

English Policy

Date Approved: September 2025	Print Name:
Date to be Reviewed: September 2026	Signed:
1. Intent	
<p>At Leasowes, a high-quality English curriculum will teach children to speak, read and write fluently so that they can effectively communicate their ideas and emotions to others and – through reading and listening – others can communicate with them. English at Leasowes is both a subject in its own right and a key driver of areas across the curriculum: understanding and manipulating language provides access to knowledge and skills in a variety of disciplines and truly unlocks a child’s potential. We believe that fluency in the English language is an essential foundation for success at school and later in life. Through an approach that is firmly rooted in reading, children are exposed to exciting texts, genres, learning experiences and discussions that will shape their outlook on life beyond Leasowes and ensure children become life-long readers and effective communicators.</p>	
2. Statutory Requirements	
<p>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 (2014) and in the Communication and Language sections of the DfE (2021) ‘Statutory framework for the early years foundation stage’</p>	
3. Aims	
<p>The aims of teaching English are:</p> <ol style="list-style-type: none"> 1. to develop pupils’ confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others. 2. to enable pupils to adapt their speech to a widening range of circumstances and demands. 3. to develop pupils’ interest and pleasure in reading, so that they can read independently, understand the meaning of the text and express preferences about their reading. 4. to ensure that pupils read with fluency, accuracy, enjoyment, independence and understanding across a range of texts, both fiction and non-fiction. 5. to provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence. 6. to enable pupils to become independent writers of texts which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms. 7. to develop pupils’ understanding that writing is essential to thinking and learning across all curriculum areas. 8. to enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction. 9. to enable pupils to develop legible handwriting in the cursive style with increasing fluency and speed. 10. to enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts. 11. for pupils to be able to use ICT as an effective means of communication and an effective tool for learning. 12. to respond to pupils’ diverse learning needs. 	
4. Implementation	

Organisation and Methodology

English is a core subject of the National Curriculum. All pupils take part in daily English lessons, which cover the programmes of study for English as set out in the National Curriculum and EYFS statutory framework.

Extra opportunities for pupils to practise and extend their Literacy skills are provided and coherently linked to other subject areas wherever possible to reinforce learning in different disciplines and aid retrieval.

Pupils are taught as individuals, in groups and as classes; similarly children will be expected to work alone, in pairs, in small groups and sometimes as a whole class. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials.

Ability and mixed ability groups are used for different purposes and planned to meet specific objectives.

Foundation Stage

All children within the EYFS are taught to develop their English skills as an integral part of the curriculum work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings. In accordance with the literacy area of the early learning goals (ELGs) outlined in the 'Statutory framework for the early years foundation stage', children will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- 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 to their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage 1

In KS1, discrete phonics lessons following 'Little Wandle: Letters and Sounds Revised' take place daily where children are taught in ability groups by either a teacher or teaching assistant across the phase. In addition, the children receive a daily English writing lesson with an emphasis on using real texts for writing, rooting the curriculum in reading. Children take part in both guided and individual reading sessions, with Year 1 initially focusing on phonics-driven reading and guided reading sessions before beginning to move to a Whole Class Reading model – in line with the practice in Year 2 and KS2 – in the Summer term when children can read to a sufficient standard. From Summer term Year 1 through to the end of Year 2, children engage in whole class reading with weaker readers continuing guided reading sessions with teaching assistants where necessary. Regular story times are encouraged to develop a love of reading. Forest Schools in Year 1 is rooted in the reading of traditional tales to embed the love of reading beyond the classroom.

Key Stage 2

In Key Stage 2 children have daily English lessons. Spelling and grammar skills are initially taught discretely before being embedded and retrieved within writing lessons. In a typical week the children, will receive 5 writing lessons with an emphasis on using real texts and class novels (a book-based approach to writing); 2-3 whole class reading lessons which may focus on a whole class text being studied in writing lessons or alternatively text extracts and comprehension skills; 2-3 Grammar, Punctuation, Spelling and/or handwriting lessons. In addition, regular story times are encouraged to develop a love of reading, where a whole class novel is shared or children are regularly given dedicated time throughout the school day to engage with texts of their choice and read for pleasure.

