



# Fritchley CE (Aided) Primary School

## ENGLISH POLICY 2020

### AIMS

Considering Fritchley's core values, we aim for **excellence** in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening; Reading and Writing. Pupils will be given opportunities to develop their use of; knowledge and understanding of; spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at Fritchley CE Aided Primary & Nursery School will leave Year 6:

- reading and writing with confidence, fluency and understanding;
- Using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings;
- developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of texts, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness; and
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

### STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (December 2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

**In the Foundation Stage (Reception)** children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum; and
- become immersed in an environment rich in print and opportunities to communicate.

**At Key Stage 1 (Years 1 and 2)** children learn to:

- speak confidently and listen to what others have to say.
- learn to read and write independently and with enthusiasm.
- learn to use language to explore their own experiences and imaginary worlds.



# Fritchley CE (Aided) Primary School

**At Key Stage 2 (Years 3-6)** children learn to:

- change the way they speak and write to suit different situations, purposes and audiences.
- read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

**The Governing Body**, (in particular the link Governor for English - Frances James), receives regular reports on the progress of English provision and aims to keep abreast of classroom practice by carrying out learning walks; looking at children's work and meeting with the English subject leaders.

**What does it look like at Fritchley School?**

## **Foundation Stage (Nursery & Reception)**

Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. They have regular story times and shared text sessions to develop a love of reading. Children receive quality first teaching, within a group or individually - working towards the children's next steps in their learning. In Reception, children have a daily discrete phonics lesson and take part in both guided and individual reading sessions.

## **Key Stage 1**

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made to enable all pupils to access learning, according to their needs. Intervention programmes are planned appropriately along with differentiated class teaching and targeted teaching groups.

## **Key Stage 2**

In Key Stage 2 children have daily English sessions. Spelling and grammar skills are initially taught discretely before being embedded within creative writing sessions. Additional English sessions include guided reading, spelling, grammar, handwriting and opportunities to read for pleasure. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

## **APPROACHES TO SPEAKING AND LISTENING**

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. Opportunities to develop these skills include: debating, worship, discussions, talk partners, drama and dramatic productions as the National Curriculum says:



# Fritchley CE (Aided) Primary School

'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.' (pages 3, 4 and 7, 2014)

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

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. This promotes the acquisition of Standard English.

Children who require extra support in speaking and listening benefit from small group sessions lead by an ELKLAN (an accredited course for staff working with children with speech, communication and language difficulties) trained Teacher and draw on the expertise of a Speech and Language Therapist.

## English as an Additional Language (EAL)

- Some children may require additional support, without necessarily having a Special Educational Need.
- We deploy a wide variety of strategies to provide this support to pupils with EAL. These will include:
  - Creating a welcoming environment which reflects the cultural diversity of pupils (including the use of stories from other cultures)
  - Visual support in class
  - Pre-teaching and talk for writing
  - Making efficient use of support staff
  - Pairing children with competent English speakers who speak their home language

## APPROACHES TO READING

### AIMS

- To achieve the highest standards of reading for every pupil.
- To develop an effective partnership between home, school and child.
- To create an enjoyment and thirst for reading.
- To be able to research and glean information.

### PRINCIPLES

- Reading and the development of reading skills will be enjoyable, motivating and rewarding.
- Some reading skills are developed through whole class interactive teaching and learning, others in groups and others individually.
- Reading is a cross-curricular activity and is developed in other subjects. Notices, signs and displays make the school environment rich in English stimuli.
- Teachers share extended stories with their class.



# Fritchley CE (Aided) Primary School

## Reading at Foundation Stage

(Further reference should be made to the Foundation Stage Policy and curriculum documents.)

- Early reading development is dependent upon effective communication and language development.
- Communication, language and literacy development is integral to planned activities in each area of learning.
- Children are immersed in an environment which is rich in print and possibilities for communication e.g. signs, notices, labels.
- High quality books are used in the reading corner, both for children to share with adults and to use between themselves.
- Children are encouraged to read in a variety of play, role play situations, individually and in small groups.
- Children learn the conventions of text and this is reinforced as they take books home to share.
- Phonic knowledge is developed through games, rhymes and modelling.
- The Development Matters for Early Years is used to plan, set next steps and used as an assessment document.

