



WHERE STARS SHINE

ENGLISH POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in blue ink, appearing to read 'R. Smith'.

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Severn Federation Academy Trust (Co. No. 13034661)



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1. Aims and objectives

The study of English develops children's abilities to listen, speak, understand, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

"The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment." NC Document – English Programme of Study, September 2014

To reflect the updated National Curriculum, 2014 Literacy learning will cover the following areas:

- Spoken Language
- Reading – Word Reading, Comprehension
- Writing – Transcription, Spelling, Handwriting, Composition, Vocabulary Grammar and Punctuation

1.2 The aims of English are

- To fluently use the English language as the foundation for success in all areas of the curriculum.
- To be able to speak clearly and convey ideas confidently using Standard English
- To be able to justify ideas with reasons; asking questions to check understanding, and using language to negotiate, evaluate and build on the ideas of others
- To develop vocabulary and build knowledge ensuring reading and writing in all subjects to support the acquisition of this knowledge
- To listen with sustained concentration in order to be able to identify main points heard as well as developing their understanding through speculating, hypothesising and exploring ideas.
- To enable children to adapt their speech to a wide range of circumstances, selecting the appropriate register for effective communication.

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- To develop confident independent readers who read fluently understanding fiction and non-fiction texts
- To encourage children to read for pleasure and promote wider reading to build enthusiastic and reflective readers exposed to a variety of challenging texts
- To develop the stamina and skills to write at length with accurate spelling and punctuation
- To help children enjoy writing and recognise its value
- To expand the range of writing and the variety of grammar the children use
- To write in a range of genres allowing children to rehearse, understand and consolidate what they have heard or read
- To actively develop children's vocabulary, building systematically on children's current knowledge and linking between known and new words

2. Teaching and learning styles

At Severnbanks School we use a variety of teaching and learning styles in English (Literacy) lessons, in line with the National Curriculum (statutory September 2014), with appropriate emphasis on developing Spoken Language skills. Our principal aim is to develop children's knowledge, skills and understanding in English. We are continually developing a cross curricular approach through our Curiosity Curriculum so the English work focuses on and enhances the current topic theme. Children use computing in English lessons where it enhances their learning. 'Thinking Maps' are used when necessary to help children generate ideas, classify, sort, plan and structure their writing at each stage of the writing process.

There are children of differing ability in all classes at Severnbanks School. 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 set 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 as well as targeted Guided Reading and Guided Writing sessions to enable work to be matched to the needs of individuals.

3. English Curriculum Planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English across all year groups from 1-6. We use the Centre for Literacy in Primary Education (CLPE) 'Power of Reading' core books and teaching sequences to support with the planning process.

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This ensures children are exposed to age appropriate and varied texts across different genres and effective, purposeful links are made to other curriculum areas where appropriate. This results in year groups covering varied genres and text types and children are provided with opportunities for cross-curricular writing. The half term Medium Term Planner is used to plan out writing opportunities with linked skills content, all of which are taken from the class key text that term.

3.1 Short Term Plan

Class teachers complete a weekly (short-term) plan for the teaching of English (In doing so, the teacher is organising a sequence of learning about the writing process; Immersion, Investigation, Reconstruction, Modelled Writing, Shared Writing, Supported Composition, Guided Writing, Independent writing.) The short-term plan details the specific learning objectives for each lesson and includes differentiated activities to address SEND targets and more able/Gifted and Talented. We use working walls as an integral part of each text type teaching sequence/unit covered.

3.2 Guided Reading

Class teachers use a wide range of genres of text and Literacy Shed to plan and deliver Guided Reading sessions. This resource provides text for each year group to cover the age-related expectations incorporating all aspects of the English Curriculum. Literacy Shed uses VIPERS for comprehension. Alongside this 'Cracking Comprehension' is used to deliver whole-class Guided Reading sessions from Years 1-6. Class Teachers alternate the weeks between whole-class and group based Guided Reading sessions to ensure exposure to age related expectations for all children and to develop comprehension skills.

