



# English Policy

## **1. Introduction**

1.1 English is the core language of communication in our society and is the foundation for learning that takes place in our school. We believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators. We strive to foster an enthusiasm for, and appreciation of, the different strands of the English curriculum in a broad, cross-curricular and real-life sense throughout the school.

## **2. Aims**

2.1 The aim of this policy is to provide teachers with a framework for high quality teaching and learning in English. We aim to develop children's skills and knowledge that will enable them to:

- Communicate effectively and creatively with the world at large, through spoken and written language;
- Enjoy and appreciate literature and its rich variety.

2.2 This policy will support the development of children to:

- Read fluently for enjoyment and use higher-order comprehension skills;
- Be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- Engage with and understand a range of text types and genres;
- Be able to write in a variety of styles and forms showing awareness of audience and purpose;
- Use grammar and punctuation accurately;
- Be competent spellers and understand spelling conventions;
- Produce effective, well presented written work.

2.3 Progression and continuity

- Language and Literacy plans in the Foundation Stage provide a progression through the Early Learning Goals for children.
- Unit plans are annotated daily to ensure maximum progress for all children.
- Key word lists provide an additional structured spelling plan linked to Phonics. The lists are used to support word level work.
- Phonics trackers provide a detailed picture of the progression in phonics.

## **3. Speaking and listening**

3.1 The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents

and teachers. Pupils need to be provided with varied contexts for talk but they also need direct teaching in the skills of speaking and listening.

3.2 Through the teaching of Speaking and Listening we aim to:

- Enable children to speak clearly, confidently, fluently and audibly in ways which take account of the audience;
- Participate in discussions and debate in a variety of contexts;
- Respond to questions and opinions appropriately;
- Retell stories and poems which are known by heart;
- Ask questions with increasing relevance and insight;
- Encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- Enable children to adapt their speech to a wide range of circumstances and demands;
- Develop children's abilities to reflect on their own and others' contributions and the language used;
- Enable children to evaluate their own and others' contributions through a range of drama activities;
- Encourage children to reflect on their talk.

3.3 Pupils will have access to a wide range of speaking and listening opportunities that include:

- talk for reading and writing;
- talking about their own experiences, recounting events;
- expressing opinions and justifying ideas;
- presenting ideas to different audiences;
- taking part in school performances;
- talking to visitors in school;
- listening to ideas and opinions of adults and peers;
- Role-play and other drama activities across the curriculum;
- Circle-time;
- Class and School Council;
- Partners, small groups and large groups such as class act of worships.

#### **4. Planning**

4.1 Planning for speaking and listening is integral in the planning of an English teaching sequence for particular text types. The teaching of speaking and listening occurs at the beginning of the sequence following the Elicitation Task from which objectives are identified before being detailed on medium and short term planning.

4.2 From Nursery to Year Six we use the strategies devised by Pie Corbett through 'Talk for Writing'. Texts are mapped and learnt. This demonstrates Speaking and Listening forming the foundations for writing. All classes will use the 'Talk for Writing' approach for all writing sequences and text types.

4.3 The contribution of speaking and listening to other aspects of the curriculum is crucial. Opportunities are provided where:

- Speaking and listening are the focus of the teaching, even though the subject matter may relate to another area of the curriculum, e.g. organising an interview with an 'expert' on acid rain, considering the role of the questioner, the range of questions to ask and the pace of the interview;
- Another subject is the focus of the teaching, but it is planned and organised in order that pupils can reinforce and practise speaking and listening skills, e.g. working in pairs, prioritising items for inclusion on a charter of pupils' rights and responsibilities;
- Pupils have opportunities to use talk to investigate, evaluate or report, when another area of the curriculum is the focus for the teaching e.g. demonstrating how an origami book is made;
- Reception to Year Six pupils have the opportunity to work on the school council.

4.4 The basic principles of talk are promoted in all classrooms:

- I can talk in full sentences.
- I can explain my own thinking.
- I can listen carefully to other speakers.
- I can talk so everybody can hear me.