Children in the Early Years Foundation Stage select a school library book which they take home, this can be changed as regularly as the child wants and they manage this themselves as well as a reading book from the reading scheme books.

## KS1 and KS2

### Shared reading

- Teachers model reading strategies during shared reading sessions using a big book, enlarged text, smartboard resources or multiple texts are used to develop reading skills as part of the daily English lesson as well as across the curriculum.

### Guided reading and reading tasks

Children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions:

- Children work in smaller groups with a teacher, classroom assistant or independently. The text is appropriate to the group's ability.
- Effective questioning is used as an important of exploring a text.
- Children will also work independently during the English lesson to develop their inference and deduction skills.
- Guided reading takes place outside of and additional to the daily English session.

### Individual reading

Children read and take home a structured reading scheme book; other class or library books in addition to other reading material. This enables the teacher to monitor progress, provide guidance for



# Fritchley CE (Aided) Primary School

learning and encouragement and to work on reading targets. Comments are written in the Home/School reading record which parents are encouraged to contribute to. Children take home and have signed their reading record/homework diary weekly and this is monitored/signed by the teacher.

- In Reception, Year 1 and 2, this is once a week to their class teacher or other adult;
- In Year 3 and 4, this is at least once per fortnight with their teacher or other adult.
- In Years 5 and 6, children are encouraged to read a book on their own or to discuss and share a book with a partner. As they become more confident, they are encouraged to read independently, making self-evaluative comments and choosing a range of fiction and non-fiction genres.

## **Home/School Links**

We recognise the value of adults (both in school and at home) reading aloud to children, to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Each child has a reading folder or bag and a home school reading record/homework diary, that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, parents' evenings and in curriculum update letters sent out to parents.

Reading volunteers are always welcomed into school to provide extra 1: 1 reading support for vulnerable pupils.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals/homework diaries.

- Parents are given guidance on early reading development at meetings when children enter Nursery and Reception.
- Teachers also discuss children's progress and offer guidance at parents' evenings.
- The Home-School Reading Record is a valuable way to communicate on a day-to-day basis.

## **Assessment, Recording and Reporting**

### **Summative**

- Reading assessments are carried out each half term alongside the teacher's observations of individual and guided reading sessions. These provide a reading age; identify progress made and provide next steps to focus on for individuals.
- Statutory and optional SATs are used in May in KS1 & 2. These enable us to report end of year statutory attainment for both Key Stages.
- All Year 1 children sit the statutory 'Phonics Screening' test in June.



# Fritchley CE (Aided) Primary School

- Children in Year 2 who did not achieve the required pass mark in the Year 1 'Phonics Screening' test will take the test in June.

## English as an Additional Language

- Children and parents are encouraged to read texts of the home language while also reading English material.
- Some children may require additional support, without necessarily having a Special Educational Need.

## Monitoring Evaluation and Review

- The teaching and learning of English is monitored annually by the English co-ordinator, focusing on specific and relevant aspects linked to the school's development plan.
- The assessment & English co-ordinators and Headteacher evaluate trends in attainment data.
- Other aspects of school improvement relating to English, are evaluated and reviewed by the English co-ordinator, Headteacher; Governors and whole staff team.

## Resources

We use the Letters and Sounds programme to deliver daily discrete phonics lessons in Reception and KS1 and continued into Year 3 where necessary.

A range of reading schemes are used to support early readers as well as guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books e.g. Book Fairs, performances by professional theatre groups, making books and using drama, dance and music to illustrate texts.

## **APPROACHES TO WRITING**

We believe that the ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National



# Fritchley CE (Aided) Primary School

Curriculum (2013). To support our teaching of writing, staff refer to Alan Peat, Ros Wilson and Pie Corbett's strategies. Teachers are flexible in their selection of these literacy experts' strategies to suit the needs of the children and text type being taught.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. These text types are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage. Children may be asked to produce writing on their own or as part of group.