3.3 Daily Phonics

Daily phonics sessions are taught using the Rising Stars Phonics scheme, Rocket Phonics by each class teacher in years Reception – Year 2 and beyond where needed due to the stage of the children. These sessions follow the structure of whole class teach at age-related expectation, group work differentiated by support for groups and or individuals by the class teacher and TA as well as having independent learning activities. We use a validated scheme (Rocket Phonics) that includes the introduction of Tricky and High Frequency Words, Common Exception words and the age-related expectations set out in the National Curriculum under Spelling.

3.4 Spelling, Punctuation and Grammar

Spelling, Punctuation and Grammar (SPaG) sessions are planned on a weekly basis, four/five sessions a week, by each class teacher from Years 3-6. These sessions follow the structure of

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Recap/Revisit, Teach, Practice, Apply. The age related expectations set out in the National Curriculum 2014 under Spelling, Transcription, Vocabulary, Grammar and Punctuation as well as the 'Detail of Content' for each year group is used to plan for these sessions. Spelling in KS2 is taught using the Rising Stars scheme, Rising Stars Spelling. Age related spellings are taught from the Year Group Spelling list.

3.5 Handwriting

Handwriting in EYFS and Keys Stage 1 is taught alongside phonics.

EYFS - We develop gross and then fine motor skills through a variety of activities focusing on building arm, hand and finger strength and stamina. We encourage mark making opportunities in all areas of the learning environment both in and outside. Correct pencil grip is taught prior to letter formation and this is taught cursively. When appropriate joined letter patterns are taught, linked to phonic work.

Year 1 - We teach letter formation according to the type of letter -ladder letters, curly caterpillar letters, one-armed monster letters and zig-zag monster letters. We concentrate on ascenders and descenders, ensuring the letters are placed accurately on, above or below the line. Children start to learn more joins and where to include letter breaks in line with the cursive handwriting approach used.

Year 2 - We continue to teach diagonal and horizontal joined letter patterns and letter breaks as well as capital letter formation. Joins are linked with spelling patterns learnt in phonics and SPaG. Children are encouraged to write cursively.

In Key Stage 2 handwriting planning is taken from the 'Write Path' Scheme which systematically and progressively introduces letter formation and joins.

4. The Early Years Foundation stage

4.1 Communication and Language - a Prime Area of Learning and Development

Communication and Language: Listening and Attention, Understanding and Speaking

Listening and Attention

We provide opportunities for children to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations, interpreting what others say and responding appropriately.



Understanding

Within this strand, we provide exposure to a wider language bank in order to broaden the children's understanding of specific and everyday vocabulary. Opportunities to hear, interpret, and respond to instructions questions and comments, form the bedrock of this prime area strand.

Speaking

Children are given rich opportunities to speak in different groupings and actively encouraged to converse confidently with adults and peers across the setting. as provide planned opportunities for children to develop their language acquisition and oratory skills whilst child initiated activities reflect the development of embedded informal speaking skills.

Learning and development within Communication and Language is implemented through planned purposeful play that reflects the child's current interests and ideas through a mix of adult led and child initiated activity. Planned learning opportunities are informed by the Development Matters Statements (the developmental continuum from birth to 60+months) and the Early Learning Goals (the end of year statements which are used to define attainment at the end of the Early Years Foundation Stage).

'Primary Talk' is used throughout EYFS to teach children the key skills for effective communication overtly and explicitly as part of the daily routines. Adults model high expectations for speaking, listening and communicating and encourage children embed these 'Talking Strategies' as part of their daily lives to be effective communicators. 'Talk Boost' is used as an intervention programme within Reception and Year 1 to support specific children with developing key speech, language and communication skills.

The enabling environment promotes rich opportunity for children to demonstrate their understanding of instructions, to shape and answer questions and to express themselves effectively and with confidence. Adults model effective communication and place high expectations on the children to respond appropriately. Opportunities for the Characteristics of Effective Learning (Play and Exploration, Active Learning and Creating and Thinking Critically) to be developed are implicit in all activities through playful teaching and learning where children enjoy a range of experiences in both the indoor and outdoor environment.



