

Bilston Church of England Primary School

'Hand in hand towards faith and high achievements'



English Policy

Our Vision

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

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BILSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Rationale

This English policy reflects the school values and philosophy in relation to the teaching and learning of Reading, Writing, Speaking and Listening. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment, and is designed to help all staff and governors understand their roles and responsibilities.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are encouraged to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, reading skills and understanding, to speak confidently and write for a range of different purposes and genres.

The aims of teaching English are:

- To enable children to speak clearly and audibly, and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities.
- To help them become confident, independent readers, through an appropriate focus on word, sentence, and text-level knowledge.
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.
- To foster the enjoyment of writing, and a recognition of its value.

- To encourage accurate and meaningful writing, be it narrative or non-fiction.
- To improve the planning, drafting and editing of their written work.

Implementation of the National Curriculum

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

At Bilston Church of England Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, vocabulary and understanding. Specific skills are taught in Spelling, Handwriting, Punctuation, Grammar, Comprehension, Reading, Drama and Creative Writing.

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries thesauruses, Lexia, Pathways, Hamilton Trust, Language and Literacy as well as Oxford Owl and Literacy Shed that all fully support but do not dictate the delivery of our curriculum. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum, including ICT.

Units of work for each year group, found within the whole school curriculum overviews, are designed to support cross-curricular learning and provide meaningful opportunities to demonstrate National Curriculum skills. They are purposefully placed within each half term and week to strengthen links between subjects and to broaden knowledge.

In all classes children have a wide range of abilities. However, we have the same high expectations of all our children and provide the same curriculum offer for

all. We seek to provide suitable learning opportunities through a tiered approach consisting of:

Wave 1 – Quality first teaching whereby teachers are aware of the needs of all the children in their class and plan and address individual needs through their teaching.

Wave 2: Involves targeted, small-group intervention for students who can be expected to catch up with their peers. Deployed adults will be expected to support children in class or carry out short interventions such as Switch-On or RWI support.

Wave 3: Interventions are highly individualised and based on fine-tuned assessments. These are known as Continuum within our school and used for SEND children to ensure they are meeting individual targets. Reading, Writing, Spelling and Speaking and Listening are all focussed upon.

At Bilston Church of England Primary School, we endeavour to broaden and deepen a child's knowledge and understanding and as a result children leave our school having a passion for reading, confident to write a range of genres, able to speak clearly and with confidence. The children are confident to read aloud, share opinions as well as listen to and consider the views of other adults and peers. They understand that this is an integral part of their education journey.

The Early Years Foundation Stage

Our EYFS curriculum is centred around language rich texts covered in a topic-based style. Each half term, our learning is tailored around a basic topic through which we can follow the children's interests. Every week, children are introduced to a new text related to the topic and fully immersed in this text with learning opportunities and enhancements linked to all areas of learning. We have a skills and knowledge grid that maps out the progression of skills and knowledge in all 7 areas of learning. This is reflective of the starting points of our children but has ambitious end points that not only cover the expected Early Learning Goals for EYFS but also additional skills and knowledge that we would like our children to have to fully prepare them for the Year 1 curriculum.

With a focus on the three main strands:

- Communication and Language
- Physical development

- Literacy

We ensure our practitioners:

- Provide opportunities for children to communicate thoughts, ideas and feelings.
- Encourage children to build up relationships with adults and each other.
- Incorporate communication, language and literacy development in all planned activities in each area of learning.
- Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Provide opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.
- Plan an environment that reflects the importance of language through signs, notices and books.
- Provide opportunities for children to see adults model writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Provide time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language.
- Implement and follow our RWI systematic synthetic approach to phonics.
- Use Makaton to communicate with children that are less verbal.

At Key Stage One (Years 1 and 2):

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

At Key Stage Two (Years 3-6):

- Children should learn to change the way they speak and write to suit different situations, purposes and audiences.
- They should read a range of texts and respond to different layers of meaning in them.

- They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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 should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Our children are encouraged to develop a capacity to explain their understanding of books and other reading and given the opportunity to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use these conventions for discussion and debate.

