

Princefield First School English Policy

Aims/Objectives

Our aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through reading for enjoyment.

The National Curriculum

This ensures that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and 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.

Implementation of The National Curriculum 2014

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

The Early Years Foundation Stage

English in Early Years is based on the Foundation Stage Profile strand of Communication, Language & Literacy. It includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. Providing opportunities for our children to:

- Communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Participate in communication, language and literacy activities in each area of learning to develop and apply skills
- Share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Link language with physical movement in action songs and rhymes, role play and practical experiences
- Understand the importance of language through signs, notices and books
- To see adults modelling writing and to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Develop spoken language through conversations with children and adults, both one-to-one and in small groups.

Key Stage One

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.

Key Stage Two

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. It is essential that teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

At Princefield First School, pupils should encounter meaningful opportunities to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding through drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

READING

Reading is a skill essential for life and we aim to foster a love of reading. Children need to see adults as reading role models; staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

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

- dimensions: word reading
- comprehension (both listening and reading)

Shared reading

Shared reading is when a group or whole class of children join together to share a text. This will occur in a variety of lessons, not necessarily English sessions.

During this time, the teacher's role is both to model reading skills and give opportunities for children to deepen their reading skills. They do this by demonstrating and instructing children on the text as well as discussing what the text is saying. It may involve discussion about the use of language; the way sentences and paragraphs are put together and the meaning of the text.

Alongside this, particularly in key stage 1, children are given frequent opportunities to practise their ability to blend words (use their knowledge of letter sounds to read words).

Shared reading will also be apparent in other subjects such as Science,

Guided Reading

At Princefield First school, our children are taught in small groups set according to ability. Texts may be chosen from colour bands, themes, or appropriate to the age or needs of the children.

Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However, other trained adults can also teach guided reading sessions.

In EYFS and early KS1, the teaching of Guided Reading is mostly supported by texts from the appropriate colour band. As the children progress, texts are chosen from colour bands which link closely to either the text/genre being studied in the current English unit plan or to ensure coverage of specific curriculum objectives.

Timing of Reading Session

Guided Reading occurs outside of the main English session and the recommended time limit is 20 minutes.

In the Foundation Stage, the teaching of reading is a daily shared reading activity with the class teacher and teaching assistant. Children participate in a weekly 'Guided Reading' session.

In Key Stage 1 and 2, all classes will have an allocated guided reading slot in the timetable, for 20 minutes. Each reading group will have one Guided Reading session a week with the class teacher.

Timetabling of Class during Guided Reading

Each KS1 and KS2 class will have a daily Guided Reading slot in their timetable. It is the teacher's responsibility to devise a timetable that allows for 5 sessions across the week. Each child must have at least one Guided Reading session a week with the teacher, and additional sessions can be implemented by Teaching Assistants or independently, but the planning and assessment of progress for Guided reading is the responsibility of the class teacher for all children.

The activities should have English based tasks and groups should be structured from the following:

- Guided reading with teacher;
- Independent follow up work in journal books (ks1) and journal books (ks2) following guided reading session;
- Choice activities from the 'KS2 Reading Activity' Booklet'.
- Independent research possibly linked to other curriculum areas.
- Phonics work/spelling with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games;
- Reading different genres, including newspapers and annuals/ Group reading plays
- Book reviews;
- Role play;
- Reading comprehension.

Guided reading journals or reading folders are to be used by all pupils from Year 1 to 4 to record activities, book reviews, comprehension tasks or follow up work to a guided reading session.

Early Years have a reading file to record individual responses and observations.

ORGANISATION AND PLANNING

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading Record sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

- All pupils will be grouped according to their reading ability, but groupings should remain flexible according to individual need and progress.

- Reading observations and assessments will be used to inform these groupings.
- The learning objectives for each group will be identified in the teacher's planning.
- Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children.
- A common Guided Reading Record sheet will be used to record target questions and children's response.
- A guided reading timetable should be used in each classroom identifying the 'carousel' of activities to be undertaken by groups not engaged in reading with an adult.