4.2 Literacy - a Specific Area of Learning and Development

Literacy: Reading and Writing

Reading

From the Nursery class and through into Reception, we provide opportunities for children to orally discriminate between different sounds, to hear, say and link sounds to their corresponding letter in order to begin to learn to read. We use a validated scheme and all children having daily Phonics sessions delivered by the class teacher and then with a follow up activity to consolidate/extend the learning. Children are encouraged to use their phonic knowledge to decode regular words and to read them aloud accurately. From the start of Reception we systematically introduce a bank of High Frequency Words, some of which are decodable whilst others are irregular. These are displayed and practised daily in school as well as being sent home for the children to rehearse and consolidate. Alongside these, the children take home books that are phonetically decodable and are in line with their phonic knowledge. In EYFS and KS1 the books are sorted according to phonic phase and are fully decodable. This process enables the children to begin to read simple sentences during their Reception year. We ensure that a range of genres are accessed by the children, including poetry and non fiction texts. We promote a love of reading through shared and individual reading. Children in EYFS and KS1, share their love of reading further by taking books home in line with their current development and where possible, their interests to share with their parent / carer.

Learning and development within the Reading strand of this area of learning is implemented through planned purposeful play and a mix of adult led and child initiated activity. Planned learning opportunities are informed by the Development Matters Statements (the developmental continuum from birth to 60+months) and the Early Learning Goals (the end of year statements which are used to define attainment at the end of the Early Years Foundation Stage). We recognise that some of our children will not readily choose to read a book, so the adults ensure all children have regular reading and phonic opportunities both through our 'In the Moment' approach and with planned adult led writing tasks.

The enabling environment promotes rich opportunity for children to develop a love of reading and demonstrate their reading skills. The EYFS classrooms have dedicated Reading Areas, as well as access to various texts and print around the environment to ensure reading is high profile, accessible and reflects the children's interests and needs. Opportunities to develop the Characteristics of Effective Learning (Play and Exploration, Active Learning and

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Creating and Thinking Critically) are implicit in all reading activities through playful teaching and learning where children enjoy a range of experiences in both the indoor and outdoor environment.

Writing

We provide opportunities for children to develop their mark making skills using a wide range of tools / resources on different scales and surfaces and in all areas within the learning environment. Children are encouraged and instructed to ascribe meaning to the marks they make as they play and explore. As their phonic knowledge develops, they are encouraged to write words in ways that match spoken sounds. From Nursery, children are given lots of experiences which will develop their fine motor control in readiness for holding mark-making tools and making purposeful marks. Adults model writing regularly - initially scribing for the child and then encouraging them to make their own marks and use recognisable letter shapes. Letter formation is introduced systematically, initially using gross motor movements and moving on to fine motor formation with the use of consistent phrases to encourage the correct orientation, start and end points for each letter (i.e. 'wash the windows' for caterpillar letters – c,o,a,d,g,q; 'start at the top, slide down the ladder' for ladder letters – l,t,h,b, i,j etc).

Learning and development within the Writing strand of this area of learning is implemented through planned purposeful play and a mix of adult led and child initiated activity. Planned learning opportunities are informed by the Development Matters Statements and the Early Learning Goals (the end of year statements which are used to define attainment at the end of the Early Years Foundation Stage). We recognise that some of our children will not readily choose to write, so the adults ensure all children have regular writing opportunities both through our continuous provision and with planned adult led writing tasks.

The enabling environment promotes rich opportunity for children to develop and demonstrate their mark making / writing skills by exposing them to a range of one handed tools and mark making implements. These are readily available across the EYFS environment with adults encouraging children to be independent in making marks by accessing the resources they need (pens, paper, sound mats, formation sheets etc) as well as modelling how to use writing for a purpose within their play (e.g. writing a shopping list in the Home Corner, writing a sentence to match the picture they have painted etc) Opportunities to develop the Characteristics of Effective Learning (Play and Exploration, Active Learning and Creating and Thinking Critically) are implicit in all mark making / writing activities through playful teaching and learning where children enjoy a range of experiences in both the indoor and outdoor environment.