All pupils are encouraged to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama within English lessons as well as in class performances throughout the academic year. Pupils are encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role. They also have opportunities to improvise, devise and script for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading provision

Reading, along with writing, makes up literacy, one of the four specific areas of the **Early Years Foundation Stage** (EYFS). The Reading Early Learning Goal is:

Children at the expected level are able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs; -
- Read words consistent with their phonic knowledge by sound-blending; -
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

At Bilston Church of England Primary School, we have a rigorous approach to the teaching of reading and we aim to encourage a learners confidence and enjoyment and we understand that this journey starts in EYFS. Reading is a skill essential for life and at Bilston Church of England Primary School we want every child to leave school as a competent reader with a love of books. Reading is a habit and habits needs to be grounded in what we do at school, therefore reading underpins our entire curriculum. Children need to see that love of reading demonstrated by adults. We encourage our school staff to share their love of reading with the children and also to read daily in class, exposing the children to a range of authors and texts both fictions and non-fiction as well as demonstrating reading fluency.

Teaching focuses on developing pupils' competence in both areas. In Key stage 1, reading lessons are predominantly weighted towards decoding and skilled word reading. Children learn how to read through synthetic phonic lessons and through guided reading model in reading for understanding lessons where the strategy of echo and shared reading is used to demonstrate and encourage reading fluency.

At Bilston Church of England Primary School we expect children to be fluent readers at the end of Key Stage 1 in order to access learning in other curriculum areas, experience higher level texts, and broaden their knowledge of the wider world. In order to do this, we follow the RWI scheme for phonics. For further guidance, please refer to our Reading Policy. We do introduce comprehension skills at the end of the phonic programme as these form part of the RWI scheme.

During Key Stage 2, the weighting of taught reading shifts towards comprehension.

Reading comprehension skills are taught as a whole class model, providing children with the opportunity to experience high-quality discussion with the teacher, as well as from exploring and discussing a range of stories, poems and non-fiction.

Phonics:

We follow the 'Read, Write, Inc' phonics scheme from Reception to Year 2 (Please see Reading Overview for more detail) Autumn 1 in Reception exposes children to a sound per day, a further 6 children are selected daily and sounds are shared throughout the day to encourage blending. At the end of Autumn 1 children are grouped as the rest of the KS1 children are. All children are assessed and then grouped according to their phonic ability. Sessions are monitored daily by our phonic lead and children are moved to the next group as and when they are ready to progress. Assessments also take place half termly to aid progress and ensure full staff coverage.

Vipers

Teachers across EYFS will question using the Vipers strands and both Key Stages will refer to 'Reading vipers' when planning, teaching and questioning in comprehension lessons as well as one to one reading sessions. Using VIPERS for reading ensures that children become proficient across all the National Curriculum reading domains.

VIPERS:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise (KS2) Sequence (KS1)

Reading stems are provided to support the rich discussion around a text alongside high level justification of a child's viewpoint. Each phase – KS1, Lower

KS2 and upper KS2, uses a progressive set of stem sentences, which are displayed on the reading working wall alongside key vocabulary in classrooms. Please refer to our policy for detailed reading provision.

Reading aloud whole class guided reading

All children are heard read aloud, by the teacher, in reading for understanding sessions, using a shared reading approach or the echo model. This is also encouraged in all subjects across the curriculum where children are exposed to a shared text.

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains linked to Vipers. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader.

For guided reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan questions activities, differentiated as appropriate, around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

For children working significantly below age-related expectations, guided reading is taught in a smaller group session using a suitable text.

Within whole class guided reading we use Reading Vipers (taken from the Literacy Shed) as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text.

We encourage regular shared reading opportunities outside of English lessons across the curriculum covering a breadth of topics.

1:1 Reading

We hear children read aloud twice per week. However, some children, according to their individual need, are heard more frequently. In addition to the minimum requirement provided by the class teacher above, the following is provided:

- SEND children
- Lower attainers

These children are heard at least 3 times per week.

Reading interventions - These interventions are delivered daily by support staff.

KS1 – Speed sound lessons to enable children to re-visit sounds and blend.

Lower KS2 – Switch-on Reading an intensive individualised, daily, ten-week reading intervention.

Upper KS2 - Fresh start – A RWI catch up programme for children age (9-13) who have been identified as below their expected reading age.