Independent Reading

Foundation Stage

Reading and writing are developed as part of the seven areas of learning. We want to give the children the confidence to have a go and develop their understanding and skills through structured play. Resources are available for the development of Communication, Language, Reading and Writing. Opportunities are available for mark making both inside and outside as soon as our children enter nursery. Daily routines and the environment are used to promote all aspects of language. From the start of nursery, children have adult-led activities which are based upon Letters and Sounds, starting at phase one. In Reception the children start Phase Two phonics, with Phase Three and Four being taught depending upon the development of the child.

KS1 and KS2

Our independent reading books are colour banded according to the reading level. There are a variety of genres and texts. We have also purchased Collins Big Cat colour bands to support early phonic based reading. In KS2, Project X and Project X Code programmes are used to supplement phonic based reading in KS2. The teacher decides the reading level according to the child's ability in both fluency and comprehension. Children take home their books on a daily basis and are encouraged to change their books each week. Parents are asked to use the home school communication book to communicate with staff on their child's progress.

Reading skills are also taught within the English curriculum and are planned to include key reading foci and specific reading skills as directed in the English Curriculum. Opportunities are made for reading skills to be applied in other areas of the curriculum.

There are opportunities provided for our children to choose a text from a free choice area within the classroom. These are not banded and promote free reading for pleasure.

Class Reading Time

Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose texts that will provide opportunities to explore exciting vocabulary and themes, thus creating time for discussions around the language of books.

Parental support

In Early Years, our children have a home/school reading record grid for parents to record reading at least 3 times per week. In Nursery and Reception, a book loan system operates. A home reading book is introduced when the child is ready, i.e. phase 2 confident. In the Reception class, jolly phonics actions and sounds, also tricky words where appropriate, are sent home. If necessary, intervention is planned according to the need of the child. This can be linked to our phonic programme, communication or language.

In KS1, all children are expected to take reading books home and read on a regular basis. All children have a home school communication book to record their reading experiences. At the front

of the home school communication book, there is an explanation of how parents can support their child's reading and ideas for good reading/ reading for meaning. Parents are asked to support school by recording reading and are encouraged to support their child's reading on a regular basis.

In KS2, the children are expected to use the same reading systems as KS1. However, they are able to choose an additional text from a free choice area in the library These are not banded and promote free reading for pleasure.

Our children are also provided with access and log on details to use the Oxford Owl E-books and activities.

Additional Reading with adults in school

Y1/2

Adults (teachers, teaching assistants, volunteers) listen to the children read (1:1) on a regular basis at pupils' individual levels. Staff record the children's reading, these comments are used to contribute to their reading levels. They note the pages read and make comments in the home school communication book. This book travels between home and school. The children are expected to read as much as possible (i.e. 3 times per week).

Y3/4

Adults (teachers, teaching assistants, volunteers) listen to the children read (1:1) on a regular basis at pupils' individual levels. Staff record the children's reading, these comments are used to contribute to their reading levels. They note the pages read and make comments in the home school communication book. This book travels between home and school. The children are expected to read as much as possible (i.e. 3 times per week). As a child completes a reading book the new book is recorded in the reading file/reading record.

Reading resources used at Princefield First School

Reading will be taught using the following resources:

- Letters and Sounds (a phonics programme) / Support for Spelling
- Phonics Play
- High frequency words
- Guided reading group books - a range of fiction, non-fiction, poetry anthologies and play scripts are stored centrally in the library cupboards and KS2 cupboard in Class 3/4HJ. These are book banded and grouped according to progression.
- Use of reading schemes, some of which are phonics based. These include: Floppy Phonics, Songbirds Phonics, Oxford Reading Tree, Oxford Treetops, Collins Big Cat, Oxford Literacy Web, Project X, Project X Code, etc. These can be found in the colour banded boxes. Oxford Reading Tree Phonic books are stored in Class RecJB.
- Guided reading resources are used in class sessions. Staff are responsible for collecting and returning sets of books correctly.
- Reading Explorers reading material (KS2)
- Comprehension material (set for KS2 homework and independent activities)
- Computer hardware and software is available in all year groups, and i-pads and interactive whiteboards are available in all classes
- KS1 and KS2 Reading Passport (to record reading choices). These will be introduced in EY at specific points during the year.

Children progress through our reading system at a rate suitable to their individual reading needs. At the end of each stage, a judgement will be made by the teacher as to whether the child will move on to the next colour stage of the system. Once they reach the end of the colour scheme, we give the children free choice reading, where they can choose from a range of more challenging texts.