Across all year groups, reading is designed to be balanced: texts children engage in through English sessions are mapped against Doug Lemov's 5 Plagues of the Reader to ensure that across the primary phase, children are exposed to a wide range of literature which in turn develops their resilience as readers. Texts are selected based on their literary merit and, where there is not an excellent link to a wider curriculum unit, a stand-alone text is used to further children's understanding of fiction/non-fiction or poetry.

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. We also recognise the need for all pupils to be able 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. It is our school policy to encourage children to speak in Standard English and to correct grammatical errors in speech through modelling and repetition. Teachers and TAs will model standard English, expecting children to 'talk it back' at any point during the school day in any context of conversation.

Opportunities to develop speaking and listening include:

- story telling
- describing and listening to events and experiences
- speaking and listening appropriately to different audiences including peers, teachers and other adults
- speaking and listening appropriately in a variety of contexts across the curriculum
- partner and group discussion and interaction
- drama and role-play activities
- reading aloud
- debate and presentation
- worship and music
- whole school, class, and individual performances

Approaches to Reading

Phonics

At Leasowes, we teach phonics following Little Wandle: Letters and Sounds Revised' programme to deliver rigorous daily discrete phonics lessons in both EYFS and KS1, enabling children to decode efficiently. Some features from the Read Write Inc programme have also been adopted like the 5 principles: pace, praise, participate, purpose and passion. Children are taught in ability groups based on the different phases by either a teacher or a teaching assistant across the phase in sessions that last approximately 30 minutes; this approach allows phonics teaching to be inclusive and continually relevant to children's needs. Formal phonics

assessments are carried out approximately every 8 weeks to ensure accuracy in assessment, accelerated progress and fluidity in groupings. Phonics is assessed using teacher judgement as well as the Phonics Tracker Assessment Tool. This assesses not only the children's ability to recognise the key phonemes in each phase, but also the associated tricky words. It also assesses the children's application of these phonemes to words in the blending section. During the Spring and Summer terms, Phonics Tracker is also used to assess the children on past screening check papers so that gaps can be identified and intervention groups set up as needed. The Phonics Lead has also worked with the EYFS lead to create a Spelling Assessment that is inline with the teaching of Little Wandle from Reception to the end of Year 1.

Phonics sessions are delivered in small groups with trained phonics practitioners. These lessons are delivered 4 times per week and staff follow the review, teach, practise, apply structure. This gives children ample opportunity to complete retrieval practice before progressing onto further challenge. Children learn to both read and write sounds, later graduating to sentences and longer pieces of text, as well as learn how to form and join letters correctly and spell words. Children in KS1 receive weekly spellings to learn at home based on the sounds they are learning in their phonics groups.

Individual Reading

EYFS and Key Stage One

Our home reading system is designed to ensure that each child initially has a book matched to their phonic ability. As part of this approach, we also have a wide range of phonics books, including 'boost' books, which expose children to alternative pronunciation of sounds, high frequency words and tricky words. The children receive a Phonics book each week which is matched to the phonemes they are learning that week in Phonics and ultimately provides them with extra practice of applying their growing phonic knowledge to reading. In addition to the phonetically decodable books, children from Year 1 upwards are also able to borrow books from the Big Cat Reading Scheme. This provides the children with a book that is matched to their ability through the use of a coloured book band system. It is expected that teachers and/or teaching assistants will support reading activities to ensure that children have more frequent opportunities to read with adults. Each child should have the opportunity to read 1:1 with an adult at least once a week with target children being heard read more frequently. Information about a child's reading will be recorded in the child's reading diary. Parents are encouraged to read with their child daily and information will be provided on how to support this. Home-school independent readers will be changed at least once per week; as the children enter Year 2 they are trained to change their reading books independently. In this case, as a general rule, the child's reading diary should be checked to ensure they have read the book at home with an adult before it is changed. Throughout a child's reading journey, they are regularly assessed first in their ability to decode, then their development of fluency (using tools such as 2Eskimos Reading Assessment Tool) and later their comprehension.

Little Wandle Big Cat Reading books are used for Guided Reading in class. These are linked to the children's phonic ability and to their reading ability and provide a challenge to their home reading book.