Reading for pleasure

We have a dedicated Reading for pleasure strategy to promote reading in school as well as at home. Timetabled sessions throughout the week encourage children to visit our lending library. They take books from here that they can take home to read. School has a new, well-resourced library which has a wide range of reading materials. Our school library has a ‘buzz’ about it and the children are encouraged to use it during timetable session. Our dedicated school librarians keep the library tidy and enjoy encouraging our younger children to choose books.

Reading for pleasure is modelled by adults across the school daily both in lessons and often at the end of the day. We focus on age-appropriate diverse authors in each year group and expose children to these authors and their texts. Fostering a love for reading is paramount and by exposing the children to high quality literature we aim to ignite the spark. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Independent Reading:

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated, exciting reading area containing a range of books and text types for children to access independently. Every class has a range of books including:

- Poetry / plays
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Wordless books
- Books from a range of cultures and covering a range of themes are interwoven through all collections to ensure the collection in each classroom is diverse.

Home Reading Scheme:

Independent reading books are banded using the book banding system. There are a variety of books from a range of reading schemes but the main core are RWI book bag books that complement our synthetic phonics scheme. Oxford reading scheme, including Word Sparks and Collins Big Cat reader are all part of our collection.

These books are taken home by the children and are read with parents or carers. Each child is provided with a Reading Record which allows the adult to write a comment about their child's reading at home. Questions are also provided linked to our Vipers bands to ensure parents have access to the initiative and understand the valuable questioning techniques they can use at home with their child(ren) to help them to understand the text they are reading.

In school, staff hear the children read their independent reading books. **(Please see 1:1 Reading for frequency and expectations)** Class teachers and support staff monitor the progress of the children on the reading scheme, recording children's progress in the group reading folder.

We operate a whole school reading incentive scheme to encourage children to read at home, Bilston Bookworms. The achievements of individual children are

shared with parents and in whole school achievement assemblies and each half term names are selected from a box (2 children from each year group) and those children are provided with a token to select a book from the school vending machine.

Closing the gap in reading

For those children who require it, teaching staff provide reading and phonics interventions to support individual progress. (Please see 1:1 reading for support strategies and frequency).

Those children who do not have opportunity to read often at home will be supported further in school with additional provision.

Common Exception Words:

Common exception words for each phase are listed in the National Curriculum programme of study. The reading of these words is tracked for each child termly. Records are kept in the class reading file. If a child is able to read the word, it is highlighted.

- Autumn term – green
- Spring term – pink
- Summer term – yellow

The spelling of these words is also tracked termly. Common exception words are linked in to writing units where possible.

Spelling, Vocabulary, Grammar & Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and also how to develop their understanding of, and ability to use, figurative language.

They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Vocabulary is addressed and explored daily on teaching slides and words linked to the unit are explored in reading for understanding lessons weekly.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling,

grammar, punctuation and 'language about language' listed in the curriculum. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling

At Bilston Church of England Primary School this is developed by:

- The systematic teaching of phonics in KS1
- By using the RWI scheme daily and the recurrent teaching of spelling strategies
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the end of year expectations.
- Regular dictionary and thesaurus work.
- Use of word banks in lessons.
- Regular opportunities to identify and use spellings within a context.

Writing provision

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two areas, alongside how to plan, revise and evaluate their writing. Each unit of writing should follow the agreed 'writing cycle model across the school, showing a clear independent outcome. Learning will be progressive and ensure the children are taught the skills, knowledge and understanding needed to complete the independent outcome and evidence good progress within and between units of work.

Reading and Assessment

Each class has ability group reading folders that are a collection of evidence to support formative assessment of reading and writing. Summative assessments are stored termly on our school Insight System.

All children are assessed termly for a Reading Age using the Salford Reading Tests on a termly basis which monitors Reading Age and Comprehension Age, based on the outcomes children are targeted and interventions are put in place.

In Year 1; a phonic screening test is taken by each child in June.

In Year 2 Autumn Term Phonic resists take place and then children are monitored by Salford from that point on. Year 6, the children take National Reading SATs test in May from which each child receives an Age-Related Score for reading.

In Year 3, 4 and 5, the children sit Optional SATs tests in March from which each child is given a score related to Age Related Expectations for reading.

All these results are analysed to inform the Pupil Data Tracking System-Insight. This data is monitored closely throughout the year and groups not on track are provided with appropriate intervention. Higher Achievers are also provided with opportunities to master skills within reading.

