

Wardley CE Primary School

English Policy



Name of Reviewer	Kari Walker
Date of Approval of Governing Body	September 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Policy document

At Wardley CE Primary School we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

When children begin their schooling at Wardley CE Primary School they will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at our school, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their educational journey.

Aims

- Provide an effective framework for the delivery of high quality learning and teaching in English.
- Increase staff skills and confidence in teaching English and ensure that the whole school community understands its role in developing English.
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of English skills and can apply these skills effectively and with confidence across the curriculum.
- Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant English curriculum for all.
- Raise levels of achievement and attainment in English among all learners.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School, our English teaching supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres. Through careful selection of high quality texts and subject matter, we aim to support moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genres including newspapers, fiction, television and other media. Exposing children to a wide range of texts in

addition to supporting them in becoming confident and competent in their own language is something which we feel is vital to their individual identity.

Intent

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child's vocabulary. By the time children leave Wardley CE Primary School in Year 6, the vocabulary and English skills that they arrived with in Nursery will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts. By the end of Key Stage 2, we want all our pupils to be successful enough to:

- Read and write with confidence, fluency and understanding.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meaning and a growing vocabulary.
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Implementation

The children study a text based curriculum model. This provides the context to develop the key threshold concepts in reading, writing & communication. These threshold concepts are revisited throughout the key stages to develop and consolidate the pupils' skills and knowledge in these areas. This curriculum promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written work and developing their love of reading.

Early Years Foundation Stage

At Wardley CE Primary School, we believe that communication and language, with opportunities to explore reading and writing, underpins children's future learning. The practice in Foundation Stage will follow the Foundation Stage Curriculum and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of Reception.

In our Nursery and Reception classes the daily routine includes planned and spontaneous activities that include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in English by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities.
- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions.
- Reading groups.
- Book activities with a shared reading and writing focus each week.
- ICT activities to enable access to texts and language activities.

At the end of the Foundation Stage, children spend time with their new teacher and in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition issues so that they feel reassured about how they can help their child prepare for Year 1 and feel confident in the smooth transition.

Key Stage 1

At Wardley CE Primary School at the beginning of Year 1, the assessments and teacher discussions from Foundation Stage enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the English Curriculum, delivered in a cross-curricular manner.
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.
- Word level work with explicit teaching of phonics and spelling.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres that will develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting taught and modelled.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Key Stage 2

At Wardley CE Primary School at the beginning of Year 3, the teacher assessments and the statutory tests in Year 2 enable the planned work to follow a smooth transition.

The teaching of English in KS2 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the English Framework, delivered in a cross-curricular manner.
- Word level work with explicit teaching of spelling strategies and rules and phonics where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- A range of text types, including cross-curricular writing, modelled to promote sustained composition.

- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Phonics & Early Reading

At Wardley, we strongly believe in the power of early reading and acknowledge that it forms the foundation for a lifetime of learning. We are committed to fostering a love of reading and ensuring that all our students develop strong reading skills from the very beginning. Through a combination of structured reading and writing programmes, engaging reading materials, and dedicated support from experienced staff, we aim to provide our students with the necessary tools to become confident and proficient readers. We understand that early reading proficiency is crucial in unlocking a world of knowledge and imagination, allowing our students to thrive in all areas of their education.

Please see separate Early Reading policy for a detailed version of how early reading is taught.

Nursery

During the autumn and spring term, children spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. This will progress to letter sound blending and segmenting for writing by the end of nursery. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave Nursery being able to orally blend and know all initial letter sounds in set 1.

Reception

In the first five weeks of Reception, the initial sound (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have daily RWI lessons lasting 40 minutes in the morning and 15 minutes in the afternoon. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and

revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. The children then apply their knowledge with a spelling test. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage).

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

Reading

At Wardley CE Primary School, we believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

High priority is given to reading throughout the school. In year 1 children access fully decodable texts for both reading in school, and home reading. Books to be read at home are carefully selected so that only sounds the child is familiar with will be included.

In the EYFS and Key stage 1, children are able to take home a decodable reading book to read to their parent/carer. Parents make a comment in their child's home-school reading diary on how their child reads. These are checked weekly by school staff and children are encouraged to change their book when ready to.

The reading of fiction, non-fiction and poetry is applied to English lessons within each year group every term. The skills developed within these lessons link to the end of year expectations that need to be taught.

In Key Stage 2, discreet reading sessions are offered to our pupils within a weekly,

'My Book Blog' session where children are exposed to a wide range of texts and reading challenges which are monitored by the class teacher. The children are expected to read a wide range of texts and book recommendations from their peers are deeply encouraged. Pupils are expected to read regularly at home and can access My Book Blog on any device so that tasks can be completed at home as well as in school. Pupils may change their reading books at any time to ensure that they always have access to appropriate and age-related reading materials.

