



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Learning at the heart, igniting possibility!

Dosthill Primary Academy

English Policy

Reviewed by: S. Burke
Approved by: Governors

Date: March 4th 2019
Date: March 26th 2019

Next review due: March 2020

Aims and values

Our core moral purpose is encapsulated in the vision statement for the school: Explore, Dream, Discover; Growing Ambitions, Building Futures. Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

Rationale/Principles

English is at the heart of our curriculum at Dosthill Primary School, with opportunities for spoken language, reading and writing embedded throughout all learning experiences.

Our shared vision and overall aims in English are:

- To ensure children love learning in this subject due to highly engaging and motivating experiences which will enable children's confidence and skills to develop.
- To enable all children to become competent and creative in their oral and written language skills.
- To ensure all children can elaborate and explain clearly their understanding and ideas.
- To enable all children to enjoy improving and developing their spoken language, reading, spelling, handwriting and compositional writing.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading, in order to develop a lifelong love of reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- To ensure all children appreciate their rich and varied literary heritage.
- For pupils to be highly motivated to write through enjoyment and so that children see the value of it (audience and purpose).
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- 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.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To enable pupils to use their Building Learning Power strategies of planning, drafting and revising to improve their oral sentences and written work and sustain their writing of fiction and non-fiction.
- To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.
- For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in the "English in the National Curriculum" are categorised into three attainment targets:

English	Languages
1. Spoken language	1. Spoken language
2. Reading	2. Reading and Writing
3. Writing	3. Intercultural understanding

Our school is a 'Rights Respecting School' and we aim to promote these rights through all aspects of English. Therefore, through Spoken language, Reading and Writing we aim to promote the right for 'freedom of expression'. Article 13 (UN Convention on the Rights of the Child) states '*You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.*' Learners are encouraged to have that freedom of expression as much as possible when learning and are encouraged at all times to respect the rights, freedoms and reputations of others.

APPROACHES TO LEARNING AND TEACHING IN ENGLISH

The teaching of English is promoted through the children's and teacher's passion for English, which is above all achieved through the poignant principles outlined in our learning and teaching policy:

- Modelling an enthusiastic, interested and excited approach in all lessons, showing a desire to learn with the children.
- Having a secure command of the curriculum and teachers planning effectively so as to develop further the knowledge and skills of the children.
- Planning for and encouraging children to extend their learning at home, valuing and sharing children's contributions and home learning.
- Using a variety of teaching techniques to capture children in their learning, knowing when it is best to teach the whole class or staggering the teaching of groups of children.
- Knowing when it is best to model and scaffold or when it is best to set the children a task and provide delayed teacher input;
- Using Building Learning Power as an integral part of every lesson to ensure that children develop as independent learners.
- Selecting when whole class, group, pair, individual learning is most appropriate for the learning situation (as well as giving our children a choice when appropriate).
- Teaching and referring regularly to the English Building Blocks to ensure children know their strengths and what they can do to improve further.
- Using success criteria to guide and raise achievement in English.
- Ensuring children use self and peer assessment so that children self evaluate and improve their learning.
- Making use of daily teacher assessment to inform future learning and teaching.
- Having high expectations and using Building Block targets as well as independent targets to motivate all learners to achieve more through oral and written feedback.
- Ensuring that groups of children receive targeted teacher focus time, during guided reading and guided writing.
- Using other adults within the classroom effectively, considering who could most effectively support learner's needs in a particular lesson.
- Making links and creating opportunities for all children to apply key English skills across the curriculum through the Cornerstones' topics.
- Use learning focused displays to motivate, support and enhance learning in English.
- Using resources effectively to motivate and inspire all learners in English (Eg: display, enjoyable texts/visual clips).
- Audiences for learning so that there is a purpose for an activity.
- An end of unit outcome, for example: in 3 weeks, we will be building up to writing a myth for year 6.
- Allowing some choice linked to texts, groupings, lesson outcomes.

At Dosthill Primary School we constantly strive to refine and improve learning and teaching experiences in English so that all children receive high quality learning, ensuring that their confidence and English skills constantly flourish further.

THE ENGLISH TIMETABLE

- English is primarily delivered through the National Curriculum, ensuring that throughout a year

children will experience a wide range of fiction (including poetry) and non-fiction texts (Long Term and Medium Term plans). Units of work are for five weeks and should have an explicit real-life audience and purpose.

- Weekly planning is taken from a detailed Medium Term Plan.
- High quality texts that form an English Spine, including visual literacy such as adverts, DVD clips and film are used to promote enjoyment and inspiration within our English Curriculum.
- All pupils take part in a daily English lesson for one hour each week (including grammar and punctuation), a daily 30-minute guided reading session and spelling/handwriting lesson.
- English skills are also taught and applied through the Cornerstones Curriculum teaching.
- Foundation stage and Key Stage One have a daily 30-minute phonic lesson using the Read Write Inc Phonics scheme of work.
- Year 2 and 3 children who continue to need phonic teaching have daily targeted small group 15-minute phonics.
- Every year group completes a weekly extended piece of writing in English and in the Cornerstones curriculum.
- A whole class book should also be read regularly for the pure enjoyment of hearing, sharing and enjoying a book.
- All children read daily in “ERIC” (Everyone reading in Class) a book of their choice/interest.

THE NATIONAL CURRICULUM 2014

Key Stage One and Two’s learning in English is planned using the English Programmes of Study:

- **Spoken language**
- **Reading**
 - word reading
 - comprehension (both listening and reading).
- **Writing**
 - transcription (spelling and handwriting).
 - composition (articulating ideas and structuring them in speech and writing).
 - vocabulary grammar and punctuation.

Objectives are solely planned from the year group programmes of study enabling ***children to deepen their knowledge, skills and understanding.***

PLANNING

Planning for English and Literacy is done at three levels:

1. Long term (*The English Spine/Cornerstones*)

The long term overview will ensure that all children experience a wide range of genres and English experiences. Teachers within year groups should choose and possibly give greater time to objectives where children have greater gaps in their learning.

