Support Assistant (when appropriate) is always included on these plans.
- Daily Subject Slides

All of these planning documents should be available to view for monitoring and assessment purposes by the Subject Leader and Senior Leadership Team and as such teachers are required to file these in the 'Planning Folder', under the section 'English' on the Public folder.

### **Literacy at the Early Years Foundation Stage**

We teach Literacy in our Early Years Foundation Stage (EYFS) in accordance with the *Statutory Framework for the Early Years Foundation Stage 2021* (statutory) and with guidance from *Development Matters 2021* (non-statutory). The main areas of focus for Literacy are *Communication and Language (Prime Area)* and *Literacy (Specific Area)*. We recognise that Communication and Language underpins all seven areas of learning within the Early Years.

*Communication and Language* is divided into two areas, *Listening, Attention and Understanding* and *Speaking*

*Communication and Language* involves:

- A language rich environment, involving high quality conversations that extend and introduction of new vocabulary
- Reading frequently to children, and engaging them actively in stories, non-fiction texts, rhymes, poems and songs.
- Providing opportunities to use and embed new words in a range of contexts. Through conversation, story-telling and role-play

## **Literacy is divided into three areas, Language Comprehension, Word Reading and Writing**

### **Literacy involves:**

- Developing a life-long love of reading  
Language comprehension (necessary in both reading and writing).
- Developing children's interests and having high quality conversations about the world around them and the books (stories and non-fiction) they have read.
- Enjoying a wide range of texts, including rhymes, poems and songs  
Word Reading
- Working out the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words  
Writing
- Transcription – spelling and handwriting
- Composition – articulating ideas and structuring them in speech, before writing

The Characteristics of Effective Learning (CoEL) are an integral part of the EYFS curriculum and underpin all the areas of learning including Communication and Language and Literacy.

### **Approaches to Spoken Language.**

Spoken language permeates the whole curriculum. We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

At St. Mary's there are a wide variety of opportunities to develop these skills e.g. sharing work in class, debating, whole school and class assemblies, talk partners, drama and many performances!

As stated in the National Curriculum: 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.'

All speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

Throughout the school, we aim:

- to provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening

- to develop children’s awareness that different situations require different forms of oral expression
- to develop the mechanical skills required for effective oral communication
- to offer enriched curriculum opportunities i.e. drama, theatre opportunities, acting opportunities, talent shows, reading in assembly etc. to all children

## **READING**

At St. Mary’s we believe in the value of books and the pleasure they can give. By using different approaches for different children, and a range of texts we hope to inspire children’s interest and enthusiasm in books and reading.

We aim to enable all children to enjoy reading a range of materials with fluency, accuracy and understanding. We want children to become enthusiastic about reading and consequently become confident and independent learners.

## **The Teaching of Phonics**

At St. Mary’s, phonics is taught using the Jolly Phonics systematic synthetic approach. Jolly Phonics is a multi-sensory approach that is engaging for all learners, involving an action, story and song for each of the 42 letter sounds. The sounds are taught in a specific order (not alphabetically). This enables children to begin decoding and encoding words, using blending and segmenting skills, as early as possible.

Jolly Phonics teaches children the five key skills for reading and writing.

The five skills taught in Jolly Phonics are:

### 1. Learning the letter sounds

Children are taught grapheme-phoneme correspondence for the 42 main letter sounds. This includes alphabet sounds as well as digraphs, trigraphs, split digraphs and alternative letter sounds and spelling patterns.

### 2. Learning letter formation

Using different, multi-sensory methods, children learn how to form and write the letters.

### 3. Blending (Decoding) – For Reading

Children are taught how to blend the sounds together to read and write new words.

### 4. Identifying the sounds in words (Encoding or segmenting) – For Writing

Listening for the sounds in words gives children the best start for improving spelling.

### 5. Tricky words

Tricky words have irregular spellings and children learn these separately.

## **Implementation and Reading Progression**

In Nursery children participate in a range of focused activities, both in small groups and as a whole class. These activities teach a range of sound discrimination skill, including rhythm, rhyme, alliteration, voice sounds and oral blending and segmenting. These skills are vital to prepare children for reading and writing. As the year progresses letter sounds (phonemes) are introduced weekly. Once settled, Nursery children will take home a high quality story or non-fiction book to share with their family.