## 5. Reading

5.1 At Our Lady's we support children's development as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to develop a love for literature. Children will have a raised awareness of how print, pictures and visual media can all convey meaning. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

5.2 Through the teaching of reading we aim to:

- Develop fluency, comprehension and a love of reading;
- Develop positive attitudes towards reading and read for purpose and pleasure;
- Use reading skills as an integral part of learning throughout the curriculum;

- Help children to read and respond to a variety of texts whilst gaining increased level of accuracy, independence and understanding;
- Develop different strategies for approaching reading.

5.3 Pupils have access to a wide range of reading opportunities that include:

- shared reading;
- guided reading;
- regular independent reading;
- use of our Accelerated Reader programme in Key Stage 2
- home/school reading;
- hearing books read aloud on a regular basis;
- selecting own choice of texts;
- reading and responding to whole texts;
- reading in other subjects including ICT texts.

## **6. Phonics**

6.1 Phonics is taught in the Foundation stage and in Key Stage One. We use Letters and Sounds which is a systematic and synthetic approach. Children are taught for twenty minutes daily in a structured way that build upon previous knowledge. Children are taught to blend phonemes and segment words into their phonemes in order to read and spell. Each session has opportunity to for adult monitoring, practice together and for children to demonstrate taught skills independently.

6.2 Refer to the Phonics Policy.

## **7. The Reading Environment.**

7.1 To encourage a love of books, a thirst for knowledge and enthusiasm for reading, an attractive and interesting reading environment is developed. This will provide a genuine learning resource for pupils and celebrate children's reading and language work throughout the school. (See Appendix 1).

7.2 Reading Corner. Each classroom has a reading corner which includes a variety of printed material of all levels:

- Books
- Magazines
- Pamphlets
- Papers
- Notices

Pupils have free access to the reading corner. It should be:

- Attractive;
- Interesting;
- Organised into genres and different levels of reading;
- Encourage pupils to read;
- Have Dyslexia Friendly signs, questions and notices displayed.

7.3 Role Play Area. Classrooms in the Foundation Stage and Year One have a “Role Play” area where print material is available to support children’s learning through play. Class teachers in other year groups must decide whether a role play area is suitable for the ability/maturity of their pupils. It should contain:

- A title, for example, “The Newsagents” or “The Bears’ House” etc;
- Signs;
- Captions and questions;
- Printed material appropriate to the theme.

7.4 Each class has a collection of books. Not all classroom books will be on display at any one time and books should be rotated over the year. Unsuitable, damaged or old books should be returned to the English Subject Leader. Classrooms should create a stimulating and rich reading environment in which books and other reading materials are presented in an attractive and interactive way.

8.5 All classes have access to the School Library which offers a bright and stimulating environment for the enjoyment of books. Clearly labelled shelves house books which form the Accelerated Reader Programme. This is accessed by children in Key Stage 2 who are confident ‘Lime’ readers.

## **8. Parents and Reading**

8.1 We affirm the central role that parents play in helping young children to become readers and encouraging older readers to remain readers. Children are encouraged throughout the school to take books home; however, school should not be seen as the sole source of reading material. The importance of parents reading and talking to children about their reading cannot be over-estimated.

8.2 Parents are encouraged to make comments in reading diaries, regarding pupil’s progress. Teachers welcome these views and will discuss them with parents and pupils.

## **9. Library**

9.1 Study skills are an important part of all pupils' learning. Children in all classes should visit Barnstaple Library at least annually.

## **10. Class Teacher**

'The teacher's own knowledge and affection for children's books is a crucial professional asset and the most powerful on children's own reading interests.' (Aiden Warlow)

10.1 Teachers should:

- Read aloud daily to the class from fiction, non-fiction and poetry. All classes from Nursery to Year 6 follow the Reading spine recommended by Pie Corbett.
- Use story-telling to introduce children to the enjoyment of narrative.
- Provide opportunities for children to discuss their reading with the class teacher.
- Allow time for children to become involved in books.

## **12. Shared Reading**

12.1 In shared reading the teacher models the reading process to the whole class or in groups as an expert reader providing a high level of support. Texts are rich and challenging and are may be linked to the unit of work under current study. Across the key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work may provide an additional focus depending on the objectives being worked on at that time.

