

Archibald Primary English Policy 2019

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ **National Curriculum in England: English Programme of Study, 2014.**

Introduction: All staff, at Archibald Primary School, recognise the central importance of English as a subject in its own right, and the subject that underpins the rest of the curriculum. Gaining and using skills in language not only affects the child’s progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils’ abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. They will be taught the importance of reading for pleasure and for information, and they will understand that these are skills for life.

Aims of the Policy:

- To promote a positive attitude to reading, writing, speaking and listening.
 - To promote reading for pleasure and well-being.
 - To develop children’s ability to become confident users of language, both oral and written.
 - To value language from other countries and cultures.
 - To ensure children have access to a broad, balanced and creative English curriculum.
 - To ensure English is taught effectively throughout the school to close attainment gaps and support all pupils to reach the expected or Greater Depth Standards at the end of Key Stages 1 and 2.
 - To communicate the school policy on English to all staff, Governors, parents and other interested parties.
- To read easily, fluently and with good understanding. (NC)
 - To develop the habit of reading widely and often, for both pleasure and information. (NC)
 - To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. (NC)
 - To appreciate our rich and varied literary heritage. (NC)
 - To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. (NC)
 - To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. (NC)
 - Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (NC)

Objectives

Pupils at Archibald Primary School will leave Year 6:

1. Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning.
2. Having had opportunities to develop a love of reading and a desire to read for enjoyment.
3. With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology.
4. Understanding a range of text types, media types and genres through reading and writing lessons.
5. Able to write in a variety of styles and forms appropriate to the situation with a good understanding of audience and purpose and how this affects decisions made by the writer.
6. Using their developing creativity, imagination, inventiveness and critical awareness.
7. Having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Inclusion Statement: Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Archibald Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities: We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking the progress of all pupils regularly. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Special Educational Needs and Disabilities Support: Special Educational Needs Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with statements and/or My Plans for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Statutory Requirements: Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014-16) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2018).

In the Early Years Foundation Stage (EYFS) children are given opportunities to:

1. Speak and listen and represent ideas in their activities.
2. Use communication, language and literacy in every part of the curriculum.
3. Become immersed in a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

1. Learn to speak confidently and listen to what others have to say.
2. Learn to read and write independently and with enthusiasm.
3. Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

1. Learn to change the way they speak and write to suit different situations, purposes and audiences.
2. Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Speaking and Listening/ Lead Associate School for the Royal Shakespeare Company

Approaches to Spoken Language: We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay and debating within lessons across the curriculum; class assemblies; tasks undertaken by the School Council representatives and school- productions.

Spoken language (NC 2014)- Pupils should be taught to:

- 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

The National Curriculum in England: English Programme of Study states: 'The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.'

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. 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 associated with the artistic practice of 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.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

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

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

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

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

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



**Artsmark
Platinum Award**
Awarded by Arts
Council England



Archibald Primary as a Lead Associate School with the RSC: We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

Our continued partnership with the Royal Shakespeare Company, since 2012, has allowed us to meet and, in some cases, exceed expectations in attainment of quality spoken language. The scheme of work we have developed has a unit studying a Shakespeare play in every year group from Nursery to Year 6. We often repeat the plays studied to deepen understanding of character and plot.

We use 'rehearsal room techniques' to allow children to experience the world of the play; the rich language and engage with character and plot. These techniques are exactly the same way the actors train when working on a play with the RSC. It involves an ensemble approach with everyone able to give their own opinions about the text. The children are using Shakespearian text confidently to interrogate meaning and this is having a positive influence on attainment, confidence, collaborative skills and parental expectations. We have found that no other text allows children to problem solve and offer their own thoughts. The writing tasks planned as outcomes to the rehearsal room techniques are the strongest examples of writing in each year group. Children have become invested in the play and feel they have a 'voice' when writing. Writing in role is now a key part of the tasks set in each year group.

The work we do with each Shakespeare play is an integral part of our provision for the children at Archibald Primary. We promote the arts and hold an 'Arts' Week' every two years. During this special week: EYFS and KS1 perform a Shakespeare play and KS2 perform a different one. Every child has a part to play and we are now further developing career opportunities by looking at backstage roles.

