



Elburton Primary School

English Policy

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1. Curriculum Statement

Intent

At Elburton Primary School we firmly believe that English is a vital way of communicating both now and in the future. It is our curriculum intent that all pupils are provided with access to a high quality English curriculum that develops children's love of reading, writing and discussion so that they have the speaking, listening, reading and writing skills for future success. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories poetry and drama as well as non-fiction and media text. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society and this is reflected in our school's mission statement:

"Inspiring today's children for tomorrow's world."

Implementation

These aims are embedded across our English lessons and throughout the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers plan their English units around high quality texts, exciting experiences or topical issues that motivate their learners and promote high standards of written and spoken English. Planning is supported through Babcock No Nonsense Grammar and Spelling as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information which will ensure that the children have a life-long love of reading
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily literacy lessons, children make good progress in early reading through the use of the RWI programme from reception to year 2 and continue to develop a range of reading skills, as well as a love of reading through carefully selected reading for pleasure books.

We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from taking part in local projects such as the

Mayflower 400 project to school poetry and creative writing competitions. This ensures that children benefit from access to positive role models from the local and wider locality. We also aim to broaden the children's literal appreciation and understanding through regular author visits to promote a love of reading.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Our approach to English helps to address misconceptions and confidence issues by ensuring that all children experience challenge and success in English by developing a growth mindset.

As a result of our high quality English provision, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Standards of written work across the curriculum and through cross-curricular links are to a consistently high standard and our learners take a real pride in the work they produce. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Our attainment at the end of EYFS, in the Phonics Screen and at KS1 and KS2 is above that national averages and has been for recent years. This clearly indicates the focus on English and our drive to create a climate where writing, reading and speaking & listening is given to drive the curriculum has been a success.

Implementation

2. Teaching and Learning

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons throughout Key Stage 1 and 2 as well as a varied enrichment programme where English skills are embedded throughout the curriculum. Discrete English lessons run for approximately 1 hour five days a week to ensure continuity and rigour in teaching and learning of knowledge and skills. Grammar is taught through emersion in quality texts and expected in all written outcomes.

We recognise that spoken language underpins the development of reading and writing and as a school we are committed to implementing the principles of the Plymouth Oracy Project and ensuring our school is a language rich environment. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers to ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions. Stem sentences are used throughout the curriculum to help develop the pupils' responses and to help them explain their understanding. This has ensured our learners use consistently high levels and spoken language and this closes the gap in attainment by providing scaffolding for learners.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.

- Vocabulary development through 'Word of the Day', vocabulary teaching throughout the English curriculum and opportunities for children to discuss new words and language.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.
- Editing is crucial component of the new curriculum and the school encourages pupils to edit their work carefully using purple polishing pens independently, in pairs and with adult support. Regular opportunities are planned into the teaching sequence for this editing to take part. Adults offer support in this process through 1:1 conferencing.

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our two reading approaches – Read Write Inc in KS1 and throughout adoption of the reading VIPERS and ERIC in K2. During all aspects of teaching these are continually referred to during additional reading opportunities in English lessons and wider curriculum subjects.

All English lessons have clear success criteria so that the children understand the expectations of the task and how they can achieve their best in the lesson. Success criteria are consistently referred to during teacher modelling and used effectively for self and peer assessment at the end of a task. The success criteria are clearly referred to when feedback from the teacher is given, either verbally or in writing. Success criteria can be altered for different ability groups in the same lesson where appropriate. These are not always stuck into books but are given to children at the point of writing and editing to support the children with their writing.

English activities are effectively planned and supported so that all children can achieve the success criteria and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective differentiation is in place so that all children have the opportunity to meet every learning intention through having vocabulary word banks, writing frames and sentence starters, mixed ability groupings and adult support. Teachers also ensure that children are taught and know how to demonstrate greater depth in their outcomes of work and this is reinforced through the success criteria which children refer to throughout their work and assess against on completion.

Extended writing opportunities take place across the curriculum and occur regularly across the curriculum and this is an integral part of our curriculum. This provides children with the opportunity to demonstrate their literacy knowledge and skills, showing depth and mastery and allows them to write about a familiar topic without explicit literacy success criteria guidance.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role display has in the teaching and learning of literacy. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the literacy learning process are illustrated through the English Learning Wall including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing as a WAGOLL. Every classroom has an attractive book corner to promote and celebrate a love of reading.