## **13. Guided Reading**

13.1 Guided reading is the key strategy and vehicle for the explicit and direct, differentiated teaching of reading comprehension. Guided reading texts are chosen, by the class teacher, to match the ability of the group and support next steps for progress and attainment. Through the process of guided reading, children are taught word recognition, reading responses, behaviours and strategies as well as knowledge and understanding of reading. This process takes account of the fact that children need to be supported in a range of reading strategies in order to be proficient.

13.2 The lesson is organised so that the teacher can sit with one group of children for approximately a 20 minute period. Each child reads in a guided reading group at least once a week. Children work on a shared book suitable for the ability group. (They should be able to read the text independently with 90% accuracy.) Reinforcement work can be planned which continues to develop the same learning objective. This can be done without the teacher's individualised attention.

#### **14. Individual Reading**

- 14.1 Children read on an individual basis. Teachers and teaching assistants work with children to help with any difficulties. In Foundation Stage and Key Stage One, all children are heard read individually, at least weekly and in Key Stage Two, as befits their stage of development. This may be every day but is at least once every half term. Teachers will also conference children during this time on their reading habits. Pupils are taught to respond to the books they are reading journals.
- 14.2 Children take a variety of books home from school. Children in Key Stage One and Two, who are reading below Lime, will take home a book from the reading scheme. These are colour coded according to level and are made up of a variety of different schemes. These are books changed as they are completed. All children can also take home a book from the class library. When taking books home, teachers will ensure that pupils enjoy a variety of genres. (See Appendix 2)

#### **15. Volunteer Helpers**

- 15.1 The school has a group of parents and other adults from the community who are trained as “volunteer helpers” for Our Lady’s Catholic Primary School. Often pupils will be asked to read with a volunteer helper. This may be in a group reading situation or individually, as the class teacher judges necessary. Volunteer helpers are guided by the class teacher who plans the work for the pupils. Often helpers work outside the classroom under close supervision of the teacher but in a quiet atmosphere for reading.

#### **16. Paired Reading**

- 16.1 Children work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.

#### **17. Silent Reading**

- 17.1 It is important that children learn to read quietly. Whole class silent reading provides an environment which enables children to read independently or for an adult to provide individual reading help. Teachers spend a few minutes at the end of the session to question and evaluate the reading time.

#### **18. Sharing a class novel**

- 18.1 Each class will share a novel which will be read throughout the term. This will often be at the end of the school day and may or may not be linked to the overall topic.

## **20. Planning**

- 20.1 Year group medium term curriculum plan covers the text types to be covered.
- 20.2 Planning for reading is integral in the planning of an English teaching sequence for particular text types. The teaching of reading occurs at the beginning of the sequence leading to imitate, innovate and invent. . Teachers plan and teach reading using APP assessment focuses through whole class, guided and individual reading activities. Objectives are detailed on medium and short term planning.
- 20.3 Short-term planning identifies differentiated learning objectives; guided reading focuses and uses the teaching sequence as a basis for activities. On-going evaluation of achievement and areas of concern are noted and addressed in subsequent teaching. Teachers use teaching sequences to make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of reading activities they need to undertake and what the expected outcome will be.
- 20.4 Reading informs everything a child does in school. Our whole school curriculum depends on pupils being able to read. Teachers ensure children have every opportunity to achieve this goal.

## **21. Assessment and Recording**

- 21.1 All teachers are responsible for making assessments in line with the school's Assessment Policy. They must ensure that:
- In reading, a combination of end-of-term assessment and evidence from work done throughout the term using APP will be used to assign levels for the focus children. Evidence can come in the form of guided reading notes, reading journals, PIRA tests and comprehension/text analysis work done in Literacy.
  - Teacher assessment is recorded on Target Tracker half termly from Foundation to Year 6.
  - Guided reading records are kept for all children detailing the progress children are making towards the learning objective.
  - The child's Home School Reading Diary provides a record of books read;
  - Where appropriate, teachers and pupils record the name of the text, focus for the week and pages read, in a home school diary. Class teachers make comments in this book and sign it on a weekly basis. Parents are encouraged to comment and sign the diary when sharing books with children at home. We expect a comment weekly from home and school in the diaries.
  - Running records will be used to assess children's progress, ensure they are reading the correct level text and identify any causes for concern. Key staff have been trained in using this assessment tool. Every child in Key Stage One will have a

running record taken every half term and those children on the SEN register will have one taken every half term.