We lead a group of schools both within Middlesbrough and in the wider area so that we can share our success. We perform a Shakespeare play every year for an audience of approximately 400 people in total. Parental engagement has built up each year we have performed. The Associate Schools look forward to the work we do. Archibald Primary organises a programme of support including: training from the RSC for Teachers; regular cluster meetings; individual support to staff and training on developing a scheme of work for the play currently studied.

This successful partnership has led us to visiting No.10 Downing Street to perform; performing in Stratford-Upon-Avon twice and we have presented the work we do to other schools for the RSC. We have also trained teachers in other authorities. We now hold an Artsmark Platinum Award for the work we have been doing. Criteria for the Artsmark can be found here: <https://artswork.org.uk/wp-content/uploads/2017/10/Self-Assessment-framework-August-17.pdf>

RSC Associate School information can be found here: <https://www.rsc.org.uk/education/associate-schools-programme>

We have written a number of different case studies for the RSC. These can be found here: <https://www.rsc.org.uk/search?q=case%20studies>

Reading: Teaching and Learning information

Teaching Comprehension Strategies: Over the last five years, we have regularly returned to Reading CPD. We have employed a Literacy Consultant to work with us to develop practice that has been revolutionised how we teach comprehension throughout school. We have worked to develop reading journals from Year 1 – Year 6. Each year we have evaluated and honed our practice. We have built up Teacher and pupil expectations and given children time to develop their responses. We strive to improve the quality of the child's written response to text as well as giving them all the speaking and listening opportunities that we can.

We have chosen quality fiction, non-fiction and poetry; linked texts in a meaningful way to Learning Contexts and evaluated the reading material each year. If a text is not working in the way the Teaching Staff would like, we make the necessary changes. The English Scheme of work for Archibald Primary is evaluated each year and all staff have an input into the quality of provision for their year group. We like staff to be passionate about the reading material they have available. It is the responsibility of the English Lead to read children's books and keep up to date with new reading material.

Developing Independence:

Phonics: EYFS and KS1 use Ruth Miskin's 'Read, Write, Inc.' phonics scheme. We have adapted the way it is used to suit the needs of Archibald Primary. We have a 'Read, Write, Inc.' Phonics Manager, who has created a set of milestones, so that every child is monitored closely. Regular meetings with Teachers and Teaching Assistants allows the manager to monitor and improve teaching whilst making suggestions about individual provision. There is a close link here to the SEND Co-ordinator and progress is discussed regularly with the Head Teacher, English Lead and Senior Leadership Team. We continue to monitor the progression of phonics development within Year 3 and Year 4 for a small number of identified pupils who have not reached the expected standards.

Throughout KS1 and KS2: Pupils are encouraged to read at their own level and to choose books that interest them. We have a **Library** in school and Year 2 pupils in the Summer Term and KS 2 pupils are encouraged to select their reading material from the Library. Each class also has a collection of texts for children to read. Teachers have different ways of monitoring reading and celebrating success.

Published schemes and Bookbanded Books: We do not have specific schemes in place but rather a range of texts that would support children in becoming an independent reader. These have been bookbanded to assist in selecting the most appropriate text. There are a large number of texts in school that support children with different SEND difficulties. Teachers will liaise with the English Lead and SEND Co-ordinators to find the right pathway for each child. This will also be discussed in Standards Team Meetings if a child is not making the expected progress. **Every child is entitled to choose a book from the Library regardless of their reading ability.**

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day' and 'Roald Dahl Day'. Library visits- where the children are encouraged to choose books to read at home.

'Reading Plus': Year 3 Higher Pathway (Summer Term) and Y4, Y5 and Y6 all use the 'Reading Plus' resource to access texts at an independent level. This scheme is read on a screen and can be used in school and at home. The scheme encourages the child to read quickly and answer a range of questions based on the text read. It provides key assessment information for Staff to monitor progress and follow up with individual children when they have been identified as having a particular weakness in one area of reading. Some

pupils will not be ready to use this programme when they reach Year 4. Teaching staff will use the benchmark exercise on 'Reading Plus' to identify the suitability of the programme for their pupils. If some children cannot access this resource they will be directed to 'Lexia' and their progress monitored by their Class Teacher in partnership with the SEND Co-ordinator where appropriate.