Reading into Writing Cycle

At Bilston Church of England Primary School we follow a 'reading into writing' model to teach writing. Teachers begin this journey by exploring a new or linked text relevant to the unit of work in the reading for understanding lesson. This ensures that the chosen text is fit for purpose, is of high quality and the teaching of vocabulary can be planned for and explicitly taught. Purpose, audience and form are key drivers in each unit of writing (see writing Overview). These are shared with the children at the start of a unit.

The principles of the reading into writing model are:

- Text Immersion
- Skill Building

- Teacher Modelling
- Planning
- Independent Writing
- Editing

Text Immersion

This begins the start of our cycle where children are introduced to a new class text and unit of work in the reading for understanding lesson and they explore the vocabulary linked to the unit. Medium Term Plans indicate vocabulary from the National Curriculum that links to the unit and also explored ambitious vocabulary linked directly to the unit. This can be explored and used as a toolkit throughout the unit and displayed in the classroom. Children are given the opportunity to use dictionaries and thesaurus to explore new and alternative words linked to the unit. Staff are expected to use our Vipers model in this lesson to explore texts thoroughly using effective STEM questions. This stage of writing is often heavily discussion based. If there is little written work from the children photo pages may be used to evidence this stage. The walls in classrooms are showcases for rich vocabulary that has been 'magpied' from various sources.

Skill Building

Skills building stage – This is a heavily guided, taught and marked stage in the reading in to writing journey. Key skills from the end of year expectations for each year group are broken down for children. This is a practise stage whereby teachers would use 'I do/you do' sessions, to teach National Curriculum objectives from the appropriate programme of study. Skills will link to the expected writing outcome. Children would be writing sentences or short burst paragraphs only in their books to practice and master this skill. Shared writing

Teacher Modelling

This is another heavily guided, taught and marked stage in the reading into writing journey. In daily lessons, teachers model writing sentences, paragraphs or whole texts to the children, verbalising explicitly the choices they are making as writers, alongside their reasoning. Sometimes children will listen, sometimes they may join in verbally or with whiteboards. It is important that outcomes from any skills sessions, short burst writes or teacher models be different to the independent outcome expected by the children. In each of the taught phases above, children are supported with a clear learning objective (WALT) and steps to success or success criteria that help the child to unpick the learning objective.

Please refer to the marking and feedback policy for further guidance. These skills will then be used in the independent writing stage.

Planning Stage

Children will be encouraged to plan their work carefully linked to a given structure, that supports the expectations of the writing outcome. They will consider points to include at each stage of their writing and review it with peers to share ideas. They will also be reminded of the skills they need to include. They may also begin to draft their first paragraph at this stage.

Independent application stage

Independent writes will be easily identified in extended writing books at the end of a cycle. There will be no Success Criteria provided at this point, the plan should contain everything needed. Children should be encouraged to look back in the skills books and use them as a writing toolkit to help the application. There will be less teacher marking for independent writes, but support and open-ended advice should be given at this point rather than specifics.

Editing and Re-drafting

Is far more than correcting spelling or punctuation. The CUPS and ARMS approach is used to inform the editing process. Children need to develop the ability to select paragraphs or sentences re-drafting. The school teaches editing as part of the writing process. Children use 'a skills-based' success criteria alongside peers to edit in a supported manner. Children should always be mindful of the purpose and audience of pieces and choose vocabulary and structures accordingly.

Building Stamina in writing

Our children build their stamina in writing throughout the key stages. In EYFS phonics and language development are at the heart of our teaching. Whilst children are encouraged to mark make, write through role play, spell and form letters as part of the RWI programme, our main aim is to develop language.

In key stage 1 we focus on phonics, comprehension, and oracy to develop ideas and encourage independence and confidence in reading and writing. We also have a strong emphasis on brilliant basics (Capital letters, full stops, finger spaces and letter formation). These skills continue to be a focus in Key stage 2. However, creativity, writer's craft, sustained writing and the implementation of further grammar and punctuation skills are developed whilst still having a strong focus on speaking and listening through effective discussion and debate to share opinions and develop ideas.

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards or books. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation. Shared writing will usually take place daily as part of the **skill building** English lessons.