2. Medium term

The Medium Term plans break down the objectives for each unit of work in English.

3. Short term – Daily planning grid linked to a final writing outcome.

PHASES OF TEACHING

Short term planning is broken down in to three to four phases. When planning each stage, learning

experiences should follow the structure below:

- **PHASE 1: Prior Learning Check** – *The first part of a unit should be used to check the prior learning expectations found on the revised framework. If children have not met these objectives, extra lessons linked to these areas may have to be planned or drip-fed into teaching throughout the unit. If children exceed these objectives, extra challenge will be needed to move children on.*
- **PHASE 2: Familiarisation with Text Type** – Children should be given the opportunity to experience the text type through shared reading, immersion and comprehension of text so that they understand the features/structure of a specific genre and the language used within such text.
- **PHASE 3: Text analysis and gathering content.** Capturing ideas, drama and spoken language linked to the text and end of unit outcome with an explicit 'Audience and Purpose'. Teacher demonstration of the writing process.
- **PHASE 4: Planning, oral rehearsal and writing linked to the final unit outcome.** Here all the learning from phase 1 and 2 will be pulled together to help with the writing process. Teacher scribing, supported writing and independent writing should all take place.

Throughout each stage children should be constantly reminded about the “Bigger Picture” and how all learning experiences link to their final outcome.

Although one specific teacher within a year group may plan English, it is ***the responsibility of each class teacher to annotate their planning linked to the needs of the class.***

THE SPOKEN LANGUAGE AT DOSTHILL PRIMARY SCHOOL

'Spoken Language' is at the heart of children's learning in English. If children can speak effectively and confidently they will also be able to communicate in writing effectively. Therefore, children are given a wide range of opportunities for spoken language to enliven and improve children's oral skills as well as their reading and writing development throughout our school. Creativity in spoken language opportunities are widely used at Dosthill Primary School, ensuring that there is a purpose to skill development in this area. Therefore, role play, hot seating, debating, group discussions and a range of drama techniques are used to fully immerse children in English and the wider curriculum. Role play areas should be used in each Foundation/Key stage 1 class and are also recommended for Key stage 2. Response partners are also crucial in allowing children to practice and improve their spoken language skills.

AIMS

At Dosthill Primary School we will ensure that we:

- Develop pupils' confidence in them as skilled communicators.
- Provide children with the opportunity to develop their speaking skills on a regular basis.
- Develop children's ability to make relevant contributions.
- Increase children's ability to learn how to listen attentively to others.
- Develop children's ability to adapt their speech to a widening range of circumstances and demands.
- Enable children to be confident and creative in their use of the English language.

Children at Dosthill Primary need to be given regular opportunities to improve their Spoken language through:

- Story telling.
- Describing and listening to events and experiences.
- Spoken language appropriately to different audiences including peers, teachers and other adults.
- Spoken language appropriately in a variety of contexts across the curriculum.
- Group discussion and interaction.
- Drama and role-play activities/using role play areas in classrooms.
- Reading aloud.
- Debate and presentation.

- Response partners.

APPROACHES TO LEARNING AND TEACHING LINKED TO SPOKEN LANGUAGE ACTIVITIES

Before any speaking activities, it is crucial that children are given some thinking time to prepare their ideas.

Spoken language opportunities should always be:

- Relevant to the children
- Planned against learning objectives from the revised literacy strategy
- Tailored to children's needs in the subject to ensure progression
- Motivating and inspiring
- Before any writing opportunities **children must** have rehearsed their ideas orally. In each class the following approach should be used.

SPOKEN LANGUAGE ENVIRONMENT

- All classes are aware of rules for spoken language.
- Role play areas to promote spoken language.
- Building learning power display linked to Reciprocity with ideas to promote collaboration/effective group work linked to roles within a group.
- Photographs which display spoken language opportunities/rules

PLANNING LINKED TO SPOKEN LANGUAGE

Children should experience a wide and varied range of spoken language opportunities in Literacy as well as other subjects, planned for against the spoken language objectives. Spoken language specific lessons should be planned in order that objectives can be taught and formative assessment made, rather than just incidental opportunities for spoken language.

The spoken language objectives are grouped by year group in line with

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

ASSESSMENT LINKED TO SPOKEN LANGUAGE

On weekly plans, teachers should annotate if there are any children – not secure or exceeding the lesson objectives linked to spoken language in order to re-differentiate/adapt planning.

Children should also self and peer assess their contributions against their speaking and learning objectives, setting personal targets to improve further.

Pupils' progress in spoken language is assessed informally using a variety of methods in differing situations,

through:

- Oral shared text work.
- Oral word/sentence level work.
- Independent and collaborative work.
- Group and whole class discussion and interaction.
- Debate and presentation.
- Drama activities.
- Independent play activities.
- Formal Teacher Assessment in Year 2 and 6

Evidence is gathered formally and informally to support the assessment and this forms the basis for the annual report to parents.

READING AT DOSTHILL PRIMARY SCHOOL

Our prime aim is to ensure that reading is fun and enjoyable; children at Dosthill Primary School from the Foundation Stage onwards should develop a love of books through hearing and enjoying stories. Drama and role play should be used to fully immerse children in texts. Children will have the opportunity to borrow scheme and real books, choosing and selecting text with increasing independence.

AIMS

At Dosthill Primary School we will ensure that our children:

- Love reading and develop a lifelong passion for reading.
- Learn to read confidently and independently increasingly challenging texts
- Read fluently, accurately and with understanding.
- Read a wide range of materials.
- Are able to respond to texts by reflection, analysis and discussion.
- Read a range of fiction, non-fiction and poetry.
- Become independent and critical readers and make informed and appropriate choices.
- Select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources.
- Apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.
- Can self and peer assess their reading, noticing strategies that will improve their reading ability further.
- Use Building Blocks targets to improve their reading further.
- Answer comprehension questions linked to their reading with increasing accuracy and effectiveness, linked to the National Curriculum assessment outcomes.