Key Stage Two

In KS2, the children will continue with the coloured banded reading system and can select books to take home from the Big Cat reading scheme. For children who have gaps in their reading, we also have a 'rapid reading' scheme in place that includes a range of phonetically decodable books matched to children's age interests. Free-readers (children no longer following a scheme) may bring in books from home or select books from either the school library or

classroom library to read independently. We still encourage all readers to share a book at home with an adult. We believe that this not only helps to develop important fluency and comprehension skills required to meet the end of key stage expectation but to also support a lifelong love of reading. To enrich children's reading, we continue to invest in high-quality texts for the main school library and in-class libraries: these include graphic novels, poetry anthologies, picture books and chapter books for fiction and non-fiction. Children are also able to bring in their own reading books from home, and we encourage children to begin to read children's novels when they start KS2. In order for teachers in Years 5 and 6 to easily track and notice trends in children's free reading, reading diaries are checked weekly and in-classroom displays and 'Currently Reading' boards allow children to share what they are reading. Teachers use this to identify when children may benefit from a more varied diet of reading and make targeted recommendations based on children's enjoyment and interest in genres, authors and topics.

Throughout the key stage, children become more independent in recording what they have read in their reading diaries. These should be checked and commented on by a member of staff at least fortnightly. Children should be provided with regular opportunities to read to develop children's ability to read over a sustained period, improve their stamina and to encourage reading for pleasure. It is the responsibility of the teachers and teaching assistants of the class to ensure that each child has been heard read independently or during whole class reading lessons at least once per week. Books from the 100 books challenge have been purchased to support the range of books available to pupils who are deemed 'free-readers'. These 100 books are 100 books you should read during Y3/4 and Y5/6, which further promote reading enjoyment and ensure that children are independently reading books of appropriate challenge. Additional book sets have been added to the school library, including those requested specifically by the children of Leasowes or are later-published installments in popular series – again with a wide range of authors and age-appropriate challenge. In 2021, significant investment allowed a complete re-vamp of classroom libraries: 150 books per year group were purchased to provide children with modern titles, including focus authors, non-fiction texts and graphic novels/picture books. Rapid Reader books have been purchased to support those pupils from within KS2 who may still need phonics support but who would benefit from more age-appropriate texts and content. These books are to be used by pupils who arrive at the school in KS2 with little English (EAL) or for those pupils with gaps in their phonics knowledge in order to support their development of phonics knowledge and reading skills. A budget is allocated each year for the refreshment and updating of the main and classroom libraries to continue engaging children with reading new titles and discovering new authors.

Whole Class Reading

In addition to phonics and individual readers, KS1 children take part in a guided reading session in small groups with an adult to further develop reading comprehension skills that are not taught during phonics lessons. As noted previously, by the end of Summer Term Y1 children are actively engaging with whole class reading lessons, supplemented by smaller guided reading groups, to ensure children are prepared for the rigor of sessions later in the primary phase.

In KS2 reading is taught through whole class reading lessons in all year groups. Lessons may begin with a reading starter where children are encouraged to retrieve, interpret and comment on authors' choices.

The main part of the lesson will be planned and delivered based on the National Curriculum objectives for reading. Where applicable, reading lessons will explore, teach and practise vocabulary that will need to be used in the lesson in order to extend children's understanding. There is emphasis on explicit teaching of vocabulary and 'debugging the text' through

introducing and defining Tier 2+ words ahead of reading. As part of our book-based curriculum, whole books are read and used to support writing lessons and these will often be the main resource used and studied within whole class reading lessons; however, a range of stimulus may be used such as songs, videos, pictures as well as text extracts to develop important inference skills, provide contextual reading around the main title and to promote enjoyment. Accountable Independent Reading strategies will also be used within whole-class reading in order to ensure engagement from all within lessons, taking direction from Doug Lemov's 'Reading Reconsidered'. This involves teachers actively planning for variety in the *type of reading* children are engaging in: reading to self, reading aloud to others and listening to the teacher read. Teachers have had training in the benefits and limitations of each strategy, and have explored pedagogy for each that ensures a progressive and challenging reading experience throughout the school.