3. Assessment

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school.

In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. These are through NFER and statutory testing. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons. Termly writing tasks are assessed and teachers complete evidence gathering grids to ensure that children's written work includes features expected at each age stage.

Teachers complete termly data drops on SIMS and these assessments form the basis of the Pupil Progress Cycle. Children who are not making sufficient progress and are falling behind Age Related Expectations or aren't making the expected level of progress are included on the school's Closing the Gap sheets. As part of this process, targeted intervention is planned into the teaching cycle and entry and exit assessments are made to ensure that progress is measurable and the gap in attainment is closed.

Reading Assessment

All year groups test the children's reading fluency each term using unseen short passages that give an indication of the words that a child can read in one minute. This data is then uploaded on to SIMS and shared during the Pupil Progress cycle to ensure that all children have the decoding skills to read fluently. Any child who is reading below 90 words per minute is identified as a daily reader and those below the year group expectation are given priority as readers.

In Early Years and KS1 children are assessed termly using the Read Write Inc. (RWI) assessment materials to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words. (See RWI Policy for further details). These assessments inform the children's book bag fluency book and ensures that reading books are accurately matched to their phonetic knowledge.

In KS1 and KS2 classes complete a comprehension activity each term. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities. Children in KS2 who are still attending RWI lessons will be advised on which reading comprehension assessment to complete.

In KS1 these assessments need to be kept in a RWI folder until the end of the year, and in KS2 they should be kept in the child's Reading Journal. Reading targets are generated from these assessments and then shared effectively with the children. In KS2 they are used by the children to inform their own target setting.

In Key Stage 2, children complete termly Star Reading assessments as part of the Accelerated Reader programme which is currently being introduced throughout the school. This assessment gives each child a reading book level according to the ZPD. Children complete end of term book quizzes using AR and this when coupled with the Star Reading test gives a detailed picture of the children's reading ability. In addition to this, children are regularly listened to by an adult on a three-week cycle where every teacher listens to every child in their class. This enables them to make assessments based on the children's reading ability. They are then moved through our reading bands. Progress in reading bands is recorded on the school's 'Book Band Tracker' and on the Accelerated Reader platform. The RM Benchmarking system is also available to support levelling of a child's reading ability and to find out the strategies they are using to understand the text. Teachers use this to help assess the levels of those children who appear to be making less progress. TOWIE tests are also used for some children to identify reading ages and words per minute to gain a deeper understanding of a child's reading ability.

Writing Assessment

As well as ongoing formative assessment (see Marking policy), teachers from Reception to Year 6 assess the writing of every child termly. A piece of writing from each child will be assessed according to the criteria for the age expectation at key points throughout the year by the class teacher, taking into account achievement from the previous term. Teachers also take into account work completed throughout the term.

Consistency in standards is crucial. Therefore, there are regular opportunities for year groups to meet with each other and their parallel year groups across out MAT schools in order to moderate written outcomes and ensure consistency in the assessment of written work. Last year, the children were given assessments that formed the basis of a comparative judgement process through No More Marking. From this an exemplification document has been created containing work across all ability groupings for both key stages; this will be used in the moderation process to provide a benchmark of standards that are consistent throughout the school and across the Horizon MAT.

At the end of the year, staff meet to validate data for their next cohort with the previous teacher. Once agreed, this data is then set and stored on SIMS as the entrance data for the year group. This ensures that progress can be measure and vulnerable groups identified.

4. Planning and Resources

From Y1 – Y6 teachers use quality texts to plan our exciting and varied literacy lessons. Ideas are supplemented in a number of ways including Babcock's teaching sequences –No Nonsense Literacy – which gives teachers support in planning lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met and to ensure quality texts are used to underpin the English curriculum at Elburton. The school also uses No Nonsense Spelling and Grammar to support planning and activities from these schemes are incorporated throughout the teaching sequence. To supplement No Nonsense Spelling the school subscribes to 'Spelling Shed' and children are set homework activities based on their statutory word lists and those words covered in school. The school is planning to establish competitions on Spelling Shed to raise the profile of spelling throughout the school.