Children at Dosthill Primary need to be given regular opportunities to improve their reading through opportunities for:

- Analysis of high quality texts as identified on the English Spine.
- A fortnightly focus on a reading skill (VIPERS): vocabulary, inference, prediction, explanation, retrieve and summarise (KS2) or sequence (KS1).
- Hearing stories, poetry, nursery rhymes etc. **every day** in order that children foster a love of reading, understanding of the pattern of language, meaning of words.
- Weekly shared reading of the class text.
- Guided reading with focused teacher input to develop children's reading skills and confidence using a book banded book.
- Paired reading and discussion.
- Reading skills teaching and then real life opportunities to apply these skills.
- Regular reading comprehension during whole class and guided reading sessions.
- Opportunities for reading in the wider/Cornerstones curriculum.

- Weekly visits to the library and regularly changing stage and library books.
- Steering children towards the text they should be reading so that children read a range of genres.
- Regular book talk and enjoyment in reading.
- A structured programme for the teaching of phonics and the systematic development of a sight vocabulary is taught daily from Nursery to Year 2 through Read, Write Inc.
- Using a wide range of both scheme and non-scheme books which allows for a flexible but structured approach.
- Weekly reading of material produced by the year group focused Authour.
- Pupils making their own books and using them as general reading material.
- Pupils having access to a wide range of literature and non-fiction texts in classrooms, in a central resource area and the school library.
- The use of ICT based reference materials in the form of television, video, computers and listening centres.
- Providing a print rich environment and interactive displays in order to stimulate pupils' reading.
- Sessions of shared and guided reading.
- Sessions of independent reading when pupils have the opportunity to read, enjoy and share texts with other pupils and adults.
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading. Including completion of reading log in the home learning journal.
- Pupils being able to borrow books from the school library which is open daily.
- The holding of book fairs.

READING RESOURCES

Whole class/Independent/Guided Reading Texts

In guided reading, every child is taught to read using a book banded book; this is chosen by the class teacher based upon their standardised reading age.

Year Group	Nursery - Reception			Year 1			Year 2			Year 2-3		Year 3		Year 4		Year 5		Year 6		Year 6+	
Reading Ages	3-5 years			5-6 years			6-8 years			8-9 years		9-10.5 years		10.5-11.5 years		11.5-12 years		12-12.5 years		12.5+ years	
Book Band	lilac	pink	red	yellow	blue	green	orange	turquoise	purple	gold	white	lime	copper	topaz	ruby	emerald	sapphire	diamond		pearl	

As a structure for reading development the core reading schemes are:

EYFS/Key stage One: Read, Write Inc
 Oxford Reading Tree
 Collins
 Bug Club

Key Stage Two: Oxford Reading Tree
 All Aboard
 Collins

In order to offer children real books and ensure enjoyment for reading, all children should also read a non-scheme book from the library, which they change weekly. Also, children should have a reading book, which is bought in from home, to read daily during ERIC time.

Other Reading Resources

- Ginn Comprehension Books
- Brilliant Reading Comprehension
- Voyager Comprehension Books– fiction and non fiction whole short stories/non fiction texts (key stage 2)
- Guinness Book of Records Comprehension (Key stage 2)

- Real life reading materials, eg: instructions, comics, posters, letters, First News.
- EBooks

Whole Class reading material for Literacy Lessons:

- Big Books.
- E-Books
- Book sets/class sets.
- Materials from Revised Primary Framework.
- DVD/visual literacy.
- Real life texts.
- Library Service/Library books.
- Websites

READING ENVIRONMENT

Books should be presented in a positive way and treated with respect so that they are valued by all children. In each classroom there should be examples of:

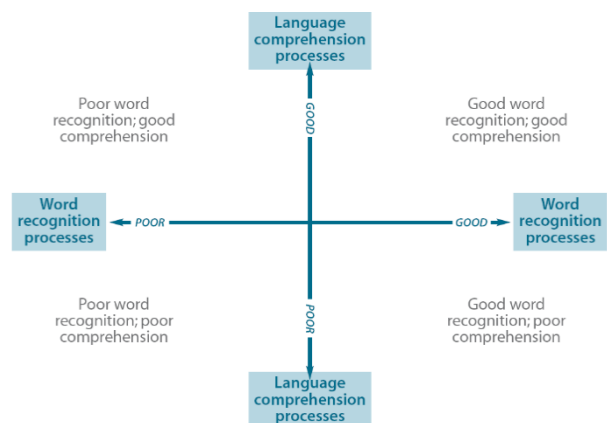
- Year group focused author reading corners:
 - ❖ Nursery: Eric Carle
 - ❖ Reception: Oliver Jeffers
 - ❖ Year 1: Julia Donaldson
 - ❖ Year 2: Enid Blyton
 - ❖ Year 3: Roald Dahl
 - ❖ Year 4: Philip Pullman
 - ❖ Year 5: Anthony Horowitz
 - ❖ Year 6: Michael Murpurgo
- A wide range of book genres on display.
- Text linked to the narrative/non-fiction literacy focus.
- Text linked to learning in Cornerstone Topics.
- Half-termly – Author recommendation poster/texts.
- Reading for pleasure class motivation charts.

PLANNING FOR READING

Children will be taught to read with fluency, accuracy, understanding and enjoyment and to be able to use a range of strategies to make sense of what they read:

- Phonics
- Graphics
- Grammar
- Context clues

The *Rose Report* made clear that there are two distinct but related processes involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for learning to read and are contained in the *Simple view of reading*. This view replaces the Searchlights model.



As teachers assess children's performance and progress within both word recognition and language comprehension processes, they need to identify children's particular learning need and use this analysis to guide further teaching.