In Reception, phonics is timetabled for four whole class lessons per week (building up to thirty minutes per session). In addition to this, children participate in group phonics sessions, and are read with one to one for at least ten minutes per week. Phonics sessions include the five skills taught within Jolly Phonics. As sounds are introduced, flash cards are sent home in a Sound Book for consolidation. Blending cards, tricky word cards and Jolly Phonics reading books, which correspond to the sounds that the children have already been taught, are sent home weekly when individual children are ready.

In Y1, phonics is timetabled for one thirty minute and four ten minutes whole class sessions a week. Every child has an additional twenty minutes group session once a week.

In Y2, phonics is timetabled for one thirty minute whole class phonics session a week followed by four shorter whole class phonics starters.

Pupils are regularly assessed and gaps in learning are identified and targeted individually. In Key Stage 1 this practice is continued with the implementation of **Jolly Grammar**. In EYFS and KS1 any children who are identified as needing additional support are given 'booster' sessions.

During the Autumn term parents/carers are invited to participate in workshops to learn more about how Jolly Phonics is taught in school and how they can support their child at home.

The Subject Leader ensures that all staff working in EYFS and KS1 have regular and up to date phonics training and that the Phonics Screening is administered annually.

Children in Nursery take home a high quality fiction or non-fiction book (in a reading folder) once a week to be shared with their parent(s)/carer(s). A reading record card is also sent home so their parent(s)/carer(s) can comment on the reading experience.

### **Jolly Phonics Reading Books**

When individual children are ready, the class teacher will introduce the Jolly Phonics 'decodable' books, so that the children can 'increase their knowledge of GPCs and their blending skills in meaningful contexts,' (Reading Framework, 2021) both at home and in school. Depending on individual children, the Jolly Phonics books are introduced alongside or a little behind

the teaching of the GPCs, so that the children gain confidence and have a sense of achievement when reading.

### **Oxford Reading Tree**

Once children are ready, the Jolly Phonics books are supplemented with the Oxford Reading Tree book and a range of 'real' books and books from a variety of other schemes. By incorporating these books, the children are exposed to a greater range of words, spelling choices and 'tricky' words (sight words e.g. 'the'). Children progress through the scheme then onto simple chapter books – although, in all classes, a wide range of reading material and books are available to share and enjoy.

Children in Reception (when ready), Y1 and Y2 are sent home with two reading books in a special book bag each week. This bag also contains a Reading Record Book. Reading Records are used as a vital link between home and school with a focus on reading progression and confidence alongside a 'love for reading'. The expectation is that both books are read during the week and a parent/carer comment noted in the Reading Record Book. Parents are encouraged to support their child in developing reading skills, alongside a love of reading, by taking note of the prompts on the inside front/back cover of the Jolly Phonics or ORT books. These include great ideas for what to do before reading, during reading and after reading. We strongly encourage the re-reading and discussion around the text to ensure a firm foundation for reading development is in place. Books for all children in Reception, Y1 and Y2 are changed on a weekly basis. Any questions regarding progress are directed to the class teacher who hears children read and make assessments in class on a regular basis including regular comments made in the Reading Record Book.

Parents (DBS checked) are welcomed into the school to support reading with appropriate training/induction given prior to working with the children.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills with interventions.

### **Guided Reading**

Children are taught reading strategies through shared reading during daily English sessions and during guided reading sessions once a week.

Sets of Guided Reading books are available in every classroom within the book corners.

Guided Reading happens at least four times a week in every class Y2 – Y6. A group will work on an activity led by the teacher with a focus on literal, inference and evaluative questioning and of course an enjoyment of the text! Children who are not in the focus group undertake different activities, such as reading individually or with a partner, follow-up work from a previous guided



reading session, poetry reading, playing word games, listening to story tapes, reading to another adult, or using talking books on IT. Guided reading books can be taken home in Upper KS2 as long as a record is kept of who has which text. In KS2 Guided Reading the teacher sets tasks and children have the opportunity to reflect and respond on these within Guided Reading Journals. Responses are discussed within the session with oral or written feedback given by the class teacher and pupils within the group as appropriate.

Children take books home on a daily basis to read either independently or with their parents.

A guided reading record of each guided reading session is kept by the class teacher, indicating progress towards the expected standard.

### **Book Corners**

Every class teacher is responsible for ensuring that the classroom has a vibrant designated book corner that supports the curriculum and promotes reading for pleasure. Classrooms are full of appealing books where children can browse in comfort. Wall displays, pictures, notices, topic words and captions are on view to stimulate an interest in reading.