- Progress in reading is recorded using book band trackers and guided reading record sheets.

## **22. Target setting**

22.1 Children are set new reading targets as appropriate but at least every half term.

22.2 Children are given individual reading targets up to twice a term. The targets arise from the assessment for learning done in the term and should reflect an area that requires most development. Teacher/pupil dialogue to discuss progress towards targets and to set new targets is encouraged where possible.

## **23. Writing**

23.1 At Our Lady's we encourage children to write in creative and imaginative ways developing confidence and independence alongside a 'love' of words. In pursuit of this aim, we believe that children should experience a range of purposes and forms of writing. They are supported in the exploration of chronological and non-chronological writing and the wide variety of types of writing and writing formats.

23.2 Through the teaching of writing we aim for children:

- to write in different contexts and for different purposes and audiences;
- to use the conventions of writing, including grammar, punctuation and spelling;
- to plan, draft and edit their writing to suit the purpose;
- to use ICT as a literacy medium for presenting work and manipulating text;
- to form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- to produce pieces of extended writing.

23.3 For children to produce extended writing pieces they need:

- Planned opportunities for speaking and listening, including drama e.g. role play to develop and rehearse key vocabulary;
- First hand experiences to generate ideas and a real sense of audience and purpose;
- Stamina for writing at length built over time;
- A range of planning strategies and formats to draw on;
- An understanding that planning can be revised during the writing process.

23.4 Pupils have access to a wide range of writing opportunities in Our Lady's that includes:

- shared writing;
- guided writing;

- independent writing;
- writing in a range genre and narrative styles;
- write in different contexts and for different purposes and audiences;
- writing in different curriculum areas;
- writing from a variety of stimuli including drama, video, art, music, photography and other curriculum areas;
- planning, drafting, editing and presenting.

## **24. Environment**

24.1 Display is an important aspect in writing development and reflects the high status attached to writing at Our Lady's Catholic Primary School. Displays provide a range of models for writing including environmental print, books and other print resources, the teachers writing, the pupil's own writing, examples of different types of writing from the adult world and bilingual models for writing. Examples of children's writing will always be on display. This may be for presentation purposes or to demonstrate good examples for children's learning. Children's writing on display is positioned to enable pupils to read it easily i.e. not too high.

## **25. Talk for Writing**

25.1 Teachers also use the 'Talk for Writing' strategy which is a way of supporting the improvement of children's writing. 'It develops their ability to 'read as writers' and enables them to explore the thinking and creative processes involved in generating and planning ideas and incorporating techniques learned from other writers into their own work. It further allows children to rehearse the structure and sequence of a piece of writing and guides how the text should sound - its style and voice. It also encourages them to generate and rehearse appropriate language and grammar

## **26. Shared Writing**

26.1 Teachers use shared writing to model the writing process. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher. The teacher demonstrates how to write and explains decisions. The teacher will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas.

## **27. Guided Writing**

27.1 Guided writing is the mid-way point between independent and shared writing. It is the teacher or teaching assistant guiding a group of children through a piece of writing, helping and supporting them. It is focused and addresses the needs of a specific group allowing the adult to give immediate feedback on the successes and areas for development.

## **28. Independent Writing**

28.1 In independent writing, the children may have received input from the teacher in shared or modelled writing but the child is left to write independently. At some point through the week, all children will have completed their own piece of independent writing.

28.2 During Shared and Guided writing a success ladder to scaffold children's writing will be developed. This resource aids the children in their independent writing.

## **29. Planning**

29.1 The whole-school long term curriculum plan covers the genres to be covered for each year group.

29.2 Planning for writing is integral in the planning of an English teaching sequence for particular text types. The teaching of writing occurs at all stages of the sequence. Teachers plan and teach writing using Strategies recommended by Pie Corbett. Objectives are detailed on medium and short term planning.

29.3 In the medium term planning teachers are expected, where possible, to make links with topic work and give regular opportunities for children to write in context.

29.2 Short-term planning identifies differentiated learning objectives; guided writing focuses and uses the teaching sequence as a basis for activities. Teachers use teaching sequences to establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular

text type, the kind of writing activities they need to undertake and what the expected outcome will be.