LEARNING OBJECTIVES FOR READING

Objectives are taken from the National Curriculum 2014 for all aspects of learning and teaching linked to:

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

(See Appendix 1)

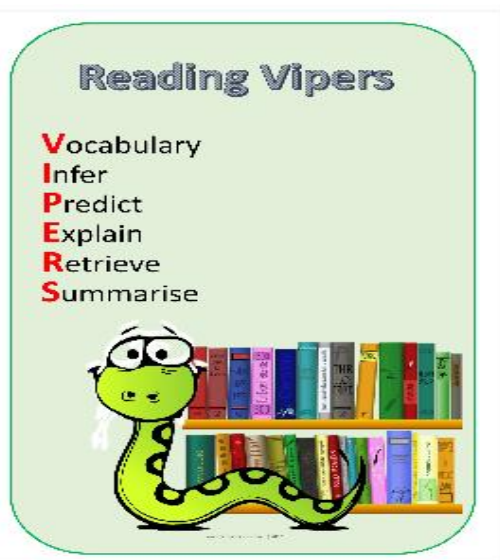
Objectives are assessed against the Year Group A or B Building Block of reading objectives.

(See Appendix 2)

In order to experience these learning objectives, children will have the opportunities to regularly take part in weekly

- Shared Reading
- Guided Reading
- Paired/Independent Reading
- Reading Comprehension

The planning for reading has a fortnightly focus on a reading or VIPER:



KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



Shared Reading

Shared reading during literacy lessons should be interesting, varied and used imaginatively. When possible, children read simultaneously, out loud with the class teacher from a paired/shared copy of the text.

Guided Reading

All pupils should develop their reading skills through weekly guided reading lessons using the “Super Six” Reading format:

1. **Making Connections (text to text, text to self, text to the world)**
2. **Predicting (prior and during reading, using evidence)**
3. **Questioning (by learner, peer and teacher)**
4. **Monitoring (learners to stop and think when meaning is lost)**
5. **Visualising (learners create a mental image of what read, heard, seen)**
6. **Summarising (learners to identify and accumulate the main points in their own word)**

Questions are also planned and assessed against the National Curriculum Test Framework (see Appendix 3).

skill

2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3

Paired/Independent reading

- Children should have regular opportunities to read in pairs or independently in school and at home.
- Children's independent reading should be recorded in their home school learning log.
- Children who are making less than expected progress in reading may need to read daily to a teacher/Teaching Assistant and reading buddy.

Independent reading heard by a teacher, teaching assistant, parent helper should be recorded on a standardised assessment grid so that it can be used to inform targets for children.

Reading Comprehension

Reading comprehension is a skill that needs to be taught through:

- Guided reading session – oral and written question/answers
- Shared reading
- Regular comprehension teaching – using comprehension materials in school (see inventory of resources)
- Home Learning reading comprehension challenges
- Cracking Comprehension is used fortnightly in class and on-line for home learning for Years 2-6.

Home Reading

- Every child has at least one home reading and a chosen library book every week.
- All children are expected to read daily and parental comments are to be recorded in the individual home reading journal.
- Home journals are collected in every Wednesday and returned by the following Friday. Teachers must sign every journal weekly and write a comment in fortnightly.
- Children who do not return reading books and journals will receive either be spoken to by the class teacher or receive a text or telephone call.
- Weekly or fortnightly comprehension challenges, depending of the age of the child, are set and recorded in the child's home learning book.
- Weekly reading objectives and Building Block links are reported to parents on the weekly year group home learning sheet.

ASSESSMENT OF READING

Formative Assessment

- Pupils' reading behaviour (attitude to reading, chosen texts etc) is observed and noted by the class teacher in the pupils' individual reading record books/genre goals taking account of reading both in school and at home.

- Pupils' progress in reading is assessed through guided reading against the learning challenge and the planned Building Block. This forms part of the assessment portfolio and deals with the reading of both fiction and non-fiction texts.
- Children have guided reading targets which are taken from the Year Groups Building Block objectives are reviewed every 6-8 weeks. Children's progress against these is tracked, any children exceeding or not meeting targets are targeted for greater challenge or support.
- Children should also self and peer assess their contributions against their reading objectives, setting personal targets to improve further.
- Individual reading journals should be collected in at least weekly by the class teacher and comments made in line with our reading journal code of practice.
- Learners should regularly complete written reading comprehension in order to track their progress and teachers provide constructive feedback to allow for the continual progression of skills.

Summative Assessment

- Learners in Year 1- 6 are assessed using the Progress in Reading Assessment (PIRA – a standardised reading assessment).
- Statutory assessment of reading occurs through baseline assessment and the reading SATs at the end of each Key Stage. The results of these assessments are monitored closely in order to inform targets for subsequent year groups. Interim assessment in January is also used to track progress.
- Foundation Stage use development matters objectives, which are reviewed termly. At the end of the Reception year, learners are also assessed against the Early Learning Goals.
- Learning Pit-Stop Assessments are used to track children's progress and monitor children's progress against the Building Blocks for their Stage/Year Group. This allows learners who are not making expected progress to be identified and strategies developed so as to accelerate the progress of these learners to the Expected Standards. It also enables teachers to ensure the higher ability learners exceed the Expected Standards for their Key Stage.
- Learning Pit-Stop Assessments enable teachers to set children targets/areas to develop further in order to make greater progress in reading.
- RWI phonics and key word reading recognition is tracked each half term by Lisa Williams (KS1 Phase Team Leader) and monitored by Sonia Burke (English Leader).
- Year 1 Phonic skills are tracked monthly using previous Phonic Screening Tests.

WRITING AT DOSTHILL PRIMARY SCHOOL

Writing at Dosthill Primary School, should always be creative, purposeful and inspiring. From the Foundation Stage onwards children should develop a passion and desire to write. Interesting contexts, resources, learning approaches, audiences and outcomes should always be used to motivate children to love writing.

AIMS

At Dosthill Primary School we will ensure that children:

- Love to write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.
- Are inspired to write through the use of high quality texts linked to the English Spine.
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently.
- Have a clear sense of the 'Audience and Purpose' for a piece of writing.
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- Have dictionaries, glossaries and lists of appropriate subject vocabulary and children are encouraged to use them.
- Are helped to use a range of strategies to learn spellings.
- Can confidently and independently construct sentences to express meaning.
- Use punctuation and clauses effectively to write increasingly complex sentences.