A wide range of books, both fiction and non-fiction, including big books, poetry, picture books, folk tales, traditional tales, myths and legends, plays, dictionaries are easily accessible for all children.

We have recently created a new library (The Study) which children can access and use however this is 'work in progress' for 2021-22 it is an area we intend to develop to its fullest – run by children for children!

### **Paired Reading**

We value the impact of children reading together and opportunities throughout the year are given for paired reading activities within the class, across year groups and across Key Stages.

### **WRITING**

In EYFS and Key Stage 1 children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills themselves. They use a variety of stimuli for writing and write in a wide range of genres including both narrative and non-narrative forms.

In Key Stage 2 children learn how to write in a variety of styles, for a variety of audiences. They are taught more complex rules of grammar and syntax and are encouraged to use these in their independent writing. Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts. Children are encouraged to take an active part in revising their own and others' work before the teacher marks it.

### **Approaches to writing**

In response to our evaluation of the impact of COVID- 19 particularly on progress and attainment in Writing the school has purchased Pathways to Write with the aim to raise standards, create consistency in teaching and

learning and reignite a passion for literature across the school. Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.

<https://www.theliteracycompany.co.uk/introducing-pathways-to-write/>

We encourage the children to write independently from an early stage. The teaching of phonics, spelling and handwriting complement this process and are used systematically to support writing and encourage accuracy and speed. From KS1 Jolly Grammar scheme is introduced.

The children participate in whole class shared writing and grouped guided writing with the teacher modelling the appropriate style of writing and particular writing needs for the group.

All forms of writing are delivered in meaningful contexts and children will value the importance of applying IT skills, drafting, developing autonomous strategies for spelling and correcting their own mistakes, editing, re-drafting and producing a final, neat copy.

Children are provided with the opportunity to participate in role-play and speaking and listening activities, to enhance their creative flair and writing skills.

We provide the opportunity for children to apply their written skills to all areas of the curriculum, and expect children to write at a sustained high level, matched to their potential and current writing level, in any context in which they write.

Writing tasks/activities will be appropriately matched to individual abilities in the classroom (differentiation), with realistic targets identified and planned for.

### **Older children who need catch up with reading and writing**

Phonic and reading assessments identify pupils with decoding skills as soon as possible and support is put in place to support progress – this includes children who arrive in school who are learning English as an additional language.

Each child receiving extra support is monitored by the Inclusion Manager to identify any special educational needs or disability; any speech, communication and language needs; their attendance; time at the school and previous support.

### **Handwriting**

From KS1 we follow the **Letter-join handwriting scheme**  
[www.letterjoin.co.uk](http://www.letterjoin.co.uk).

Early Years follow the Jolly Phonics letter print style and handwriting sessions are incorporated into phonics sessions

Letter-join is an on-line resource for teaching cursive handwriting at school and at home. It uses interactive animations to demonstrate joined-up letter formation and hundreds of activities/worksheets for real handwriting practice.

Handwriting is explicitly taught and demonstrated (little and often) as opposed to simply being practiced. The cursive handwriting style is introduced in Y1 when the children are ready and then developed throughout both key stages.

The EYFS and KS1 teachers will initially teach the individual letter formations (without lead-ins). By Year 2, children will be taught the graphemes in a cursive form. This will progress to practicing words and full sentences in Years 2, 3 and 4 and writing paragraphs in Year 5 and 6.

In Year 1 and Y2 handwriting is taught daily throughout a range of activities (5-10 minutes)

In Years 3, 4 and 5 handwriting is taught 3 times a week (10 minutes)

In Year 6 booster groups/resources are provided for those children identified as needing additional support.

In KS1 children write in pencil. As the children progress into KS2 and develop a neat cursive style they move onto black ink. By Year 6 all children are expected to be writing in ink.

### **Spelling**

We aim to build positive attitudes about spelling and to promote an on-going interest in words and language stressing the importance of phonetically decoding and segmenting words.

Throughout EYFS and KS1 **Jolly Phonics** is the main focus when teaching spelling. Much of the teaching is done away from texts through direct teaching using a range of teaching strategies. The processes of reading, checking for sense and re-reading are taught as independent strategies in Guided Reading and demonstrated through Shared Reading.