In Foundation and Year 1 letter formation is taught alongside RWI and uses their ditties to teach the children how to form letters correctly. We use the LetterJoin handwriting scheme to support the teaching of cursive handwriting throughout the school from Year 2 to Year 6. Handwriting teaching resources are accessed online and additional practise sheets can be printed for children to practise their joining.

There are also literacy resources stored throughout the school which are used on a regular basis.

KS1 Reading Resource Area

Multiple copies of RWI books (for guided reading) are kept in the KS1 group room. The guided reading books are levelled using the book band system. The RWI book band books are stored in this area and allocated to children based on their current reading level.

PM Daily Supported Reader Texts

Levelled group sets of PM Books are kept in the filing cabinet between the two Reception classrooms. These are used in weekly guided reading sessions in Reception.

RWI Resources

RWI Resources are kept in cupboards in the bottom hall near the Reception, Year 1 and Year 2 classrooms. (For more information on this see RWI Policy).

KS1 Book Areas

Each class book area has a stock of fiction and non-fiction books. These areas are for KS1 children to enjoy reading books in the library. They are able to take reading for pleasure books out weekly.

KS2 Reading Resource Area

Multiple copies of levelled high quality books are kept outside Year 3. These include the Project X books that are used for some guided reading sessions. There are additional Project X Code books in the staffroom which are used for interventions in Year 3 and 4.

The KS2 library

The KS2 library has an extensive range of fiction books and is used by children from Y2-Y6. School staff are responsible for ordering and cataloguing books. This area is being developed with support from the PTA in line with the school's transition to Accelerated Reader.

5. Organisation

English lessons take place 5 times per week from Year 1 to Year 6. In Y1 – 6 these lessons focus on developing the knowledge and skills needed for developing writing in a particular genre. e.g. instruction writing or suspense story writing.

In Key Stage 1, all classes have daily Read, Write, Inc lessons where children are taught their phonics through a consistent approach according to their attainment.

An additional spelling lesson takes place each week in Key Stage 2 and this is planned using No Nonsense Spelling as a starting point.

Discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.

6. EYFS

There are strong links with the local nursery setting, Stepping Stones, to ensure a smooth transition into the Foundation Stage. During children's time at nursery, they are supported with early reading through exposure to quality stories which are shared and promoted throughout the day. Oracy is a focus through the development of the children's ability to tell stories and this continues once they enter Elburton.

In Preschool, the children are immersed in a purely Phonological Awareness environment. There is a focus on Early reading and stories are shared with the children on a daily basis. When the children

then move into Foundation it deepens. This focuses on reading and writing. Children are taught phonics following the Read Write Inc. programme and then throughout the EYFS.

All direct taught sessions are carefully planned and tailored for each group using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

There are also opportunities throughout the day for the children to extend their learning through structured activities in the learning environment that has been purposefully created and tailored to the children's interests at EPS.

Children's progress and outcomes are shared through the online learning tapestry.

7. KS1 and KS2

English Lessons

Throughout the school, English is taught through strong links to quality texts that are up-to-date, relevant and suitably challenging for our learners. By using quality stimulus, children are motivated as learners and enjoy the English sequence of work.

In Key Stage 1, children continue the RWI phonics programme that was started in Foundation and continue with it until they have learnt their sounds and can accurately 'instant sound blend'. Children who are participating in the RWI programme in KS1 have 5 x 60 minute lessons per week in small ability groups (see RWI policy for further details) that are linked to their current ability level. The RWI sessions cover speed sounds, phonics (both spelling and decoding), spelling the reading elements of the programme and some sentence level work.

Writing is taught outside the RWI session and is taught through emersion in a quality text and by building the children's familiarity with a story so that they can immerse themselves in the text and create their own their piece of writing drawing on the features of the text. Currently, the children are taught English 3 times a week in Year 1 and 5 times a week in Year 2 once the children have completed the RWI programme but this is under review. All English lessons cover knowledge and skills in writing, spelling and grammar and discussion.