- Use powerful language (adjectives, verbs, adverbs, connectives similes etc).
- Use a wide range of sentence openers to interest the reader.
- Structure their written work carefully so that it has clear meaning to the reader.
- Plan and structure their writing carefully.
- Receive weekly marking and feedback which is highly responsive to the pupil's needs.
- Self and peer assess their writing making revisions to improve their writing against success criteria.
- Use their marking and feedback or self/peer assessment to improve their writing further.

Children at Dosthill Primary need to be given regular opportunities to improve their writing through:

- Hearing stories, poetry, rhymes, newspaper reports, instructions, recounts etc **every day** to develop their understanding of language, vocabulary and sentence construction.
- To complete two pieces of extended writing every week – English and another linked to the Cornerstones Curriculum.
- The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, recounts, explanations, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- Incidental writing opportunities throughout phase 1 and 2 of each literacy unit so that extended pieces of writing occur regularly and not just in phase 3.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use building learning power principles of planning, drafting and editing processes to improve their work.
- Teaching pupils to use a range of spelling strategies in order to become independent and accurate spellers.
- Teaching pupils to use the cursive legible style of handwriting and they are made aware of the importance of clear, neat presentation in order to communicate effectively. In Reception and Year One, learners are taught to print using cursive handwriting, but in Year 2-6, learners are taught to write in cursive script.

WRITING ENVIRONMENT

Children's writing should be displayed and writing prompts available to support children to improve further. In each classroom there should be examples of:

- Writing posters and prompts guide and remind children of how to improve their writing.
- Vocabulary, Connectives, Openers and punctuation displays – regularly added to by the children.
- High Frequency words on display.
- Grapheme-phoneme mats/prompts.
- Examples of children's writing at each stage of the writing process. (Planning, drafts, success criteria, revised writing, final pieces of writing).
- Dictionaries, word books and thesaurus to support writing.

CONSISTENT WRITING FRAMES

In order that children make links and see progression within each aspect of writing, we have adopted a whole school approach to planning writing.

This enables children to see continuity and feel secure in a text type. When children re-visit writing genres as they progress through the school, a consistent planning grid will ensure that the children recognise that they are familiar with this text type, allowing them to distil their prior learning.

STARTERS/ENGLISH WARM UP

- Every English lessons begins with 'Fix-it Time' when all learners use a purple pen to read, edit and improve their written work.

- Then English lessons should have a 5-10 minute 'Engager' activity linked to vocabulary, phonics, spelling patterns, and grammar etc. as a review of prior learning or to prepare children for the main learning activities. Children have particularly mentioned how well warm ups wake children up for English and get them ready for their learning.

RESOURCES LINKED TO THE DEVELOPMENT OF WRITING

Each year group should consistently ensure that the following resources are used/available to support the writing process:

- Building Blocks assessment scheme.
- Cornerstones Curriculum.
- Dosthill Primary School consistent Writing Frames.
- Year group texts to motivate children in their writing.
- DVD, film, PSLN power point presentations, other visual literacy clips.
- Jump start writing – Key stage 2
- Pie Corbett – Story telling to writing at Key Stage 1
- Staffordshire writing skills grid.
- Staffordshire exemplification of leveled writing.
- Building Block writing Targets.
- Babcock Spelling/Grammar Scheme.
- Anna Gregory *Grammar Rules*.
- Isabella Wallace – *Talk Less Teaching techniques*

PLANNING LINKED TO WRITING

Children should experience a wide and varied range of inspiring writing opportunities as mentioned above, planned for against the objectives in the National Curriculum 2014, within Literacy as well as other curriculum subjects.

Lively, fun and motivating writing skills should be planned for and taught linked to the Programmes of Study within:

- **Transcription (spelling and handwriting).**
- **Composition (articulating ideas and structuring them in speech and writing).**
- **Vocabulary, grammar and punctuation.**

In order to experience these learning objectives, children will have the opportunities to regularly experience:

- Teacher demonstration (modelled writing).
- Shared writing
- Guided writing
- Paired/Independent writing
- Big Writing
- Cornerstones cross curriculum writing

Teacher Demonstration

This will usually take place during phase 2 to introduce the writing process which is being focused on.

- Teacher, as the expert, demonstrates and models the writing process. (Gifted and talented/more able writers could also be used to model and demonstrate aspect of the writing process, pairing up with less confident writers to demonstrate and guide).
- The teacher articulates the process as writing (explaining what decisions he/she is making) and emphasises specific teaching points related to the lesson objectives.

Shared Writing – Scribing

Teacher involves the children in composition by asking for their ideas and structuring discussion.

Teacher takes children's ideas and refines them before scribing.

Shared writing during literacy lessons should be interesting, varied and used imaginatively. Such as:

- Teacher modelling the writing process
- Teacher improving an author's text
- Teacher improving a piece of text written by pupils the previous year.

Shared Writing – Supported Composition

Used during or after shared writing.

- Children work in pairs to discuss choices. Eg: We have been looking at how a verb can show how a character moves or speaks. On your whiteboards, change the verbs in this sentence to illustrate character.
- Staggered introductions where expert writers pair up with other children to share their writing and for their partners to identify positive aspects/areas to improve – using white boards to do this.
- Pairs improving/editing an author's text
- Pairs improving/editing a piece of text written by pupils the previous year.

Guided Writing

All pupils should develop their writing skills through weekly teacher focus as a guided writing group each day. Guided Writing with teacher input is one of the most powerful ways that as teachers at Dosthill Primary School, we can develop and improve children's writing.

When planning/delivering guided writing it should:

- Follow on from shared writing and addresses the specific identified writing development needs of each group.
- Enable the teacher to observe and respond to the needs of individuals within the group.
- Simplify the shared session for less-confident writers or extend the shared session to challenge more-able writers.
- Guided writing may be focused at whole text level, sentence level or word level.
- Encourage children to be active participants in discussions about writing;
- Allow the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.
- Allow the teacher to analyse writing, prioritises a focus and sets targets for each group.