At Wardley CE Primary School there are two key threshold concepts in reading:

- To read words accurately
- To understand texts

Teaching pupils to decode and have speedy recognition of familiar words builds on their learning from the school's teaching of early reading. In order to develop pupils' comprehension skills we use a range of comprehension schemes across key stage one and two. We also develop children's comprehension skills by ensuring the pupils read widely across fiction and non-fiction texts. These reading skills are taught through:

1. Whole class reading:

Whole class reading develops listening skills, a love of story and reading for pleasure.

At Wardley CE Primary School, we use class novels to immerse the children in challenging texts which expose them to rich vocabulary and story plots. These stories feed into their writing so the children are fully immersed in the characters, setting and plots.

The children also choose their own book from the My Book Blog self (key stage2) as this teaches them to take pleasure in reading by themselves, listening to someone else read, and sharing texts with adults and other children. Different and specific key skills linked to comprehension are taught explicitly to the children through discussions about texts, teacher modelling and opportunities to answer questions independently or with support where needed.

2. Shared reading:

Shared reading immerses children in the pattern of story and features of text types.

This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.

3. Comprehension that targets children's reading skills:

Pupils from Y2 - Y6 also participate in weekly comprehension lessons where they are exposed a wide-range of shorter texts and questions styles. Teachers must

ensure that all question and answer techniques are covered and that pupils are regularly and repeatedly exposed to disciplinary knowledge over the course of a term. These are used to support teacher assessments in reading which are added to the school's database.

4. Independent reading in school and at home:

In EYFS and KS1, books are sent home with the child's home-school diary to help communicate progress and targets with parents. Children take home a decodable reading book to read with their parents. The focus of this is for the children to develop reading fluency.

In LKS2, children take home a book from the My Book Blog shelf. These books can be read with their parent/carer or independently. Books are changed as and when required to ensure that no child is without a book. When required, children also have access to phonetically decodable books that are matched to their phonic ability.

UKS2 children and more able LKS2 readers may choose their own chapter books from the My Book Blog shelf to take home. All tasks must be completed before the book can be changed and these tasks are monitored weekly by the class teacher. Pupils who are reading more challenging books, may also take home a 'fun book' to dip in and out of as they choose.

Pupils read aloud to their teacher once every fortnight during a MBB session. Pupils are regularly encouraged to read aloud during all lessons, collective worship and in whole school and class celebrations.

5. The reading environment:

The rich environment encourages children to interact with displays, recommend books to their peers and promotes a love for reading. Within classrooms, reading areas are attractive and inviting; books of age related expectations are readily accessible. Fiction and Non-fiction books are also displayed and promoted around the classroom and the whole learning environment of the school.

Writing

At Wardley CE Primary School, we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing at Wardley helps develop pupils' competencies in the three key areas of composition, transcription and analysis/presentation. Each of the areas has a set of key threshold concepts, as shown below:

Composition

- To write with purpose
- To use imaginative description
- To organise writing appropriately
- To use paragraphs
- To use sentences appropriately

Transcription

- To present neatly
- To spell correctly
- To punctuate accurately

Analysis and presentation

- To analyse writing
- To present writing

Carefully planned, regular writing opportunities allow the pupils to develop their writing stamina, ensuring all pupils can write at length. Every week the pupils are given the opportunity to write extended pieces for a range of purposes and audiences. The pupils are taught to understand how these purposes and audiences influence the form the writing should take. The pupils are given opportunities to develop their ability to think aloud, explore and collect ideas, draft, re-read, and re-draft their writing as it forms. Pupils are also taught the importance of proof-reading and editing their own writing to make sure it makes sense.

At Wardley CE Primary School writing is taught through:

1) Shared writing:

This is modelled by the teacher as the expert writer with contributions from the children.

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2) Guided writing that targets children at their point of writing:

Guided writing may take place in small groups with a teaching focus using skills and writing already modelled. The main part of the session is spent with the child writing with the adult intervening as appropriate. In the Foundation stage the child receives more personalised support from the teacher at the point of writing or mark making. During this guided session, the teacher supporting the group will share targets achieved and mark the child's work according to the whole school marking policy.

3) Opportunities for developmental writing:

At Wardley CE Primary School in the Foundation stage children should experience writing in a range of settings and opportunities for developmental writing and this should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation may be scribed by a teacher or adult working with the group. Ideally this is during the English session.

4) Independent writing:

At Wardley CE Primary School the children need opportunities to develop their confidence and to practise their writing skills. All writing activities should have a clear purpose with a focus on the key writing skills as identified in the half termly writing skills sheets. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, wall displays and word banks.

Spelling

At Wardley CE Primary School children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session. In Key stage 1, children are given weekly spelling lists linked to their phonics learning. From Year 2 onward, spelling lists consist of words with a particular spelling pattern or rule. Children are encouraged to practise their spellings as homework and are given tasks to support their learning in class.