Children are encouraged to choose from a range of books within each colour band to increase their enjoyment of reading. We have implemented a Reading Passport to allow the children to take charge of their reading choices. They record texts read and receive rewards for reading a variety of genres.

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, clarify meaning, and develop the understanding of and ability to use language.

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 and punctuation. At Princefield, we use the Oxford Primary Grammar, Punctuation and Spelling Dictionary for guidance and to ensure continuity.

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.

Spelling is developed through:

- The systematic teaching of phonics in KS1 using the Letters & Sounds guidance.
- The teaching of KS1 spelling strategies and conventions.
- The KS2 spelling strategies and conventions using the 'Support for Spelling' document and spelling lists adapted from the Shakespeare spelling scheme.
- Acquiring an increasingly wide knowledge of vocabulary and grammar (which are taught implicitly and explicitly from Year 1 through to Year 4 using the appendices in the new National Curriculum)
- Regular dictionary and thesaurus work.
- Use of word banks and spell checks.
- Regular opportunities to identify and use spellings within a context.

Writing

The programmes of study for writing at KS1 and KS2 are constructed similarly to those for reading:

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

Writing is developed through a variety of approaches, these included Shared, guided/paired writing and independent writing.

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 story maps/ story boards/ story mountains. The 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/ success checklists. These can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Group and Paired Writing

Children are given opportunities to work as part of a small group or in pairs, to complete a piece of writing with the support and guidance of a peer, teacher, TA. The group work together to begin a piece of writing and then continue independently. Guided or group writing sessions are planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing

As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children. At Princefield, our children are given independent planned writing opportunities with an identified audience, clear purpose and ensure use of specific writing skills.

In all forms of writing our children are given the opportunity to self-assess and peer-assess writing, linked to success checklists, learning objectives and our visible learning characteristics.. Time is planned to mark writing alongside the children, give feedback, edit and improve writing.

Cold and Hot Tasks

At the start of a writing unit, the children complete a 'cold task' writing activity to assess writing skills, progress and ability. The teachers uses their assessments to plan the writing skills needed to be taught during the writing unit. These are taken directly from the National Curriculum requirements. At the end of the writing unit, the children complete a 'hot task' writing activity to apply the taught skills.

Handwriting and Presentation

Handwriting skills are taught regularly and systematically through the use of the Nelson handwriting scheme. We have chosen this scheme because the underlying principle and approach consists of carefully constructed stages rather than an inflexible 'one model fits all' approach to handwriting. The activities are differentiated according to the individual children's needs. This practise is therefore carefully planned and implemented so that all children can achieve a good standard of writing. We also recognise the need and aim to address the physical posture needed when writing. Teachers are encouraged to remind their children of the acceptable posture regularly.

Pupils in the Foundation Stage start by developing their physical skills and practising their gross and fine motor movements. In the early stages, children are encouraged to make free-flowing movements to produce larger patterns in various ways, and then move to mark making activities, specific patterns leading to basic letter movements. Reception focus on using the correct pencil grip, letter formation and fine motor control. Activities include a range of creative activities (e.g. dough gym, painting, tracing in sand, etc.) and fine motor activities to promote pencil grip and skills for early writing.

Pupils in Key Stage 1 will use Nelson individual workbooks, text books and supplementary worksheets as needed. Work is differentiated according to developmental stage. The KS1 classes will continue to focus on the letter forms, progressing on to the next stage of formation. Children should be taught joined up writing as prescribed in the Nelson Scheme, initially starting with joining pattern and moving on to key writing patterns (i.e. an, it, fl, etc.)

Pupils in Key Stage 2 will practise their handwriting by using the Nelson 'Developing Skills' text books and photocopiable masters linked to the specific writing patterns. The classes work on a different writing pattern on a weekly/fortnightly basis and are expected to practise within guided activity time. KS2 classes will focus on the joining sets. This work is differentiated and extra intervention sessions are given to target specific children's needs.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate
- Patterns are used initially, by writing with a variety of tools and using multi-sensory methods, to help free flowing hand motions
- Correct pencil hold and letter formation are taught from the beginning
- When marking or writing comments, members of staff use the correct handwriting formation as directed in the scheme
- Display writing and worksheets throughout the school to use the 'Sassoon Primary Infant' computer font as much as possible

Left handed children

At least 10% of the population are left-handed, the majority of whom are boys. It is recommended that left handed children sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body. Left handed scissors should also be made available for these children.