Guided writing focus groups should not be fixed groups, in contrast to how guided reading is organised. Instead they should be based on teacher's daily assessment in order that learner's needs are met immediately. For example, a selection of children may be using speech marks incorrectly. Therefore these learners will learn with the teacher for one or, if necessary, more days so that this skill is fully grasped.

Extended Writing

Extended writing opportunities targeting learners 'Working at the Expected Standard' or 'Above the expected Standard' are planned against the year group texts identified on the English Spine. **Extended writing opportunities take place at least once a week in English and in the most appropriate Cornerstones Curriculum subject.**

Structure of Extended Writing:

- Text level, grammar/Punctuation and Sentence skills teaching during the week – daily writing application for these key skills.
- Drama, Talk for Writing opportunities.
- Drafting and editing opportunities.
- Extended Writing.

- Time to proof read, edit and improve using all marking and feedback.

Extended Writing Engager:

Children should:

- Be made aware of the end writing outcome/bigger picture.
- Clear 'Audience and Purpose' for writing.
- Revisit the key grammar, vocabulary and punctuation teaching from that week.
- Develop their text orally.
- Define success criteria for their writing.

Extended Writing Session:

- Set the atmosphere for writing with music, candles etc.
- Encourage children to use their planning and previous English skills learning.
- Use Progress Pit-Stops to share golden sentences, hear examples of where the children have hit their success criteria.
- Write their extended piece of writing in their English book or Cornerstones Curriculum book.

Extended Writing Edit and Improve Session:

- Key mis-conceptions from daily and extended pieces of writing are re-modelled by the class teacher.
- Learners are given 30 minutes to read, edit and improve their Extended Writing using a purple pen.

ASSESSMENT OF WRITING

Formative Assessment:

- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the National Curriculum. This includes feedback following on from self, peer and teacher assessment against the learning objectives.
- At the end of every literacy unit children will be given an independent assessment task linked to the genre that they have been exploring in order for the children to distil and apply their learning without teacher input. This is one form of evidence that will help make judgments for their writing assessment.
- Achievement in writing is recorded at the front of every child's Extended Writing book by highlighting the specific Building block statement.
- Termly writing assessments using the Year Group Writing Skills Grids. Gaps in learning are used to plan the next unit and set Building Block short term targets.
- Other forms of writing evidence include: Cornerstones curriculum writing, incidental writing opportunities during phase one and two of a literacy episode, sentence level work, evidence during guided writing.
- Children have Building Blocks writing targets, based on gaps in writing skills, which are set and reviewed every 6 weeks. Children's progress against these is tracked, any children exceeding or not meeting targets are targeted for greater challenge or support.
- Pupils' progress in writing is assessed through independent writing.

SUMMATIVE ASSESSMENT

- Statutory assessment of writing occurs through the writing and spelling elements of the SATs at the end of each Key Stage.
- Assessment Pit-Stops for Writing take place half-termly and are recorded on DCPro. This enables teachers to monitor their learners' progress against the end of year Building Blocks/objectives for that Stage/Year Group. It also enables teachers to identify pupils who are not making expected progress and these children are then given targeted teaching in order to accelerate their progress. Teachers analyse the strengths and areas for development which has an impact on future planning and learning opportunities for the children.
- Rising Stars 'Grammar, Spelling and Punctuation' tests will be completed and tracked termly.

- Year Two and Six also complete previous Grammar, Spelling and Punctuation tests.

SPELLING

Spelling should be taught in an investigative and fun way at our school, with children noticing patterns, making links and becoming increasingly more competent and confident spellers. Planning for spelling progression is taken from the National Curriculum and the Rising Stars Grammar, Punctuation and Spelling Scheme. Children in Years 1-6 will receive a weekly half-an-hour spelling and handwriting session. Spelling patterns are drip fed into English starters and morning challenges throughout the week. Handwriting skills will be taught simultaneously to spelling.

AIMS

At Dosthill Primary School we will ensure that our children:

- Can spell commonly used words in the English language
- Draw on a range of strategies to spell unfamiliar words
- Understand the importance of spelling accurately

Children at Dosthill Primary need to be given regular opportunities to improve their spelling through:

- Sound –symbol relationships and phonological patterns from the National Curriculum and Read, Write Inc.
- Being taught – Look cover write check method
- Recognise and use spelling patterns
- Use common letter strings, visual patterns and analogies
- Spell common words
- Use their knowledge of word families
- Learn spelling rules and exceptions
- Learn common prefixes and suffixes
- The spelling of words with endings which change in tense.
- Use word banks, dictionaries, displayed words.
- Look for familiar words within a spelling (words within words)
- Participate in the annual 'Spelling Bee' competition in school and against schools in the Fierté Trust.

Children will learn:

- The high frequency words and medium frequency words identified in the National Curriculum and Read, Write Inc.
- Phonetic word patterns.
- Spellings spelt incorrectly in their own learning (2-3 corrections placed in margin to learn rather than lots of word in a piece of writing).
- To draw a dotted line underneath words they are not sure of.
- Words relating to Curriculum subjects.

SPELLING ENVIRONMENT

- High and Medium Frequency words should be on display for children to refer to.
- Some children may need these words on place mats.
- Phonic displays used and added to regularly, including a weekly display linked to each of the phonic classes that the children go to.
- Spelling strategies, rules and phonic displays should be available, referred to and made by children.
- Word books, dictionaries, spelling posters should support progress.

RESOURCES LINKED TO THE DEVELOPMENT OF SPELLING

- Rising Stars: Year group Medium Term Plans for Spelling
- Babcock Spelling Scheme
- Anna Gregory Spelling
- Isabella Wallace – Talk Less Teaching strategies
- Read, Write Inc Phonics
- High/Medium Frequency word lists.
- Support for Spelling.
- 2014 Curriculum Spelling appendix
- Key stage 2 – Spelling Bank.
- Alphabet/phonetic friezes in each classroom.