At Wardley CE Primary School, all pupils from Nursery to Year 6 use the Read Write Inc spelling programme to support them in learning and practising their spellings and sounds in school and at home. Children in Years 1 - 6 are tested weekly. Word banks (given and created) along with wall displays are often used to support children's spelling at the point of writing.

Sentence level work

At Wardley CE Primary School this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Sentence level work is taught through the main English session, through modelling by the teacher and in focused grammar sessions using the Deepening Understanding Daily SPaG resource which is taught daily.

Handwriting

At Wardley CE Primary School handwriting and letter formation is taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Handwriting is modelled and practised in most English lessons and as part of the weekly spelling tasks and homework. Children who need additional support have adult interventions to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing.

In the Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should sit on the left hand side of the table.

From Year 1 onwards writing is on lined paper.

Speaking and listening

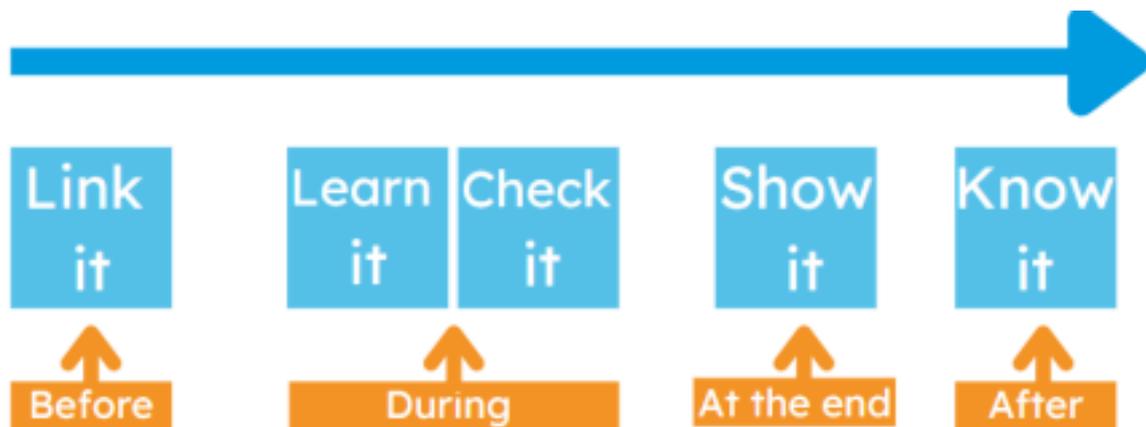
Our English curriculum reflects the importance of spoken language in pupils' development. Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Opportunities may include a reading for performance activity, a reading for fluency activity or a structured class debate. The key threshold concepts for communication that are developed over the key stages are:

- To listen carefully and understand
- To speak with clarity
- To hold conversations and debates
- To develop a wide and interesting vocabulary
- To tell stories with structure

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, homework project presentations, whole-school collective worship, courageous

advocacy, church celebrations and group discussions and debates. Photos are taken as a means to capture the moment and pupils write an explanation of the skills developed within the session. Staff also create class blogs for the school website when whole-class oral presentations have taken place.

At Wardley CE Primary School we place five pedagogical principles at the heart of our English curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to ‘remember more and know more’.



Link It: At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

Learn It: This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

Check It: Throughout the ‘Learn It’ phase, teacher’s plan ‘Check It’ opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils’ knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children’s understanding will be checked by the teacher through a range of ‘Check It’ tasks.

Show it: At the end of a sequence of learning, we use ‘show it’ which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the ‘line of enquiry’ that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

Know It: At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

Links to the Wider Curriculum

Pupils get to rehearse, apply and consolidate their learning in all other areas of the curriculum. Careful planning ensures pupils continue developing all areas of English in other subjects. For example, within the history topics the pupils use their knowledge about a studied topic to write an extended piece.

At Wardley CE Primary School English contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as why we should be courageous advocates. They discover how to be active citizens in a democratic society through the election of the class Ethos Rep. They challenge stereotypes and appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Wardley CE Primary School when teaching English, we contribute to the children's spiritual development where possible. Children learn about how societies have changed over time on how prejudice and persecution can be an unfortunate part of this process. The geography and history programme of studies enable children to understand that Britain's rich cultural heritage can be further enriched by the multicultural British society of today.

Impact

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think geographically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

Role of the subject leader.

The English subject leaders at Wardley CE Primary School are Mrs K. Walker (Y2 - Y6) and Mrs K. Flanagan (EYFS & Y1)

Their roles as a subject leader are to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.

- Ensure that the policy documents and curriculum resources remain useful and current.

English and links to home.

Ideas about how parents and carers can help their child with English at home are sent out on the class curriculum leaflets each half-term.

Inclusion

At Wardley CE Primary School all children have access to English lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in English we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