'Reading Recovery': We have a fully trained Reading Recovery Teacher on the staff and they work with identified pupils throughout the year. The progress in reading for these children continues to be monitored closely after they have finished the programme.

Home/School Reading: Each child is encouraged to have a book bag. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading through letters, contact with parents/carers and through Triangulation Meetings twice a year.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Approaches to Writing: We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013).

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing.

The scheme of work sets out the required writing task for each pathway in each year group. We have six themes that form the basis of the fiction writing:

1. Voyage and return
2. Tragedy
3. Comedy
4. Overcoming a Monster
5. Rags to riches
6. Quest

Each year group covers these themes. Each piece of writing has a very clear task, audience and purpose. The task usually states who the child is going to be as they write e.g. You are a soldier in World War 1 about to go 'over the top' – (Overcoming the Monster, Year 6, Linked to the whole school Learning Context of World War 1). There is a very clear expectation that writing over a school year will be both imaginary and based on knowledge. Fiction and non-fiction writing are of equal status.

Non-fiction writing covers the following text types:

1. Instructions
2. Report
3. Recount
4. Explanation
5. Persuasion
6. Discussion

Planning for writing:

A range of writing frames are used in EYFS and KS1. All are designed by staff to be appropriate to the needs of the child.

Key Stage 2: This key stage begins to explore a more organised way of planning their writing. Using A3 paper and 5 post-it notes, the children are encouraged to plot the main structure of their writing (Fiction: introduction, build up, most exciting events, resolution and ending), (Non-fiction: introduction, 3 paragraphs of information and a conclusion that links back to the introduction). The post-it notes allow the child to explore changing the structure of their writing by moving the post-it notes around and retelling their writing in different ways. Once they are happy with their structure, the pupils can then add skills to each section of their writing on the plan and tick them off as they are using them.

This very clear approach to planning writing allows the child to explore the whole text through speech and can discuss their ideas with staff and other pupils. They can add the range of skills they will use in each paragraph/section and discuss why these skills are needed. Having a very clear plan to work from means that redrafting and editing are seen as essential skills by the child. They will work harder to evaluate the skills they have used in their writing.

Higher Pathway: This pathway is expected to write 5 to 6 pieces of independent writing each term.

Middle Pathway: This pathway is expected to write 4 to 5 pieces of independent writing each term.

Lower Pathway: This pathway is expected to write 3 to 4 pieces of independent writing each term.

The difference in the number of writing tasks allows pathways to overlearn key objectives in sentence construction, spelling, handwriting and use of vocabulary. Fewer longer writing tasks does not mean that the expectation has been lowered for any pupil. We expect all children to use their year group objectives within their writing.

Independence: Not every skill will be independently used as they will be teaching points developed as the year progresses. These will accumulate and children should be applying the specific year groups objectives independently but the summer term. Teachers will assess writing that has been independently written but will have benefited from the use of a response partner in the planning, first draft, final re-drafting or editing stages. Teachers can use model texts to support writing but must allow children to make choices about their work and writing should not be overly scaffolded.

Final Pieces of Writing: Each year group will aim to allow the child to complete a final, 'published' piece of writing where possible. This 'published' form may involve the use of ICT, handwritten pieces or even a spoken piece of text e.g. a speech or presentation.

Approaches to Grammar and Spelling: The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). The scheme of work details the expectations for the teaching of grammar and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Staff have regular training to look at subject knowledge for grammar and punctuation.

Spelling: To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words.).

The scheme of work has split the Year 3 /4 spelling list into a Year 3 list and a Year 4 list. A wide range of spelling rules has supplemented the curriculum. Staff can choose to test pupils on their spelling in weekly spelling tests or develop other activities to practise spellings. **The assessment of spelling is best viewed through independent writing and improvements in tackling longer polysyllabic words when reading.**

Subject Organisation

Early Years Foundation Stage: children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child -initiated activities. Children have daily discrete Phonics lessons following Ruth Miskin's 'Read, Write Inc' programme.