Guided Writing

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in

writing skills for all children. This can often be seen at the **planning stage** where children draft their first paragraph in groups.

Handwriting and Presentation

At Bilston Church of England Primary School children are taught to write legibly, fluently and at a reasonable speed. In line with the National Curriculum guidance, we teach cursive writing. The Nelson Handwriting Font is made up of print, precursive, cursive, slanting text, dotted text, grey text with start dots, tramlines and print and cursive f and k options. This font is evident on all notebooks and modelled right from EYFS, it is further developed in RWI sessions for EYFS and from year 1-4 upwards it is taught formally and continually modelled in all subjects. It is expected that children are able to write fluently and legibly with correct joins at the end of year 4. Handwriting is not taught explicitly in year 5 and 6; interventions are used to support children in these year groups where necessary.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Presentation in English

Children at Bilston church of England Primary School are taught how to present their work to a high standard and encouraged to take a pride in their work in line with current school guidelines. The children write and underline the long date at the start of each new session. They also rule off their piece of work. Pencil shall be used in the first instance. Where handwriting meets expected standards, a child will be awarded a pen.

Members of SLT make the final decision as to whether pens are used to write with. For further guidance please view the Handwriting policy.

Marking and feedback in English

Pupils learning should always be marked in accordance with the 'Marking and Feedback Policy'. Teachers will check pupils' understanding and provide clear,

direct feedback at the point of teaching by lapping the room in between teaching groups and providing workshops to clarify misconceptions. Where verbal feedback is given in a lesson, this should be marked VF in accordance to the school's marking and feedback policy. Time must be given for responding to the marking and an expectation is that children will correct errors in purple pen before moving on to the next part of their learning.

Tracking and Assessment in English

National curriculum skills for reading and writing are tracked centrally by teachers on Insight. Individual reading is tracked in the class reading file on the appropriate tracking document. This will depend on phonic phase or reading stage of the child. Parents are informed using the home Reading Records.

At the end of each term, each child will complete a Salford assessment in reading from Year 2 upwards. Prior to this in EYFS and Year 1 reading tracking is managed on the RWI portal and based on RWI ability groups. In Year 6 regular testing is built into lessons in preparation for the SATS tests in May. This is to ensure children are familiar with test procedure and give teachers additional evidence to use in their assessment. The results of these will be recorded on Insight. Independent writes are used to provide assessment evidence and next steps for a child in writing.

Awards

Each week in achievement assembly children are awarded with a certificate linked to writing provision by the class teacher. Weekly reading for pleasure certificates are also awarded and chosen by the teacher. When children read daily they are awarded points and once a bookmark has been completed a voucher is then added to the box at the end of each half term children are picked at random in the end of term assembly and given a token for the vending machine where they can select a brand new book to take home.

Moderating English Judgements

As part of the assessment cycle there will be regular opportunities to moderate evidence in workbooks to validate teacher assessments in year groups, across phases and across schools in the trust. Evidence must indicate that:

- children are making progress which is appropriate for their age and ability and that students are sufficiently challenged.
- children are able to read and write independently for extended periods of time. Evidence must be robust, reliable and recent.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children.
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences whilst allowing them to work towards the same objectives and providing the same curriculum offer.
- to set suitable learning challenges for individuals or small groups of children that scaffold effectively.
- to respond to pupils diverse learning needs.
- to liaise with the SENCO to ensure that provision is made for all children with SEN.
- to relate activities for SEN children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom in the way of adult support and effective scaffolding. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

EAL Provision

At Bilston Church of England Primary School we are a very diverse community and have a high intake of pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.

To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.

- To maintain the availability of high-quality resources.
- To maintain an overview of current trends and developments within the subject.

- To ensure, together with the Head Teacher and Assessment Lead, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

Class Teachers

- Ensure the effective implementation of the National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

Teaching Assistants

- To support the class teacher in the effective implementation of English.
- Parents/Carers We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:
- holding parents' evenings to discuss children's progress.
 - sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
 - explaining to parents how they can support their children with homework and English learning.

Outcomes

We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We aim to develop confident speakers that have the ability to voice their own

opinion as well as consider the viewpoints of others. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Monitoring and Evaluation

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Donna Robinson

English Coordinator, October 2023