Throughout the whole-class reading model, opportunities are explicitly planned for children to decode, develop fluency and build effective comprehension. Children are explicitly taught about the prosody of reading and how repeated re-reading can benefit children's fluency in reading in discrete texts and reading as a whole. In Key Stage 2, techniques such as text-marking may be used to support children with the reading of more challenging texts. Where applicable and in order to make reading whole-class novels more inclusive for all, pre-teaching and pre-reading before the whole-class reading lesson is also planned to ensure equity and accessibility for all.

Reading for Pleasure

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. World Book day is celebrated annually and other reading-based events are observed more informally e.g. National Poetry Day. The school has formed links with the local library and promotion and celebration of the Summer Reading Challenge occurs annually. This is supplemented by a termly book award or reading challenge devised and delivered by the English leader and Reading Ambassadors from UKS2. Themed book weeks are planned so that children in the Key Stage read and write around the same book with outcomes shared and celebrated. In order to inspire children's reading for pleasure in school and at home, a termly reading newsletter is written by the English leader which showcases new releases or little-known titles; often, these are themed e.g. a graphic novel focus, a spotlight on representation in books, seasonal books around Christmastime or edits from select groups in school e.g. JLT. The Leasowes Library Learning Hub is a central space in school which is well-used and staffed by knowledgeable staff daily to ensure a space for children to read at lunchtimes. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers and so a whole class novel or daily story is encouraged, often making links with other areas of the curriculum.

Approaches to Writing

Writing at Leasowes is rooted in reading and follows a largely book-based approach, making links between units from across the curriculum (particularly in history and geography), reading and writing; however, alike with reading lessons, a wide range of resources and stimulus may be used to inspire. Writing lessons aim to tie together all of the skills taught in English lessons, particularly GPS, providing children with an opportunity to practise, use and apply skills that have been discretely taught. A typical writing process will follow a version of the following structure:

- A balance of GPS and whole class reading sessions are designed as part of the English planning process to develop a coherent sequence that builds towards a high-quality outcome for all.

- Teachers will model writing strategies, grammatical features and the use of phonics/spelling strategies in shared writing sessions. At times, this might mean children observing teachers writing 'live' and explaining their writing thought process; at others, this may mean interrogating a model text together and unpicking the features used.
- Writing lessons may include a GPS starter, or link to GPS knowledge gained in discrete lessons, and provide opportunities for both shared reading of exemplary texts and/or shared writing either in partners, groups or as a class. Learning objectives are explicit in the focus for the writing and avoid being solely task-based.
- Learning lines are used to share exemplary pieces of model work, features of a genre, key vocabulary and success criteria known to children as 'Tools and Rules'. Rules are the non-negotiables of writing agreed through co-construction with children and 'tools' comprise of the genre-specific features that children will be expected to utilise in their writing. This scaffolded approach allows children to build up a bank of skills over a given unit to then be able to write high quality independent extended pieces while also supporting children's resilience in accessing a range of resources if they struggle during the writing process.
- In line with SIP Priority 1 for academic year 2024/25, we have begun the implementation of a Sentence Curriculum for Years 1-6. Set out in the English Grammar, Punctuation, Spelling and Sentence Progression Document, each year group are allocated a number of sentence formats/structures to master over the course of the year, as well as those that need regular retrieval. As part of English units, these are explicitly taught and children are given opportunity to practise these in order to be able to reliably utilize them in their writing.

To support our teaching of writing, staff refer to Pie Corbett's strategies for T4W as well as other literacy experts. Teachers are flexible in their selection of strategies and incorporate them to suit the needs of the children and the text types being taught. Children will be given the opportunity to practise a wide range of forms/genres of writing in both fiction and non-fiction: narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts etc for a wide range of audiences and purposes. This variety is expanded upon further through regular opportunities to write in other curriculum subjects. 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. Children are trained to be self-critical and to use planning, drafting and editing processes to improve their work (see marking policy). The editing process is taught as an ongoing part of the writing process and not a bolt-on at the end, in line with behavior of real writers. Children use purple pens to indicate when they have made edits without specific targeted feedback and red pens in response to teacher feedback. Visualisers and other technology such as interactive whiteboard programmes are used for teachers to explicitly model the editing process as they would with modelled writing.