## **AIMS**

- To write with confidence, clarity and imagination;
- To understand and apply their knowledge of phonics and spelling;
- To understand how to write in a range of genres (across fiction, non-fiction and poetry), using the appropriate style, structure and features;
- To plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria;
- To develop a technical vocabulary through which to understand and discuss their writing;
- To develop their imagination, creativity, expressive language and critical awareness through their writing.

We aim to develop, through our teaching of writing, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Imagination.

## **Action and Implementation**

Writing at Fritchley CE (Aided) Primary School is taught and celebrated in a range of ways, and is taught daily across the school and across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose.

The National Curriculum (2013) ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts,



# Fritchley CE (Aided) Primary School

reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). Genres are taught and learnt considering the:

- purpose
- form
- audience

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc...) to writing as readers (word play, describing, composition, planning, editing, revising etc...).

Integral to the process of writing is speaking and listening. ‘Talk for writing’ is essential to enable children to articulate their thoughts, retell stories, orally create new stories and orally rehearse what they are going to write and re-read what they have written. This underlines and runs alongside the writing process.

Good writers:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing, and understand what makes it good;
- are aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work
- have ‘something to say’ (a purpose) and know how to say it for the specific audience;
- know how to develop their ideas;
- know how to plan and prepare for writing;
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work; and
- can respond to the constructive criticism of others.

Writing is taught in a range of ways:

## **Modelling Writing**

The teacher talks aloud articulating the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

## **Shared Writing**

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.





# Fritchley CE (Aided) Primary School

## **Supported Composition**

The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

## **Guided Writing**

Pupils are grouped by writing ability. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

## **Independent Writing**

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

The teaching and learning of writing varies across the age range in school. In the **early years** mark making is encouraged through the use of different writing materials as well as writing in the role-play areas. Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script. Finger Gym activities are used each week to improve fine motor skills, language and handwriting. It helps to develop strong, flexible fingers, hands and arms. It promotes better hand-eye co-ordinations, differentiated movement and manual dexterity.

As children progress throughout the school, they are given many opportunities to write independently and to apply the skills they have learnt and practised in shared and guided writing. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to a particular experience.

Grammar, punctuation and spelling (GPS) is planned and taught as an integral part of each unit of work. The objectives are carefully matched to the unit of work to enable them to be taught and learnt within a meaningful context.

We also recognise the important role that computing has to play in our school in the development of English skills. Interactive technology is used on a daily basis to enhance the teaching of English.

## **Home/School Links**

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages, by encouraging them to write for a range of purposes such as shopping lists, diaries, notes, letters, cards, stories etc... Next steps of learning are shared with parents and Carers throughout the year at parents' evening and through individualised targets.

## **Assessment and Record Keeping**

Children's progress is measured in the following aspects of writing:

- Transcription
- Handwriting



# Fritchley CE (Aided) Primary School

- Composition: Composition and effect
- Composition: Text structure and organisation
- Composition: Sentence structure
- Vocabulary, grammar and punctuation

Assessment against these criteria takes various formats:

- Individual sheets to record progress and achievements. Writing levels ('Emerging', 'Developing', 'Expected' or 'Exceeding') are discussed each half term during pupil progress meetings;
- Success criteria created by the teacher and the children, which is used to self- and peer-assess;
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- Half termly SPaG assessments to ascertain gaps in learning;
- SATs Writing Assessment at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5;
- Termly SWST (Single Word Spelling Test) to track the children's ability to spell common exception words as stated in the National Curriculum (2013)

## APPROACHES TO HANDWRITING

### AIMS

- for all children to develop a fluent and legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed.
- to instil a positive attitude towards handwriting.
- for children to be aware that different forms of handwriting are used for different purposes (e.g. drafting, rough work, final presentation etc.)
- to make provision for left-handed children to develop free-flowing writing.
- to make provision for any children with special educational needs affecting their fine or gross-motor skills.