In Key Stage 2 lessons English lessons consist of work that is based around a quality text, visual stimulus or enrichment activity as a hook. There are 5 lessons a week that focus on grammar and punctuation that is relevant to the text type incorporated into the teaching sequence. There is then a written outcome at the end of each unit of work. Each unit lasts for approximately 2 - 3 weeks. Editing is crucial to the writing process and children are given the necessary skills to support them with independent editing of written work and children use a 'purple polishing pen' to complete the editing process. In addition to these lessons, children have a reading lesson and a spelling lesson each week which lasts an hour.

They are effectively differentiated by outcome to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners. Success criteria are shared with the children prior to independent work and these also indicate how greater depth can be achieved and demonstrated.

Speaking and listening underpins are ethos of developing children as confident speakers with a high degree of oracy.

In addition to this, the class is also taught Spelling and Reading discretely through as a whole class.

Read, Write, Inc.

Children begin the RWI phonics programme in Foundation and continue with it until they have learnt their sounds and can accurately 'instant sound blend'. Children who are participating in the RWI programme in KS1 and KS2 have 5 x 40 minutes lessons per week in small ability groups (see RWI policy for further details).

Reading

In Key Stage 2, reading is taught as a whole class. We call our whole class reading sessions 'Reading Explorers'. Our reading is taught on the basis of the reading VIPERS - V – Vocabulary, I – Inference, P – Prediction, E – Explain, R – Retrieval and S- sequence or summarise.

Below is a summary of our teaching framework for teaching this at Elburton:

- Daily vocabulary through Word of the Day - learning new words, synonyms and application of the new words.
- One session lasting an hour which is linked to a key VIPER skill.
- Vocabulary session once per week - could this be linked to spellings? Word finding activities? Word searches?
- Reading comprehension activity on a Friday morning for Early Morning Work - use short text and a few questions to practise VIPER skills.
- ERIC used a means of teaching the key skills: Explain, Retrieve, Interpret and Choice regularly and across the curriculum.
- In addition to this, there are other opportunities throughout the week to teach reading and promote positive attitudes towards reading. This will include the class reader, class book talk, quality texts chosen as the reading spine and reading integrated throughout other subjects e.g. research.

A typical lesson in KS2 should follow this format:

- 10 minute ERIC warm up if applicable.
- 10minutes reading: teacher led, pupil led, choral, individual depending on stage.
- 5 minute Vocabulary building activity - FFF etc...
- 5 minutes: quick fire questions to assess that, at a basic level, children have understood and accessed text.
- 5mins: input & modelling of tasks and key skill identified.
- 20mins: main task linked to VIPER skills and answering test type questions.
- 5mins: feedback & response.

In KS2, this should last an hour. In KS1, this will be different as it will link to RWI. In Year 2, the amount of time can be reduced to fit the needs of the class.

The children record their reading progress in a Reading Journal which is marked together and children are given Verbal Feedback in line with our marking policy.

Here is a timetable that shows how the VIPERS are taught throughout a term at Elburton to ensure coverage of the key reading skills.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
One 20 min session	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Assessment

GR session	Retrieval And Explain	Inference	Sequencing And Summarising	Retrieval And Explain	Inference	Sequencing And Summarising	
EMT	Short text and test type questions linked to the previous weeks skills.						

8. Equal Opportunities

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

9. Inclusion

Children with English as an additional language

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Dual language books are available for each class (available from the Inclusion Department) and each classroom should have on display key words associated with current topics being studied. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the Inclusion Coordinator to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress.

In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

There are many groups and projects which EAL children and their families may be involved with:

- Speech and Language groups
- English as an Additional Language homework club
- Recommended English Language lessons for parents
- Drop-in translation, information and skills sharing sessions for families (See inclusion: EAL policy for more details)

Special Educational Needs

Some children experience learning difficulties, which affect their progress in literacy. Class teachers inform the SENDCO and Inclusion Department if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- RWI Intervention groups and 1:1 reading time
- One-to-one RWI including 'Pinny Time' (see SEN policy for further details).
- Reading Army
- Reading buddies
- Language groups – socially speaking
- BLAST
- I Can Talk Boost
- ELSA
- Precision Instruction
- Social skills groups
- Booster classes – including KS2 Reading Booster Club

- Toe by Toe
- SNIP Spelling scheme

Here is our tailored approach to intervention in reading:

Reading fluency is our priority and underpins all that we do at Elburton so that learners are able to decode the written word and make sense of what they are reading. We provide intervention for the lowest 20% of learners in reading to ensure that they are given the opportunities to become a reader and develop the fluency, accuracy and comprehension skills needed for this.