Approaches to Grammar, Punctuation and Spelling

The teaching of Grammar and Spelling is in line with the requirements of the National Curriculum (2014). Teachers must follow the appendix guidance to teach grammar and spelling objectives, rules and patterns. It is good practice to recap terminology and objectives/rules also listed in previous year groups. GPS is timetabled to be taught discretely 2-3 times per week and then skills should be used, applied and embedded within writing lessons where possible.

Spelling

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a

profound effect on the writer's self-image. 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 through an investigative approach where possible. Spelling Shed is used for a consistent approach to teaching spelling including a focus on phonics after KS1; the online games form a consistent part of homework throughout the school. A bank of spelling resources for each objective across the school is available to teachers and are used to investigate spelling rules, form retrieval activities or provide additional practice. These spelling activities have been devised and created by staff members at Leasowes Primary School and aim to provide an interactive way of delivering each objective where possible.

In reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the 'Little Wandle' programme. 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).

From year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. A designated spelling lesson should be taught at least once per week to include the teaching of rules, patterns and year group appropriate word lists from the National Curriculum. Weekly spellings are sent home based on rules, patterns, word lists or topic words being used or taught in class. To promote inclusion, some children receive personalised spellings to build confidence with simpler patterns. Across the school, SpellingShed is used to aid consistency in the way children learn and practise their spellings. Focusing on syllable and phonemic awareness, children focus on rules and are able to practise at home using the engaging technology.

Marking Spellings

When writing, children usually spend the majority of their time concentrating on the content of their writing rather than the spelling of words which can sometimes lead to incorrect spellings occurring. It is important that as professionals we understand the difference between spelling mistakes and spelling errors. Mistakes are considered to be spellings that the children know but have spelt incorrectly (usually out of habit). Errors occur when children have an underlying misconception about a particular word or pattern and further teaching is required. To improve children's spellings, we should respond to mistakes by encouraging children to correct without support; we should respond to errors with further clarification, teaching, guidance and support (see further guidance in Marking Policy).

Progression in Spelling Marking:

Y1/2 – Incorrect spelling identified by highlighting words and using sp symbol

Corrected using HF word mats, Y1/2 word lists or word given by adult

Y3/4 - Incorrect spelling identified by highlighting words and using sp symbol

Corrected using HF word mats, Y3/4 word lists and begin to develop dictionary skills

Y5/6* – Incorrect spelling identified in the margin using the sp symbol

Corrected using Y5/6 word lists or a dictionary

*Some individual children, specifically those with SEND, may continue to use highlighting into UKS2.

Documents and Resources to Aid Planning and Teaching

Teachers should have access to the statutory documentation and agreed school strategies, templates and formats to support with the planning, preparation and assessment of English. Each class teacher has access via the shared server to all relevant documentation. These are used by the subject leader in monitoring impact, too:

- National Curriculum programme of study relevant to year group.

- National Curriculum Statutory Guidance: Speaking and Listening.
- 2024-25 English GPS and Sentence Progression Document and related documentation e.g. Tools for Teaching
- NC Appendix: Grammar
- Spelling Appendix/ Spelling catalogue for all rules and related resources within year groups
- End of KS2 Teacher Assessment Framework (KS1 now non-statutory)
- Writing assessment grids for all other year groups
- Planning formats
- A copy of the English Policy
- Access to all English CPD

Curriculum overviews that outline text drivers for each half-term/term and general overview of genre coverage (this is updated regularly with any changes in coverage year-to-year)



5. Impact

Assessment and Recording

Pupils' development in English is constantly monitored and assessed in order to inform future planning, teaching and reporting. A variety of methods are used in order to provide a broad and balanced picture of pupils' skills.