Key Stage 1: In Key Stage 1, daily discrete phonics lessons continue and are taught as a whole class and in supported groups. Children take part in both guided and individual reading sessions and have regular story times to develop a love for reading. The teaching of reading includes using reading journals to develop comprehension skills. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups. There is a clear focus on transcriptional skills with Year 2 introducing a continuous cursive script. Reception, Year 1 and Year 2 have regular meetings to measure progress in phonics against set milestones. This is now the case for progression in handwriting.

Key Stage 2: In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within lessons. The teaching of reading, writing, spelling, vocabulary, grammar, punctuation and handwriting are all aspects of English Teaching in Key Stage 2 and will be taught discretely. The teaching of reading includes using reading journals to develop comprehension skills. Additional literacy sessions include guided reading; deepening vocabulary understanding; spelling practice (refer to Spelling Policy); grammar; handwriting (refer to Handwriting Policy) and the reading aloud of class novel, which is a text sometimes linked to their current topic learning. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes, Teaching Assistant support and differentiated class teaching.

Differentiation: There are children of differing ability in all EYFS and Key Stage 1 classes at Archibald Primary. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual. The children will work independently, in pairs and in groups or as a whole class depending on the task.

Within Key Stage 2, there are three different pathways for each year group and children are placed according to the best fit to their educational needs. Each year group has a lower, middle and higher pathway. Year 6 also has a Higher Plus pathway. The higher pathways have the most children, with the middle and lower pathways having fewer pupils and more teaching assistant support. The expectation for all pupils is to reach the expected standard or higher by the end of Key Stage 2 - regardless of the pathway they have experienced. Regular Standards Team meetings with Year Group Teachers, the Head and Deputy Head Teacher ensures the progress of all children is monitored closely.

Cross- Curricular Literacy Opportunities: Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing is expected to be produced in Learning Contexts and Science and all tasks have been developed to make these links possible.

Mathematics: English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations. Key vocabulary is taught.

Computing: The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning, whenever it is appropriate.

Personal, Social and Health Education (PSHE), Social and Emotional Aspects of Learning (SEAL) English contributes to the teaching of PSHE and SEAL. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

Spiritual, Moral, Social and Cultural Development: The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Planning: We use the National Curriculum (2014) to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English. In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas. The National Curriculum for English forms the basis for the objectives within the KS1 and KS2 scheme of work. Teachers prepare their own planning using the English scheme of work.

Other relevant policies:

- **Early Years Foundation Stage Policy**
- **Phonics Policy**
- **Assessment Policy:** Emerging/Developing/Secure (EDS) sheets are used to assess Reading and Writing. Some objectives are in bold as they are non-negotiable.
- Marking in English is in accordance with the school's **Marking and Feedback Policy**.
- **Special Educational Needs and Disability Policy.**

The scheme of work is available in school along with other guidance documents that set out the expectations for each year group e.g. Handwriting Guidance.

Evaluation and Monitoring: Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the Head Teacher, Deputy Headteacher and Senior Leadership Team. English Subject Leader will be involved in identified activities. The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader meets regularly with the Head Teacher and Deputy Headteacher.

Staff Development: At Archibald Primary School, staff development is undertaken in the following ways:

- By identifying areas for development during Performance Management reviews (personal development).
- In the School Improvement Plan (whole school development).
- By discussion with the Head Teacher and other staff.
- By making staff aware of relevant courses.
- By observation and feedback.
- By whole school INSET.
- By visits to leading literacy teachers when appropriate.

Making Special Memories: Special guests to the school, such as visiting authors, RSC Practitioners and performing arts groups are also actively sought, providing children with stimulating and enjoyable experiences associated with literacy. Special events such as World Book Day and visiting book fairs are also used to promote excellence in English. This all helps to widen the life experience of the children in our care. We have two members of staff who are 'Reading Champions' and are in charge of these exciting events.

Homework: Each year group selects the appropriate homework tasks for their pupils. Reading is an essential daily homework task. We will strive to aid parents/carers in supporting their child at home and will also try to provide children with tasks they can do independently. We aim to ensure that all children will have the resources they need to complete homework successfully.

This policy was updated May 2019

English Lead: Jackie Blyth

Phonics Manager: Catherine Stonebanks

'Reading Plus' Manager: Melanie Lynas

Staff Reading Champions: Melanie Lynas and Claire Wilks.