In order to achieve this, children are taught to:

- Develop fine and gross motor skills.
- Be confident in mark making.
- Understand the importance of correct posture (including having feet on the floor) and paper position according to whether right or left-handed.
- Use a pen / pencil and hold it effectively.
- Write from left to right and top to bottom on a page.
- Start and finish letters correctly.
- Form letters of regular size and shape.
- Know the language of writing and use the correct terminology (e.g. ascenders).
- Put regular spaces between words.
- Form upper and lower case letters.
- In Reception children are introduced to a flick up to the letter



# Fritchley CE (Aided) Primary School

- Year 1 children develop and consolidate the use of flicks to begin to join letters.
- Year 2 children use a flick to join their letters.
- Key Stage 2 children develop fluency with their own joined handwriting style.
- Write legibly in both joined and printed styles.
- Use different styles of writing for different purposes
- Understand the importance of neat and clear presentation in order to communicate effectively.

## METHODOLOGY AND ORGANISATION

At Fritchley CE Aided Primary & Nursery School, we aim to develop handwriting through systematic and regular practice and teaching. The use of our agreed script ensures a consistency of style and approach, which leads to an effective teaching.

### Handwriting at Foundation Stage

- Practical mark-making activities in the Foundation Stage, leading to correct letter formation.
- Emphasis on physical development in the Early Years to ensure core strength, ability to hold mark making tools accurately.
- Use of ECAM: Every Child a Mover.
- Finger Gym to develop fine motor skills.
- In Reception activities to promote fine motor skills and consolidate correct letter formation are used with links made to the Letters and Sounds programme.
- Grouping letters according to orientation:
  1. a,c,d,e,g,o,q,s,f.
  2. r,b,n,h,m,k,p.
  3. l,i,t,u,y,j.
  4. v,w,x,z.
- The introduction of 'slide ups' in the Summer term of Reception. Grouping letters according to formation:

1. *i l t r m n h b p u j k*

2. *e s*

3. *a c d g o q f*

4. *v w x y z*

Throughout the Early Years Foundation Stage, children are encouraged to make marks and ascribe meaning to them. Good starting points for writing are the child's own name, labelling familiar objects all using the agreed script formation. The class teacher uses a variety of appropriate resources e.g. sensory activities, Finger Gym, Dough Disco, Digit Dance, alphabet friezes, practice workbooks/sheets, tactile letters, chunky pencils, various felt-tips, crayons, letters in the air, tracing in sand to develop fine and gross motor skills etc. In the EYFS children are introduced to letters and sounds and these initial sounds begin to appear in their own writing. Writing patterns are practised in order to encourage a flowing style, with a rhyme for the formation of each letter and children are taught to produce letters. We want to encourage children in EYFS to write freely and confidently.



# Fritchley CE (Aided) Primary School

## Handwriting at Key Stage 1

Year 1 children are taught to produce letters which finish with flicks to encourage a flowing style where necessary (b,g,j,p,q,s,y,v,w,x,z). As children become more familiar with the correct formation of individual letters they are encouraged to consider size and position (with regard to lines) of letters. The teaching of capital letters becomes more pertinent as Year 1 progresses and their writing development, demands knowledge of simple punctuation. Ascenders and descenders are pointed out in relation to positioning of letters on lines. Lined paper is used for most written work. Shared and guided writing must always be on lined paper to be able to show ascenders and descenders.

Year 2 children begin to join letters appropriately with horizontal and diagonal joins to letters with and without ascenders. Letter formation using agreed script is reinforced in family groups as outlined. Shared and guided writing must always be on lined paper to be able to show ascenders and descenders.

It is important that all staff working with Key Stage 1 children write comments in workbooks as clearly and closely to the agreed script as possible. It is also helpful that handwritten signs and labels around the room are written in the agreed script.

## Handwriting at Key Stage 2

- Year 3/4 children are to revise and consolidate the four main joins in handwriting and any appropriate points from the above.
  1. Diagonal joins to letters without ascenders e.g. ai ,ar, un.
  2. Horizontal joins to letters without ascenders e.g. ou, vi, wi.
  3. Diagonal joins to letters with ascenders e.g. ab ,ul, it.
  4. Horizontal joins to letters with ascenders e.g. ol, wh, ot.
- Year 5/6 children to use a joined style developing fluency, accuracy, sameness (consistency in size) and speed in handwriting.
- Children to know when to use a clear, neat hand for finished, presented work as opposed to informal writing for rough drafting, making of notes or use of capital letters for effect etc.