Throughout English lessons, teachers will target questioning and ask elaborative interrogation questions in order for children to fully explain their thinking and allow staff to quickly identify misconceptions. In the moment feedback, including live marking, is essential in children being able to further develop or correct their work. Specifically in writing, this has great impact in allowing children to make effective edits during the writing process. Children are encouraged to peer-review and read aloud their work with one another to collaborate in spotting areas for further development or to celebrate work that is meeting or exceeding the learning objectives. All staff keep class mark books when appropriate and are encouraged to make formative assessment notes on planning, taking advantage of incidental and informal assessment opportunities. See the marking policy for further detail on marking across English. Learning conversations across English disciplines are used and effectively planned for to allow children to verbally rehearse and develop their thinking before writing or responding to a piece of text in reading for example.

Assessment, both summative and formative, is used to identify targets for intervention, further develop SEND children's PLP targets, support planning within and across year groups and allow for fluid grouping to allow every child to reach their full potential.

All formal assessments, including Target Tracker data, are passed to the receiving teacher at the end of each academic year and are regularly shared at Phase meetings, Pupil Progress meetings etc.

SLT / The English Lead analyse Target Tracker data, sharing key information with staff where necessary.

For Reading and Writing, staff indicate pupils' strengths and highlight areas to improve which are then used to inform future learning targets to be shared at Parents' Evenings. Targets are updated whenever appropriate.

Formal Assessment System

All areas of English are assessed every half term by the class teacher using our whole school internal assessment system, Target Tracker. Teachers make judgments against National

Curriculum assessment statements for each child to decide whether the pupils in their class are beginning, expected or secure within each objective. Using the statement criteria, teacher assessments are made based on a 6 tier summative system: b, b+, w, w+, s, s+ (beginning, expected, secure). Class data is completed and analysed with the phase leader half termly to monitor pupil progress and attainment in Reading and Writing. The English Lead also reviews the data collated on Target Tracker and completes analysis where appropriate.

Assessment of Speaking and Listening

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- shared text work
- word/sentence level work
- independent and collaborative work
- group and whole class discussion and interaction
- debate and presentation
- drama activities
- independent play activities
- Target Tracker

Assessment of Reading

- In EYFS and KS1, pupils' progress in reading is assessed informally through phonics lessons and independent reading fluency and comprehension activities. Formal phonics assessments are carried out approximately every 8 weeks to ensure accuracy in assessment, accelerated progress and fluidity in groupings.
- Resources such as Phonics Tracker can be used, mostly in EYFS and KS1, but also for target children in KS2, to review specific phonemes/ difficulties in phonics reading and spelling.
- In KS2, pupils' progress in reading is assessed informally through whole class reading lessons and independent reading fluency and comprehension activities and/or tests. NFER assessments are used throughout Years 3 – 5 to assess reading, providing a standardised assessment tool. Year 6 use previous SATs papers to provide standardised assessments in line with the end of key stage assessments, completed in May. The data from these results is analysed and shared with staff, comparing it with prior assessments and / or Target Tracker data.
- Statutory assessment of reading occurs through the EYFS curriculum, the Y1 Phonics Screening Check and the reading SATs at the end of Key Stage 2. In the academic year 2023/24, we plan to use the DfE-produced Key Stage 1 SATs for our own assessments in Year 2. The results of these assessments are monitored closely in order to inform targets for subsequent year groups and impact upon the School Improvement Priorities.
- 2Eskimos Reading Fluency Assessment Tool is used to track reading fluency and identify targets for children working through book-banded books.
- Year 6 use the Teacher Assessment Framework for Reading.
- Reading is also assessed using Target Tracker statements from EYFS to Year 6 (see formal assessment system). In EYFS and KS1, this data input is supported by phonics assessments.

Assessment of Writing (including GPS)

- Across all Key Stages pupils' writing is informally assessed regularly against the appropriate learning objectives detailed in the National Curriculum and or an agreed set of success criteria determined by the teacher.
- Weekly spelling tests are carried out within phonics groups in KS1 and based on the National Curriculum word lists and spelling rules in KS2.