5. Spoken Language and Oracy

At Severnbanks School we recognise the need for specific Oracy work to develop and extend our children's skills. We know that children will be better writers if they can construct verbal sentences effectively and these can then be built up to tell stories, recount events and inform the listener/reader. We have introduced Story Scribing within EYFS as well as using the Story Making process as part of the whole school to develop Oracy skills through the stages of imitation, innovation and invention, where appropriate. Makaton is used throughout EYFS as part of our daily routines and in specific teaching to support all children in effectively communicating. We are continually developing the children's skills through: Wonder Wall/Reflection time, activity based sharing, news telling, circle stories, character role play, interviews, barrier games, Language for Thinking resources and other appropriate means. The I can Primary Talk Strategies and intervention Talk Boost underpin our approach to Spoken Language and Oracy.

6. Reading

6.1 Shared Reading

Class or group based, working with appropriate texts for interest and ability. All classes have timetabled daily 'reading for pleasure' sessions where a class quality text is selected as a class read. Teachers are encouraged to select texts that have been recognised as quality literature e.g. through organisations such as Book Trust, Centre for Literacy in Primary Education, Cheltenham Literature Festival, as well as being focused on expanding cultural capital.

Guided Reading – Whole class Guided Reading is used regularly from Years 1-6. This exposes children to age related expectations for reading through a wide genre of text type specifically selected to develop comprehension skills. Children are introduced to the Tony Whatmuff reading skills approach to help support their comprehension. The Cracking Comprehension scheme follows a structured approach by teaching key comprehension skills through a whole class text with individual assessment of taught skills through a practise text. This approach is combined with whole class visualisation strategies where children are taught to specifically visualise the content of text to support their deeper level understanding, through a range of images, film and text extracts.

6.2 Partner Reading

Children, at times, are given the opportunity to read with a partner either with matched ability or paired, more able with less able either in class or with a different year group.



One-to-one Reading – we know that one to one reading with an adult is a powerful method of improving reading fluency, vocabulary and comprehension. We encourage regular one to one reading in school for all children through the use of class teachers, teaching assistants and reading volunteers who are trained to engage children in discussion about what they have read.

6.3 Independent Reading

Children are encouraged to read independently in class daily and to develop browsing and other library skills.

6.4 Home School Reading

At Severnbanks School we believe that parents/carers play a key role in developing children's reading skills. Every child is encouraged to take home reading books – liaison between home and school is in the form of a Home Reading Record. Books for home reading in KS2 are colour coded according to the Book Bands Scheme and there is a fiction library. Books for home reading in EYFS and KS1 are sorted according to phonic phase. Within each book band or phonics phase there are fiction and non-fiction books to support all reading strategies being taught across EYFS, KS1 and KS2.

All children are able to take home a 'Shared Reading book' to read with a parent or carer. These books cover a wide variety of genre, including non-fiction and poetry.

6.5 Library

There is a library area on each landing area as well as there being a central Information Station (PCs and Books) on the middle landing. Books are coded according to the Dewey system. Children have access to the library during lessons.

6.6 The Value of Books

At Severnbanks School children are encouraged to value books. Children are able to buy from 'Books for Bugs' each term when book fairs are held. Events such as 'World Book Day' are used to promote a love of reading throughout the school community. Fundraising events are held in order to purchase new texts for each classroom and to keep the range of books for pleasure available as wide and as up-to-date as possible. for Key Stage Two classes visit the Cheltenham Literature Festival for author events and two Key Stage Two teachers take part in the Reading Teacher/ Reading Pupils project through the Festival also.

7. Writing



At Severnbanks School children are taught to write for different audiences and purposes both in Literacy lessons and through cross-curricular writing in topic work. From Years 1-6 each term has a different focus text (using CLPE Power of Reading) and writing is linked to this. Where possible this text links to other curriculum areas.

7.1 Modelled Writing

During the whole class/group session of literacy lessons the teacher may model write to allow the children to see the writing process. The teacher will demonstrate the expectation for writing using their own ideas. (The teacher will be 'holding the pen')

7.2 Shared Writing

During the whole class/group session of literacy lessons the teacher invites children to contribute and involves them by taking their ideas to structure the writing. The teacher and children refine the ideas before writing. (The teacher will be 'holding the pen')

7.3 Shared Composition

This approach is used after or during the shared writing process. The children will be given opportunities to work in pairs, share ideas and then write on whiteboards to allow for refining and editing opportunities.