Our intent:

- * Any child reading less than 90wps needs to be identified as a daily reader. They must read an appropriately banded book to an adult and discuss their book with them. Use ERIC to focus on comprehension.
- * Targeted phonics provision in Year 2 and 3 for those that didn't pass the phonics screen. Following the RWI programme and being part of additional booster groups that embed the RWI principles. Children may also be given additional practice through the use of flash cards for a daily phonics drip, Phonicsplay.com to practise and revise and regular speed reading sessions to develop their fluency.
- * Targeted interventions including Toe by Toe, Precision Instruction and reading drills using HFW are used for some children for whom experience difficulties blending and segmenting.
- * Teacher / TA modelling of reading will help develop reading fluency. There has been considerable research into ECHO reading where the adult reads first and the child reads the same passage back and we adopt this principle in our whole reading sessions and during our 1:1 reading sessions.
- * Regular quiet reading sessions in class – there are plentiful opportunities for children to read independently, to a peer or to an adult. For children in the lowest 20% of readers in each year they are given the opportunity to read a minimum of three times a week to an adult.

Reading fluency and comprehension Intervention

- A clear programme of systematic, synthetic phonics is followed to ensure that all children make progress as
- RWI used to assess, track and groups according to phonetic ability to ensure all books are decodable and suitably pitched.
- Additional RWI groups for children in Year 2 and 3 who didn't pass the phonics screen.
- Read, Write, Inc 1:1 sessions for targeted children.
- Year 3 and 4 to use Project X Code as an intervention to support children with gaps in phonetic knowledge as this combines texts that are fully decodable (100%) and 85% decodable to ensure a suitable level of challenge for children working on this scheme.
- Reading Rocketeers – Book 1 – LKS2 and Book 2 – UKS2 to provide short extracts that provide phonics support, fluency and comprehension.
- HiLo Reading books set at reading levels 6 – 11 and for ages 9 – 12.
- Revised reading stock for Year 2 – 5 library areas.

High Achievers

Children who achieve highly in Literacy will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. The success criteria for the lesson also indicates how greater depth has been taught within the context of the lesson and

how this can be demonstrated by the child in outcomes of work. They will also have opportunities to work with outside agencies when appropriate.

10. Role of the Subject Leader

The role of the subject leader in English is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding literacy teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the literacy subject leader should undertake over the course of the year include:

- Monitoring of literacy, reading, handwriting and spelling books
- Reading walks and other lesson observations where necessary
- Planning and organising literacy enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in English teaching
- Attending training and disseminating information with members of staff.

11. Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. At the 'Getting to Know' meetings at the beginning of every academic year, the literacy standards of the year group are explained, as well as further meetings throughout the year to support parents to understand new literacy initiatives. Regular RWI and reading meetings for Key Stage 1 parents also take place throughout the year to support parents to help their children's phonics progress and their development as early readers.

Homework is also part of the school's successful English home / school link and is organised as follows.

Foundation

- RWI sound sheet, ditty or phonics book to be read at home in accordance with the RWI teaching cycle.
- A picture book is chosen by the child from the class Book Corner to be taken home each week as a reading for pleasure book (this is to be shared with an adult).

KS1

- RWI phonics book to be read at home in accordance with the RWI teaching cycle. 5 times a week for 10 minutes.
- One picture book chosen by the children from the KS1 Library to be taken home each week.
- One spelling activity to be completed at home each week.

KS2

- One book chosen by the children from the class library to be taken home each week (to be changed as and when it has been read due to the differing lengths of more advanced books) – to be read with an adult 5 times a week for 20- 25 minutes.
- One spelling activity to be completed at home each week.

Home reading is recorded in the children's Reading Records and members of staff regularly check that this reading has taken place. Additionally, all children receive a weekly list of spelling words to

practise at home, as informed by the national curriculum 2014. In line with the school's homework policy, when self-selection challenge homework is set this can also involve an aspect of literacy.