PLANNING LINKED TO SPELLING

- Within the Early Years Foundation Stage/Key Stage One, children are taught spelling patterns during the Read, Write, Inc Phonic sessions (RWI).
- EYFS and KS1 are taught to spell phonic spellings (green words) and tricky words (red words).
- Spelling should be drip-fed into literacy lessons and guided writing activities – regular, snappy and fun strategies should be used to deliver spelling strategies, planned for against the objectives in the revised framework.
- Discrete spelling lessons are taught regularly to teach objectives, spelling strategies, proof reading skills and high frequency words.
- Mis-spelt words in children's books should be added to their spelling logs as target words to learn in addition to their spelling words (see Appendix 4).
- Spelling objectives and words should be taken from the National Curriculum 2014 appendix, supported by the Key stage 2 spelling bank.

ASSESSMENT OF SPELLING

Spelling is also assessed through:

- Formative assessment of writing – green highlighter pen should underline a maximum of 5 words and in years 1-3, have 'sp' written in the margin. The teacher should then write the correct spelling of the words for children to learn at the bottom of the page for children to learn and use to edit their writing; these should then be added to their spelling log to learn throughout the week, for peer assessment.
- In Key Stage 2, learners will be encouraged to use a dictionary to address their spelling errors.
- Weekly tests linked to spelling focus words which are sent home weekly.
- All spellings are assessed in isolation, through dictated sentences and in independent pieces of written learning.
- Rising Stars Grammar, Spelling and Punctuation Tests track learners progress in spelling termly; learners are given a standardised spelling age.

TEACHING OF PHONICS

AIMS

- Children are taught phonics daily through the Read, Write Inc Phonics Scheme, for 30 minutes in Reception and Key Stage One.
- Reception, year one and year two, children are grouped and taught according to their phonic band.
- Sonia Burke/Lisa Williams and Anna Taylor are the responsible for the assessment, teaching and tracking of phonics.
- All learners complete an initial entry assessment, which is subsequently re-assessed using a different assessment sheet every 6 weeks.
- Learners are arranged across year groups according to their phonic skills.
- Learners are taught to read in their phonic groups, which is most frequently not their usual class teacher.
- Spelling and handwriting joins link closely to phonic learning each week.

During phonic teaching we will ensure that:

- Lessons are taught with pace - majority of children should be confident readers by the end of Year 1 after completing the RWI scheme.
- Teaching is systematic and lessons are taught with fidelity, reinforcing and building on previous learning to secure children's progress.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- It is underpinned by a synthetic approach to blending phonemes in order all the way through a word in order to read it, and segmenting words into their constituent phonemes to spell them.
- It is made clear that blending and segmenting are reversible processes.
- It is multisensory, encompassing various visual, auditory and kinaesthetic activities that actively engage children (e.g. manipulating magnetic or other solid letters to build words, or activities involving physical movement to copy letter shapes)
- Make clear the importance of spoken language as the foundation for embarking on a systematic phonics programme and for acquiring the skills of reading and writing.

Once learners have completed the Read, Write Inc Phonic Scheme they will move onto Support for Spelling as Key Stage 2.

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Phonic objectives are grouped by the year group and are in line with the Word recognition: decoding (reading) and encoding (spelling) programme of study.

- read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:
- build up a store of words that are instantly recognised and understood on sight
- segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

ASSESSMENT OF PHONICS

- Assessment and progress is tracked by the Reading Leaders every 6 weeks.
- Year one Phonic Screening test (Summer Term in year One and repeated in Year Two for any learners in who did not pass the test).

HANDWRITING

Aims

At Dosthill Primary School we will ensure that:

- All children, from Nursery to Year 6, develop a legible style of cursive handwriting in both joined and printed styles, with increasing fluency, confidence and speed.
- Cursive handwriting was introduced in September 2012 to raise the quality and standard of handwriting and presentation. Learners in Years 2-6 are taught joins, through phonic strings to aid visual memory. It reinforces that all letters start at the bottom to help letter formation and due to the fact that it is dyslexia friendly. Greater flow and improved presentation should follow on from the new style.
- Learners in Early Years and Year 1 will be taught to 'print' their cursive handwriting; which is a requirement of the Read, Write Inc Phonic Scheme.
- Children are aware that different forms of handwriting are to be used for different purposes.

- There is provision for left handed children to develop free flowing writing.

Children at Dosthill Primary need to be taught to:

- Develop fine motor control,
- Learn the importance of correct posture and paper position whether right or left handed,
- Use a pen/pencil and to hold it effectively,
- Write from left to right and top to bottom on a page,
- Start and finish letters correctly,
- Form letters of regular size and shape,
- Use the language of writing and to use the correct terminology,(e.g. ascenders),
- Put regular spaces between words,
- How to form upper and lower case letters,
- How to join letters,
- How to write legibly in both joined and printed style,
- To use different styles of writing for different purposes,
- The importance of neat and clear presentation in order to communicate meaning effectively.

PLANNING LINKED TO HANDWRITING

At Dosthill School we aim to develop handwriting through weekly synchronized spelling and handwriting sessions.

Handwriting teaching/application may also take place during:

- A shorter yet more focused time within the English lesson.
- Morning challenges.
- Early Years and Key Stage 1 – during Read, Write Inc Phonic sessions.
- Teacher/teaching assistant/parent helper focus work with identified groups.
- Children teaching less confident peers (peer teaching).
- Home learning opportunities.

The use of **cursive handwriting** ensures a consistency of style and approach which leads to an effective progression of experience and teaching.

HANDWRITING ENVIRONMENT

- Children will be surrounded by writing and this should be in line with our schools handwriting style but learners should see a balance of cursive and non-cursive print.
- Expected standards of handwriting should be set by the teacher (neat, legible and joined from year 2-6)
- Our Dosthill presentation code outlines expectations linked to handwriting and general presentation within English and across the Curriculum, including learner and teacher promises.