7.4 Guided Writing

The teacher may work with one group of children each day on a rotational basis during the independent work session. The children are selected following previous teaching and identification of next steps using precision teaching as a way of supporting the children to overcome a 'stumbling block'. During the early part of the teaching sequence the Guided Write will focus on specific aspects of the chosen genre e.g. use of time connectives in recounts, use of passive tense, use of inverted commas for dialogue in story writing. When children are working on the writing outcome it may be appropriate for the writing to take up more of the literacy lesson. Writing frames are used as necessary to support children's work. The children will be doing the writing ('holding the pen') but the teacher will support the child towards independent writing.

7.5 Independent Writing

This type of writing will be most evident towards the end of a teaching sequence when the children have the opportunity to apply the strategies they have been taught (through modelled/shared/guided writing) independently.

At Severnbanks a selection of final outcomes are written-up neatly and added to a displays/ Journey Through books to showcase each child's writing and document their progress.

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Evidence of varied, cross curricular writing is found on corridor displays and within each classroom.

7.6 Handwriting

Handwriting is based on the 'Write Path' Key Stage 2. Each session included a gross motor activity or exercise before the fine motor handwriting skill is introduced.

EYFS: We develop gross and then fine motor skills through a variety of activities focusing on building arm, hand and finger strength and stamina. We encourage mark making opportunities in all areas of the learning environment both in and outside. Correct pencil grip is taught prior to letter formation and this is taught cursively. When appropriate joined letter patterns are taught, linked to phonic work.

Year 1: We teach letter formation according to the type of letter -ladder letters, curly caterpillar letters, one-armed monster letters and zig-zag monster letters. We concentrate on ascenders and descenders, ensuring the letters are placed accurately on, above or below the line. Children start to learn more joins and where to include letter breaks in line with the cursive handwriting approach used.

Year 2: We continue to teach diagonal and horizontal joined letter patterns and letter breaks as well as capital letter formation. Joins are linked with spelling patterns learnt in phonics and SPaG. Children are encouraged to write cursively.

Years 3 and 4: We rehearse and revise cursive joins and have layout, speed and fluency practice ensuring relative size and consistency in letter forms and joins.

Years 5 and 6: We rehearse and revise cursive joins and practice sloped writing. We practice style for speed and writing at speed. We focus on developing our own handwriting style which helps us to spell accurately and write fluently.

At Severnbanks School we encourage children to take pride in their work and make their handwriting 'fit for purpose'. At KS2 Children can earn a pen when they can consistently use the handwriting joins correctly, writing cursively and are developing their own handwriting style.

8. Contribution of English to teaching in other Curriculum areas



The skills that children develop in English are linked to, and applied, in every subject of our curriculum. The children's skills in Reading, Writing and Spoken Language enable them to communicate and express themselves in all areas of their work in school.

8.1 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 1+ 2 need to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others as part of 'Think-Pair-Share', 'Tell me more' and plenary sessions. Children communicate mathematically through the developing use of precise mathematical language to demonstrate mastery.

8.2 Science

English contributes significantly to the teaching of science in our school. The genre specific writing skills taught in Literacy lessons allow children to present their investigations and findings following scientific experiments and exploration. Children develop their understanding and correct use of scientific vocabulary.

8.3 Computing and Information Communication Technology

The use of technology enables children to use and apply their developing skills in English in a variety of ways. Younger children use technology as a source of information and as a way of enabling them to present their completed work effectively. Children use the Internet when searching for information about a different parts of the world, or when using desktop publishing to design a class newspaper. Photo Story and 2Simple 2 Create a Story is used to develop their literacy skills and apply them across the curriculum. Children use the planning and proofing tools in a word processor when checking their draft work. Education City is used as an effective tool to allow children to practice and apply skills and methods learnt in class in specific topics (e.g. Phase 3 phonics, adding a suffix, adding punctuation) We encourage all children to use technology as a resource for learning, whenever they feel it is appropriate.

8.4 Personal, Social and Health Education (PSHE) and Citizenship

English contributes to the teaching of Personal, Social and Health Education and Citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work

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within the school community. When discussing the Rights of the Child (UNCRC) as part of our Rights Respecting school work, children are encouraged to use varied language which can be used to explain their own experiences but also those of others in the world. Planned activities encourage children to work together, respect each other's views and communicate their feelings and emotions with appropriate vocabulary i.e. Circle Time, Assemblies, School Council feedback and Peer Mediation.