- Each half term teachers assess 5 pieces of writing from a range of abilities and demographics across their class (SEN, LA, MA, HA, PP, EAL) using the Alison Phillipson writing grids and these are checked and discussed with phase leaders during pupil progress meetings.
- Moderation of writing judgements are made within and across year groups, as well as within SESAT (Barnfields Primary School). The English Lead is a trained writing moderator for Staffordshire.
- Statutory assessment of writing and GPS occurs through the teacher assessment of writing and the GPS test (non-statutory at KS1) at the end of each Key Stage.
- Year 6 use the Teacher Assessment Framework for Writing (including GPS).
- Writing (including GPS) is also assessed using Target Tracker statements from EYFS to Year 6 (see formal assessment system).

6. Pupils with Special Educational Needs

A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

The Code of Practice 2015 identifies four areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Pupils with diverse learning needs are provided for, through:

- the teacher's planning, which sets high expectations and provides opportunities for all pupils to participate and achieve.
- creating effective learning environments with resources to support individual needs.
- providing equality of opportunity through teaching approaches.
- setting learning targets on PLP to support English achievement.
- liaison with SENCo and the development and delivery of appropriate SEN support.
- liaison with outside agencies, e.g. psychological services, Autism Outreach, Speech and Language therapy, physiotherapy and occupational therapy.
- appropriate intervention groups.
- allowing pupils access to specialist equipment and approaches where necessary.
- continuous consultation with parents.
- 1:1 provision where necessary.
- differentiating reading books, using the book bands and phonics books.

7. Inclusion and Equal Opportunities

In line with the inclusion strategy published by Staffordshire County Council Education Service, Leasowes Primary School promotes inclusion of all pupils. The Dyslexia Friendly School has endorsed the ethos enshrined within it. The school has achieved full Dyslexia Friendly status. Staff are fully aware of, and actively promote, a Dyslexia Friendly learning environment and are using teaching techniques suitable for all learning styles. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them all to

achieve their full potential in the areas of English regardless of their gender, ethnic or home background.

SEN

All children with Special Educational Needs receive education suitable to their ability and needs, in accordance with the requirements of the National Curriculum and the Equality Act 2010.

“Under the Equality Act 2010, schools must not discriminate against, harass or victimise pupils because of sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices...”

“Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues”

N.B. Refer to Equal Opportunities, SEN, Gender Equality, Disability, Equality and Accessibility plan policies.

8. Home School Partnership

We aim to involve parents directly in the life of Leasowes, and thus in the development of children’s skills, knowledge, and understanding in English. There are opportunities for parents to discuss their child’s progress at Parents’ Evenings, twice yearly, with the class teacher where targets are also shared or through regular informal discussions. At the end of the Autumn and Spring terms, parents receive a Progress Report from teachers outlining attainment, progress and effort in Reading and Writing. Parents will also receive an annual report detailing their child’s progress and attainment in all core subjects at the end of the academic year.

Parents and children are encouraged to read together every day to consolidate reading skills and develop discussion and enjoyment of literature. Reading diaries allow for formal recording of independent reading at home and in school and improves home school links and communication. Reading a range of texts will be actively encouraged to include not only school books, books from home and the library, but newspapers, magazines and texts within the environment. During Meet the Teacher meetings in September, reading in all year groups is discussed and encouraged. For KS1 and EYFS, when possible, phonics and high frequency reading activities will be sent home for further practise. Phonics workshops for both EYFS and Y1 parents will also be delivered in the Autumn term.

In KS2, homework is set on a fortnightly basis, where English homework will be sent home every other week. This work will be based on either writing, GPS or reading comprehension and, where possible will be linked to skills taught that week. In Year 6 English homework is set every week and, again links to grammar, reading comprehension or writing tasks. See the Homework Policy for more information. Weekly spellings will focus on either phonics (a common sound), high frequency words, year group word lists or spelling rules/patterns and will be tested in school.

Reading and writing competitions will be promoted throughout the year to promote enjoyment. Celebratory days such as World Book Day aim to foster a love of literacy.

Class assemblies and productions/performances throughout the school year will help children to develop their speaking and listening skills as well as crucial drama skills listed in the National Curriculum. Parents and/or relatives will be invited to these to support.