## **FURTHER OPPORTUNITIES TO DEVELOP HANDWRITING**

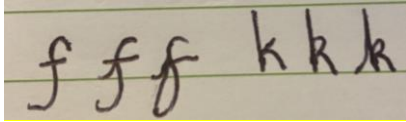
- Combining handwriting and spelling practice.
- Independent group work across all areas of the curriculum.
- Writing for pleasure:
- Display work such as:
  - Headings
  - Labels
  - Explanatory texts
  - For school handwriting / presentation display board
  - Captions.



# Fritchley CE (Aided) Primary School

## Progression of letter formation:

Letter formation of 'f' and 'k' from Reception to KS2.



- KS1
- Slide-ups into the letter and slide-outs of each letter
  - Joining handwriting in Year 2
  - Capital letters the correct size
- KS2
- Year 3 & 4 ensuring letters are the correct size & joining consistently
  - Year 5 & 6 using orientation for effect

## GENERAL PRESENTATION

- Children use a handwriting pen when they have developed a clear, cursive script – except in mathematics or for the drawing of charts and tables when pencil should be used.
- Children are discouraged from inappropriate use of felt and gel pens.

## MONITORING AND REVIEW

Termly moderation, within school, through work scrutiny of writing by the Senior Leadership Team will monitor the handwriting and presentation of children's work in all subjects. Intra-schools moderation with cluster schools will also happen each term. It is also the responsibility of the Governors' Teaching, Learning Committee to monitor and review this policy every three years, or more frequently if there are significant changes in national guidance or expectations.

## APPROACHES TO GRAMMAR AND SPELLING

The teaching of grammar and spelling is in line with the requirements of The National Curriculum (2013). Grammar is interwoven into daily English sessions within guided groups and with objectives based on the gaps in children's knowledge identified from prior assessments.

We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In **Reception and KS1**, daily phonics is the key to the children's learning of spelling. This is taught using the Letters and Sounds programme with the use of Jolly Phonics actions, Read, Write Inc. pictures and sounds. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words). In Reception 'Action Words' are used which provides a multi-sensory approach to reading words using a visual picture, action, hearing the word in isolation.



# Fritchley CE (Aided) Primary School

From **Year Two to Year 6** the children move towards using their phonic knowledge to help understand spelling rules and patterns.

When actually writing children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling and underline words that they are unsure of with a line. When marking children's work, we do not correct all spelling errors; instead we focus on high frequency words, topic words or those studied in spelling sessions.

Grammar and spelling are assessed every term using the 'Rising Stars' programme from Year 1 to Year 6.

## **CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

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

## **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through quality first teaching in liaison with the Special Educational Needs Coordinator. In the case of specific difficulty, it may be necessary for the class teacher, in conjunction with the English Subject Leader or the Special Educational Needs Co-ordinator to devise an individual programme of work or the use of specific aids (e.g. pencil grips) to accommodate the child's needs and to facilitate progress towards agreed objectives. These will may be formalised on an Multi-Element Education Plan if necessary. More-able children will be given suitable learning challenges to broaden and deepen their learning through quality first teaching and through the removal of glass ceilings i.e. taught objectives from the year group above.

## **EQUAL OPPORTUNITIES**

Fritchley CE (Aided) Primary & Nursery School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. 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 which represent the diversity and backgrounds of all our children. We believe in valuing what the child brings to school and recognising the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **ROLE OF SUBJECT LEADER**



# Fritchley CE (Aided) Primary School

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

- monitoring and evaluating the overall English programme;
- pupil progress;
- marking and planning;
- curriculum coverage;
- provision of English across the school;
- the quality of the learning environment;
- taking the lead in policy development;
- auditing and supporting colleagues in their continuing professional development;
- purchasing and organising resources;
- keeping up to date with recent English developments.

## **PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. Parents are welcomed into school to support reading in the classroom. Strategies for supporting children are shared at phase meetings and parent workshops.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading.

National Test results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

This policy will be reviewed every three years or if changes are required.