8.5 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 that from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results and allow time for reflection.

8.6 Foundation Subjects

These subjects provide a purposeful context for pupils to develop their English skills. In literacy lessons the children will learn how to interpret different text types, charts, maps, photographs etc and to use appropriate text features in their own writing and cross curricular work.

8.7 Philosophy for Children

P4C is embedded in English through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further.

8.8 UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

- ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention
- ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- ARTICLE 4 Governments must do all they can to fulfil the rights of the child.
- ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.

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- ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.

9. Teaching English to children with special needs

At Severnbanks School we teach English to all children, whatever their ability. English forms part of the School Curriculum Policy to provide a broad and balanced education for all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their My Plans/My Plans +. Teachers provide help with communication, language and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;

Children with special needs may be assessed by the SENCo if appropriate. Teaching Assistants work with targeted children on specific interventions for 6 week blocks.

10. Assessment, Recording and Target setting

Teachers assess children's work in English in a variety of ways. The short term assessments (AfL) that teachers make as part of every lesson help them to adjust their daily plans.

Assessments include:

- Use of South Glos grid for Reading and Writing – age related expectations per year group. These statements are used on Insight to show coverage and understanding for each child
- Use of writing grid trackers to show age-related expectations being met by each child based on written outcomes (specific to each year group)
- PM Benchmarking for reading in KS2
- Phonic assessments for phonic knowledge and reading in EYFS and KS1
- Reading Age assessment (completed by the SENDCo throughout the year)
- Book and planning scrutinies
- Pupil Conferencing and Pupil Voice



Teachers from Nursery-year 3 keep a class phonic record on INSIGHT Tracker Online to measure progress and to inform next steps in the teaching sequence. As part of this children have individual assessments based on the phase they are working on.

Children in all year groups from Years 3 – 6 are given their age related spellings and tested on these each term in line with the National Curriculum.

Children undertake National Tests at end of Year 2 (Grammar Punctuation and Spelling, Reading, Writing – teacher assessed) and Year 6 (Grammar Punctuation and Spelling, Reading, Writing – teacher assessed) Year 1 children complete the Phonics Screening Check in the summer term. This assesses each child's ability to read 40 real and pseudo words to the required standard – Phase 5 phonics. Children in Year 2 retake the Check if they did not pass in Year 1.

Teachers use all forms of assessment to inform curriculum target setting and to assess progress against school and national targets.

Children in EYFS are assessed against the Early Learning Goals each May at the end of their Reception Year. Children are judged as 1 – Emerging level in the ELG and 2- Expected level in the ELG.

11. Resources and Environments

There are a wide range of resources to support the teaching of English across the school. All classrooms have a book area, dictionaries and thesauruses. Fiction and non-fiction text are available in the library and corridor areas. Children have access to the Internet in the Computing suite and classrooms. KS2 can access a laptop trolley and the tablet devices. Phonic resources and audio-visual aids are also available from the central storage area. Home reading books are stored throughout the school, sorted into age-related expectation.

11.2 Working Walls and Displays

Working walls provide children with exemplification of each stage in the teaching sequence, key words and phrases. Each classroom in KS1 and KS2 has the age related vocabulary displayed as taken from the 'Detail of content' in the National Curriculum. These are colour coded for each year group to show progression. All EYFS and KS1 classrooms have phonemes displayed as well as tricky words the children are being taught/have already learnt. Years 3 to 6 have SPaG boards where exemplifications of SPaG rules and processes are displayed for the children to refer to. Word banks, High Frequency and Common Exception Word mats

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and Age Related Expectation word mats are accessible to each child. Handwriting rules are exemplified in all KS1 and KS2 classrooms to act as a prompt for the children. Writing is showcased in the corridors as part of class displays and on our specific Writing boards to celebrate successes and show the high standards of writing in all year groups.

12. Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Subject Leader supported by the SLT. The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated management time to review assessment in order to set curriculum targets. Book and planning scrutinies are carried out and children are interviewed to assess the impact of teaching.

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.

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