By Year 1 and Year 2 spelling books are introduced and spellings are set to be learned and practised at home. Children are encouraged to use the look/say/cover/write/check method when learning new spellings. Spellings taught one week are then used for dictation practise the next week to reinforce the spelling.

In KS2 spelling objectives are drawn from the 'Transcription' strand of the NC and are taught within the whole class lessons. Each class follows the '**Spelling for Literacy**' scheme that provides word lists and activity sheets to support the teaching of words and spelling patterns specified in the current national policies.

The statutory spellings identified in the NC appendices are taught in addition to this scheme. Strategies and processes for finding the spelling/meaning of words are built on from KS1.

Spelling lists are sent home weekly for children to learn and explore meaning – these are linked to the half term objectives being studied.

When writing independently children are continually encouraged to proof read and self-correct spellings using the strategies taught before asking the teacher for help or using a dictionary.

### **Grammar and Punctuation**

To ensure consistency and progression **Jolly Phonics** teaching is followed by **Jolly Grammar** teaching in KS1. Teachers use Jolly Grammar (one 30 minute session followed by two ten minute sessions) to cover the structural aspects of the English language.

In KS2 a variety of resources are used by class teachers in order to support, reinforce and develop the range of grammar and punctuation skill areas identified in the National Curriculum. Teaching focuses on a clearly explained grammar point, with cues to support learning, and activities for practising, consolidating and applying the concept. Practical teaching ideas integrate reading, writing and spoken language to establish a solid foundation in all the core literacy skill areas.

### **Promoting High Expectations**

All teachers have high expectations concerning the standard of pupils' writing, taking due account of the child's stage of development. All pupils are encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability.

These expectations are made explicit in a variety of ways e.g:

- Using children's writing as a model for others – Working Walls
- Child reads writing to the class (or another class)
- Reading children's writing to the class
- Display children's writing around the school
- Publish children's writing in 'books'

### **Cross-curricular Opportunities**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **Assessment for Learning**

Assessment for Learning (AfL) is embedded into each English lesson and teachers use AfL techniques and strategies on a daily basis in order to identify pupils' strengths and difficulties, inform guided group work and improve the learning outcomes for each child.

Short-term planning is constantly reviewed and modified on the basis of these assessments.

## **Pupil Assessment**

Pupil progress will be assessed using a combination of both formative and summative techniques. In KS1 and KS2, formative assessment in Reading/Writing/Speaking and Listening will be measured using a system of statements and steps provided by *Target Tracker* (the KS1 and KS2 assessment tool). In EYFS, formative assessment in Communication and Language and Literacy will be measured using a system of best-fit statements provided by EEXAT (the Early Years assessment tool).

Assessment in English at St. Mary's follows this expected format:

- Ongoing
  - Staff to monitor attainment of each child by selecting statements from *Target Tracker* or EEXAT once they have been achieved
  - Weekly spelling tests
  - Feedback from Phonics/Guided Reading Sessions
  - Marking/Effective Feedback in books
  - Daily observations (not always recorded) and observations from small group work sessions (Early Years)
- Termly
  - Using data from both *Target Tracker/EEXAT* and *formative assessments* the class teacher provides an overall assessment of each child in Reading and Writing based on moderation of assessments with peers.
  - This overall assessment will be recorded in *Target Tracker or EEXAT*
  - Towards the end of each full term a 'Pupil Progress Meeting' is held between the class teacher and members from the Senior Leadership Team to discuss each child's attainment in relation to their teacher assessment
  - To decide on any interventions and to identify trends
  - Half termly writing assessments are carried out and these assessments are moderated internally and externally.
- Statutory Testing
  - The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.
  - Early Years Profile - Each child's level of development must be assessed against the early learning goals (This is not a test but is statutory and sent to the LEA)
  - Phonic Screening is carried out in Y1 (+Y2 for any child who did not meet the standard in Y1) in June
  - NFER Optional Test for Y3/Y4/Y5 in May
  - Children are formally assessed at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (Year 6) according to statutory tests (SATs) administered in May
  - The Year 2 test will consist of tests in Reading and Grammar, Punctuation and Spelling and TA in Writing

- The Year 6 test will consist of tests in Reading and Grammar, Punctuation and Spelling and TA in Writing
- The raw scores from tests will be converted into a scaled score and each pupil will receive an overall result indicating whether or not they have achieved the required standard on the test.
- Test data will provide statistics on pupil attainment that are reported in school performance tables