Resources and Writing Materials

- Children are given experience of a variety of writing tools, including both traditional and triangular shaped and handwriting pens are introduced in KS2
- Nelson textbooks/ photocopiable and handwriting books are used throughout the school
- Guidelines are also used with plain paper

The teaching of Handwriting

Early Years

In Early Years, the children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised alongside their letter and sounds programme. These are also applied in other contexts across the Early Years curriculum.

The children are taught to:

- Write from left to right and from top to bottom.
- Start and finish letters correctly.
- Be consistent with the size and shape of letters and the spacing of letters and words
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position. (as directed in the Nelson Scheme)
- Modelling letter formation within other literacy activities
- Use multi-sensory and fine motor activities in continuous provision (indoor and outdoor) weekly activities.

Key Stage 1

The children are taught how to form lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities. The children are taught to:

- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words

- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position. (as directed in the Nelson Scheme)
- Modelling letter formation within other English activities

Key Stage 2

During this stage, the children continue to have direct teaching and regular practice of handwriting. KS2 continue to follow the approaches as suggested in the previous key stages. We aim for them to develop a clear and fluent style and by the end of Key Stage 2, and to be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- A faster script for notes.
- Handwriting is taught on a fortnightly basis.

Assessment of handwriting

As part of the school's assessment policy, children's writing is moderated against National Curriculum criteria/ Writing Skills Grids each term Teachers are expected to give verbal and written feedback to ensure development in writing.

Text Based Reading & Writing Weeks

From Sept 2019, each term we are holding a whole school text based reading and writing week(s). This allows the whole school to foster a love of reading and writing through encountering exciting texts (at their level) and complete meaningful cross-curricular activities to develop a range of cross-curricular skills.

Interim Reports & Reading Targets

Each term we send out an Interim report which informs parents where their child is working and gives Reading and Writing targets to work on during the term. These are administered at Parent's Evening to allow opportunities to discuss further.

ASSESSMENT, RECORDING

Tracking Progress and Reading Ability

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date.

At Princefield, we will have termly data collection points, where each child is assessed using the English Curriculum age related expectations. Information about whether children are 'on track' to meet end of year expectations is noted on year assessment tracking sheets. Teachers are required to consider where each child best fits using their knowledge of the children and use all available evidence to form a judgement.

Examples of Evidence:

- Guided Reading record sheets or notes.
- Writing class record sheets.
- Class assessment notes.
- Books - Reading journals (Y1-Y4), Writing books, Cross Curricular evidence in books.
- Reading Passports.
- Assessment of Ages/ Diagnostic testing – e.g. PIRA, SWST.
- Pupil Progress and Tracking information.
- Home school links/ communication book.
- Individual Reading & Writing Assessment Grids.

Planning and Assessing Progress

Setting Targets:

Each term teachers will set guided reading targets and identify an area which the child needs to improve. To do this they will analyse the Reading age related expectations and Reading Foci, which are informed by observations of reading behaviours, tests, records and notes, completed work in books and folders.. These targets will be recorded on the Reading Target Group Sheet and parents are informed of these targets via the Interim Reports.

Recording Progress

Teachers will indicate children's progress using the individual reading & writing grids, these have been separated into Beginning/Developing, Secure and Concrete/Greater Depth. If a child shows application of the skills in a variety of ways then this skill will be highlighted on the grid. This tracking system is designed to widen and deepen the children's learning at their expected age level. Higher Ability or gifted/ talented children who are exceeding age related expectations may need to enter and experience objectives from the next age band.

Records should not be overly time consuming but provide evidence of provision and progress towards targets. If necessary, teachers should annotate the Reading Record Sheet. Once completed the record sheet will provide evidence of systematic teaching and assessment information. These are to be passed on to the next class teacher.