ASSESSMENT OF HANDWRITING

Formative Assessment

- Assessment of handwriting is an on-going process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas.
- Feedback should regularly set children targets to improve their letter formation/handwriting.
- Self and peer assessment should also take place linked to specific handwriting objectives.
- Learners will be praised and rewarded for handwriting and presentation, again in line with the presentation code.
- If children are joining consistently they should be sent to Mr Hand with several pieces of handwriting to receive their handwriting pen and handwriting license.

MEETING THE NEEDS OF ALL LEARNERS

The needs of all learners are securely met in English with teachers using the following approaches to ensure that learning is well matched, ensuring that children's needs are met:

- Guided Reading and Guided Writing allowing children to gain focused teaching.
- Guided Reading records to monitor progress and steer planning.
- Precise differentiation.
- Focus children in English with strategies to meet their particular needs
- Differentiated reading materials.
- Visual literacy to inspire all learners
- Assessment for learning opportunities – self and peer assessment/success criteria/response partners.
- Choice of text/outcomes.

GENDER, RACE AND EQUALITY

- All children receive equal learning opportunities in English.
- Material is carefully selected to avoid stereo-typing by gender, race, disability or social background.
- Texts are chosen to motivate boys and girls.
- Visual literacy, ICT, spoken language, success criteria are proven to motivate boys in English, all of which are highly apparent in our school.
- Cultural themes and stories are embedded within the texts in school and in the literacy units of work.

PUPILS WITH SPECIAL NEEDS

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupil's full participation.
- Ensuring that children with Special Educational Needs are taught on a regular basis by their class teacher not just support staff.
- Ensuring that objectives in each aspect of English are differentiated appropriately to support or challenge SEN/Gifted and Talented children.
- Personalised English learning objectives are planned on Pupil Premium and SEN Passports for Learning; these are shared with home too.
- Providing appropriate level reading material for SEN children /Gifted and Talented children.
- Raising children's self esteem and self image in English particularly through relationships between teacher and children and a positive approach, rewards etc.
- Annotating planning to support children with special needs, in line with IEP's.
- Using questions/explanations to involve all children in their learning.
- Using a range of visual, auditory and kinaesthetic learning styles.
- Using coloured paper and pens.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting appropriate learning targets.
- Liaison with SENCO and the development and delivery of appropriate the Passport for Learning.
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (as set out in the 2014 Code of Practice).
- Allowing pupils access to specialist equipment and approaches where necessary.

- Liaison with the adviser for gifted and talented pupils.
- Continuous consultation with and involvement of parents.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Assessment, Recording and Reporting

Pupils' development in Literacy 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 both formative and summative. DCPRO is used to maintain an up to date formative assessment log.

All formal assessments are passed to the receiving teacher at the end of the academic year. Focus children, year group strengths/least competent areas in are also identified and used by receiving teachers to adapt English planning and teaching.

In Year 2 and Year 6, The End of Key Stage One and Two assessment frameworks are also used to assess learners progress for:

- Working Towards the Expected Standard
- Working At the Expected Standard
- Working at Greater Depth Within the Expected Standard.

Pupil Progress Meetings are held on a termly basis to analyse, track and target all learners.

MONITORING AND EVALUATION OF THE POLICY

The Literacy leader with support of the literacy subject team will monitor and evaluate the policy through:

- Informing the Headteacher of any monitoring requirements.
- Learning walks.
- The monitoring of medium and short term planning.
- Lesson observations.
- Pupil conferencing.
- Staff consultation.
- Book scans.
- Analysis of SAT results.
- Analysis of teacher assessments.
- Monitoring of standards in writing and subsequent setting of targets. (See Skills Ladder and Classroom Monitor data).

The role of learners in the context of this policy is to:

- Take an active and enthusiastic part in their learning in English.
- Use success criteria, response partners, peer and self-assessment to guide and improve their own learning in English.
- Be an active participant in personalising and extending their own learning at school and at home.

The role of all teachers in the context of this policy is to:

- Recognise the personal impact which their enthusiasm for English has on the learners in their classroom.
- Use the revised literacy framework to plan, annotate and differentiate planning more precisely.
- Use the policy to use appropriate teaching strategies in English.
- Introduce, teach towards and assess children against their curriculum targets.
- Use formative and summative assessment in English to meet learners needs more precisely.
- Select the most appropriate strategies linked to effective teaching for the nature of the lesson in English.
- Identify (an) area/s where they require further training in relation to English.
- Consult with lead teachers/AST in order to observe and develop in a particular area of English.

The role of the English Leader in the context of this policy is to:

- Ensure that effective learning and teaching strategies are used within English.
- Identify professional development needs in the delivery of the National Curriculum and the new National Curriculum 2014.
- Target issues that occur, on a whole school basis, through staff meetings and designated Professional Learning days.
- Provide support, using a range of possible methods, if staff members have particular needs or concerns.
- Monitor planning.
- Develop and improve appropriate assessment arrangements, including records.
- Monitor curriculum targets and tracking of Assessing Pupil Progress data.
- Monitor end of Key Stage and end of year assessments, use data analysis to inform curriculum targets.
- Oversee parental liaison in the area of reading.
- Co-ordinate the purchase of resources and be responsible for their organisation.
- Co-ordinate members of the literacy team and delegate responsibility appropriately.

The role of the English Leadership Team in context of this policy is to:

- Monitor resources and planning within their year group.
- Take on responsibility for aspects of English and perform tasks related to this, eg: staff inset, monitoring resources etc.

The role of leaders and managers in the context of this policy is to:

- Identify training requirements and priorities for Inset in order that all staff have regular training so as to gain even greater knowledge, understanding and confidence in the effective learning and teaching strategies in English
- Use monitoring exercises to identify successes in relation to learning and teaching and areas to strive for even greater success in English
- Provide time for staff to discuss and share effective learning and teaching experiences through English Professional Learning.
- Provide opportunity for staff to learn through English co-coaching sessions.

The role of Governors in the context of this policy is to:

- Agree and review the English Policy on a regular basis.
- Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching in English.

Dissemination and Review

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.