In the EYFS, formative assessment is used to assess the children in *Communication and Language* and *Literacy* (for English). Throughout Nursery and Reception, assessments are measured using age related expectation statements provided by EEXAT (the Early Years assessment tool used by the school). These formal assessments are recorded at four points in the year, Autumn 1 (baseline), Autumn 2, Spring 2 and Summer 2. At the end of Reception, each child's level of development is assessed against the Early Learning Goals (ELG). At this point, the teacher must complete the Early Years profile and indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

### **The Role of Information Communication Technology (ICT)**

The effective use of ICT can enhance the teaching and learning of English when used appropriately. When considering its use, we take into account the following points:

- ICT should enhance good literacy teaching. It should be used in lessons only if it supports good practice
- Any decision about using ICT in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- ICT should be used if the teacher and/or the children can achieve something more effectively with it than without it.

### **Inclusion and Equal Opportunities**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, age, religion, sexuality, disability, ethnicity or home background.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources that represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but also to assist in the learning of English.

## **Differentiation and Special Educational Needs**

At St Mary's the class teachers usually deliver the English curriculum and teaching is organised to enable pupils of all abilities access to the learning.

During a lesson, children may be taught in ability groups where work is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups or individual children, including pupils with Special Educational Needs and Disability (SEND), are supported by either the class teacher or a teaching assistant or other learning support staff.

Differentiation at St Mary's can occur in various ways:

- stepped activities which become more difficult and demanding but cater for the less able in the early sections;
- common tasks which are open ended activities or investigations where differentiation is by outcome;
- resourcing which provides a variety of resources depending on abilities
- grouping according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme and usually at no more than three levels;

Following the introduction of the lesson, groups of pupils will sometimes move outside the classroom to carry out practical work, to use ICT or to work with our support staff.

All pupils return to be present for the plenary session at the end of the lesson.

The most able are provided with appropriate materials to ensure that they are challenged and stretched, and individualised materials are used to broaden their understanding of topics.

Children with special educational needs are encouraged to take full part in literacy activities. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated to meet the individual needs of the pupil.

Where necessary, pupils are withdrawn for short periods, to participate in individual or small group programmes, based on their targets. Care is taken not to disadvantage pupils by this withdrawal. Care is also taken to ensure that children with special educational needs are given many visual and structured opportunities to develop their literacy skills, to meet their specific needs (for more information see Inclusion Policies).

## **English as an Additional Language (EAL)**

We support our EAL children in a variety of ways during lessons. Whole class sessions provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focused teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

## **Intervention programmes**

Termly Pupil Progress meetings between class teachers and the Senior Leadership Team identify interventions to be put in place that term. These interventions may be provision within class (use of TA) or outside class (specialist teacher) i.e. Dyslexia Specialist Teaching, EAL support etc. These interventions are monitored and evaluated regularly by the Inclusion Manager.

### **Role of Subject Leads**

The subject leads for English are responsible for the following areas:

- ensuring an understanding of the national curriculum for English amongst teachers, teaching assistants and other support staff;
- keeping up to date with developments in the teaching of English;
- observing colleagues and monitoring the planning and quality of teaching;
- leading by example in the way of teaching in own classroom;
- preparing policy documents;
- advising colleagues and helping to develop expertise;
- encouraging the development of literacy activities that are appropriately differentiated and enable progress;
- liaising with the Head Teacher, Deputy, Senior Leadership Team and reporting to Governors as appropriate;
- making purchasing decisions;

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating: -

- teaching and learning in English
- pupil progress
- provision (including Intervention and Support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff

### **Links with other School Policies and Practices**

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- Handwriting Policy
- Effective Marking and Feedback Policy
- Inclusion Policy
- Pupil Behaviour and Discipline Policy

It would be good practice for all staff to familiarise themselves with this document and the suggested linked documents.

### **Monitoring and Review**

The English Subject Leads will review this policy annually as well we responding to trends/changes in legislation or policy that suggest the need for earlier review. The pupil committee has oversight of this policy.

Name/s and job title of reviewer	Date of review	Suggested date for review
Mrs Amanda Bishop	October 2016	September 2017
Mrs Amanda Bishop	September 2017 (largely re-written)	September 2018



Mrs Amanda Bishop	January 2019	January 2020
Mrs Amanda Bishop Mrs Alison Davison	September 2021	September 2022