Assessing progress

- Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading ability groups within each class.
- Phonic tracking will be undertaken with pupils throughout the Foundation Stage and Phonic assessments made at the beginning of Key Stage 1. The purpose of these will be to ensure children are reading within the appropriate 'book band' and can be grouped with pupils of similar ability.
- Brief assessment notes will be made for each pupil for each guided reading session on a Reading Record sheet. This will help inform the teaching focus for subsequent sessions.
- At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals.
- After each termly data collection, a child's reading & writing expectation will be assessed and recorded. These will be discussed and analysed by SLT/ Middle Managers.
- Pupils undertake End of Key Stage 1 tests and teacher assessments in Year 2.
- Progress in English will be communicated to parents at the parent consultation meetings, as will a child's reading target on the Interim reports. A written report will be provided in the Summer Term which will include comments relating to both progress and attitude and any targets needed.

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
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils individual learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- to relate activities for S.E.N children to their APDR plans.

- to identify vulnerable groups who are not making expected progress, and provide appropriate interventions.

Intervention

Children who are not making adequate progress in are identified using the school tracking systems. Class intervention programmes are used in school to support this. Class teachers are expected to plan appropriate intervention activities to focus on these next steps. Activities and outcomes are planned and evaluated; these are recorded on specific intervention sheets.

‘Letters and Sounds’ is the Key Programme used in Foundation Stage and Key Stage 1. Children who are significantly behind age related expectations may be given extra sessions or one to one sessions. Such sessions would be short term and specifically targeted at the individual’s level. Extra phonic provision is also provided for Yr2 and KS2 children who have not achieved the expected standard in the Phonics test. Data is recorded on APDRs.

SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. 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 Princefield First School, our intake of pupils who do not hold English as a first language is small. Teachers should differentiate planning accordingly for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Roles

Head Teacher and Governing Body

- 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.
- Track children’s progress through scrutiny of class and year group assessment records, and assessment data e.g. Foundation Stage Profile scores, termly reviews, End of Key Stage 1.
- To conduct pupil interviews via questionnaires and the ‘Book Worm’ group.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.

- To liaise with the Head teacher, staff and Governors on a regular basis, reporting any developments

Teaching Assistants

- To support the class teacher in the effective implementation of English.

Parents/Carers

- Attend parents' evenings to discuss children's progress
- Read interim and annual reports to parents in which we explain the progress made by each child and set targets/next steps for parents to work on alongside their child.
- Support their children with homework and English learning.

Monitoring and Evaluation

The monitoring of this policy and its implementation will be the responsibility of the Head teacher and English Leader.

- The English Leader will annually produce an English action plan, which will form part of the School Improvement Plan.
- SLT will observe and monitor the teaching of English, undertake regular audits and give feedback to staff.
- Class pupil trackers and year group profile trackers will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards.

Appendices

Appendix 1: Princefield Reading Skills Grid

Appendix 2: Princefield Writing Skills Grid

Appendix 3: APE information from Literacy Shed

Appendix 4: Copy of letter formation as directed by the Nelson scheme.

Appendix 5: How do we inspire reading at home?

Appendix 5 – How do we inspire readers at home?

HSL book

Communication between parents and school is essential.

In Reception class, when reading at home, a signature is expected in the HSL book by the parent.

KS1 & KS2: children are encouraged to record themselves, this can occur daily or as much as possible, we set a target of at least 3 times per week. Rewards are given for this, such as dojo pints, stickers, star reader, etc.

KS2 Free Choice of library books

The children are able to choose a free choice book from the lending library to take home. There are a variety of genres including, popular fiction books such as David Walliams, JK Rowling, Tom Gates, etc, alongside poetry anthologies and fiction texts. We aim to provide opportunities for children to choose books, which are not linked to their ability and can be read with parents or family members. This activity is about fostering the love of reading. The book is changed at a designated time each fortnight once they have finished the book.

Reading Passports

The passports ensure that the children read a variety of genres – in school and at home. The children and parents record books read and when the passport is completed, they receive a reward from the Reading Passport box.

KS2 Reading Comprehension Cards

KS2 reading comprehension homework. The children complete a card linked to their ability. This has greatly developed our reading comprehension. Both the parents and children have made positive comments about this.

KS1 and KS2 Homework

Opportunities for reading and writing across the curriculum are provided via homework activities.

Celebrate Reading Events

- . National events - World Book Day, National Poetry Day,
- . Team Days
- . Text based reading and writing weeks
- . Paired Reading sessions
- . Reading and writing challenges & competitions
- . Library visits and events
- . Hold a book fair
- . Brilliant Book Week

School Website

Information sent home on the newsletter with website links

English policy

Reading passport information