9. Monitoring and Evaluation

The SLT and English Lead manage a programme of monitoring to assess the impact of the intended and implemented English curriculum using triangulation of the following methods:

- **Book scrutiny:** Do books show progression? Is the intended curriculum being implemented? What is the impact? Is their compliance with curriculum coverage? What are the quality of pupil outcomes like?
- **Learning walks and lesson observations:** Are children engaged in learning? Do staff have good subject knowledge? What is the quality of teaching and learning like? Are children given the opportunity to practise retrieval or revisit previous learning? What are pupil outcomes and progress like?
- **Staff feedback and questionnaires:** Do staff know the expectations of the subject? What are the non-negotiables? Do staff need further CPD? How can they be supported? How do they feel the subject area/curriculum could be improved?
- **Pupil Book Study:** Can pupils talk confidently about the subject? Do they have positive views? Can they remember what they have learned? Can they make links across subjects (horizontal) and to previous years (vertical)? The English Lead utilises principles of Alex Bedford's Pupil Book Study to quality-assure the curriculum focusing on Structure (e.g. Teaching Sequence, Knowledge and Content, Vocabulary) and Participation (e.g. Feedback, Tasks, Explanation and Modelling...) of the English curriculum.
- **Data assessment:** What is the picture of the data? Are pupils on track (attainment/progress)? Are there gaps in curriculum coverage? How will these be addressed? Are there any patterns?
- **Subject action plan review:** What progress and impact is being made as a result of subject improvements? What are the strengths of the subject? What are the future actions?
- **In-school and cross-MAT moderation:** Is assessment rigorous and robust? What conversations are informing assessments at different levels? What challenge is there between colleagues? What teaching and learning points can be shared through this process? As of 2022, the English lead and Assistant Headteacher are trained moderators for Key Stage 2 and 1 respectively.

In addition to the above, SLT also conduct a **Learning Conference** where phase teams (EYFS, Y1/2, Y3/4 and Y5/6) take part in a day of quality assurance. Dependent upon English's subject priorities, teachers may be asked to showcase a specific skill or area e.g. Reading as part of this process. As part of this, SLT will conduct their own monitoring of the curriculum, teaching, learning and assessment of English and other subjects within the phase, triangulate findings and give feedback.

10. The Role of the English Leader

- Completing a subject action plan to set subject priorities for each academic year
- Reviewing impact of subject priorities each term, considering comments made by the AHT.
- Delivering a subject update to teachers outlining non-negotiables and subject focus at the start of each academic year.
- Clearly communicating expectations to staff throughout the academic year.
- Using research to drive subject ensuring that expertise in the field or discipline is used to improve your own and staff subject knowledge.
- Attending and delivering curriculum CPD opportunities.
- Ensuring the subject overview complies with full coverage of national curriculum.

- Ensuring through monitoring the intended curriculum is implemented.
- Ensuring the knowledge and skills the pupils will be taught, as well as progression, are clearly outlined.
- Ensuring initiatives implemented become embedded practice.
- Quality assuring the subject through monitoring to find strengths and areas to develop, and triangulate the information gathered to inform next steps (lesson observations, learning conference, pupil voice, book scrutiny, data assessment).
- Collecting pupil views and attitudes about your subject.
- Ensuring that retrieval practice is regularly evident within your subject. *Progress, means knowing more (including know how to do more) and remembering more.* When questioned, can children recall information/knowledge they have learnt?
- Using curriculum concepts to monitor the quality of teaching and learning, and use the concepts in monitoring feedback.
- Analysing attainment and progress of pupils in every year group using target tracker and identifying any pupils who are falling behind, as well as gaps in curriculum coverage. Use this information to hold teachers to account.
- Supporting staff in delivering a quality curriculum by offering advice, supporting planning and providing constructive feedback. Identify staff members who may require further support and address this.
- Ensuring subject area on the staff share is up-to-date with leadership documents and resources for staff.
- Dealing with practicalities like resources, budgeting, timetables, risk assessments etc.
- Providing the governing board with termly updates.

11. Review

This policy will be reviewed annually by the English Lead to ensure relevant, effectiveness and practicality in line with the bi-annual review of the Curriculum Policy by the AHT. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders. Regular reports are made to the Governors and SLT on the progress and impact of the English provision. There is a named link governor for English (currently Mrs Sarah Long) to monitor and challenge the English leader in their capacity on the Whole Governing Board.