29.3 The contribution of extended writing to other aspects of the curriculum is crucial. Opportunities are provided where:

- Children write a range of texts through subjects being taught across the curriculum;
- Cross-curricular writing is included in the evidence for teacher assessment of writing;
- Time allocated for extended writing comes from the subject that is being written about. For example, a diary entry by a Victorian child will constitute the week's history;
- Cross-curricular extended writing will scaffold independent writing. Generally an extended writing lesson will follow the plan of:
  1. Recap on the text type;
  2. Set the success criteria with the children;
  3. List useful words and phrases to use in the text;
  4. Children write

### **30. Responding to pupils' written work**

30.1 When assessing and responding to work on a daily basis the following principles are applied. Responses should:

- a) Be positive i.e. to enhance pupil confidence and refers to content of the writing not only the technical points or effort;
- b) Provide opportunities for pupils to reflect on their own, or with others, on their work;
- c) Take account of the purpose of the writing;
- d) Show tolerance of error i.e. it is our policy that not all errors will necessarily be signalled and corrected, depending on the maturity of the writer and the purpose of the writing;
- e) Provide the opportunity to mark with the pupil when possible;
- f) Refer to pupils' success with their writing targets;
- g) Ensure that assessment for learning in all areas of Literacy is on-going through peer-marking, pupil dialogue, assessment for learning marking, guided sessions and monitoring progress. Teachers are expected to provide children with opportunities to discuss and respond to marking;
- h) Ensure that children's written skills are attended to whenever they are writing. Careless mistakes should always be corrected. Writing forms a large percentage of each subject area;
- i) Adhere to the school's Marking and Feedback Policy.

### **31. Target setting**

31.1 Children are set new writing targets as appropriate but at least every half term.

Adopted: January 2018

Review Date: January 2021

32.2 Children are given individual writing targets up to twice a term. The targets arise from the assessment for learning done in the term and should reflect an area that requires most development. Teacher/pupil dialogue to discuss progress towards targets and to set new targets is encouraged where possible. Class teachers have systems in place for children to access their individual targets.

### **32. Assessment and Recording**

32.1 All teachers are responsible for making assessments in line with the school's Assessment Policy. They must ensure that:

- In writing, this is done using a range of writing across a range of genre and curriculum areas, and focusing on one child per ability group. The other children in the group are then assigned a judgement based on their work compared to the focus child. This is then moderated by other teaching staff and once a year a selection will be externally moderated by an external advisor;
- Using teacher assessment a National Curriculum judgement is recorded for writing on Target Tracker for children in Reception – Year Six half termly;
- The Target Tracker is completed every half term, to record and monitor progress in phonics throughout the Foundation Stage;
- Informal notes are made on teachers' planning;
- Key word sheets and phonic records may be kept for children with SEN in Key Stage Two if deemed necessary.

### **33. Handwriting**

33.1 The aims of handwriting are legibility, speed and development of a personal hand. Good handwriting builds confidence in children by helping them to develop a sense of pride in their written work, it assists the flow of creative ideas and can become an art form in its own right.

33.2 Teachers teach the agreed writing style and encourage pupils to develop a fluent legible style from the early stages of handwriting development.

33.3 All teaching staff model the agreed style consistently across the school and children are given opportunities to practice and develop their joined handwriting style.

33.4 It is a requirement that Year One, Two and Three pupils receive intensive instruction in the development of the cursive style. By Year Six it is anticipated that pupils will be competent in the formation of and joining of letters, reading to a neat and pleasing personal style.

33.5 The majority of children will progress from writing in pencil to writing in pen in Year Two and Year Three though children are welcome to continue to use pencil if they wish. Children are expected to write in black ink using a school fountain pen when they have developed a fluent and competent hand using a handwriting pen. Pens designed for left-handed pupils are provided.

33.6 Assessment of children's progress with handwriting should be recorded systematically. Assessment takes place by the appropriate marking of children's work, through moderation and within spelling and word work.

#### **34. Spelling**

34.1 Spelling skills are developed through direct teaching, investigations, studies of spelling patterns and conventions, handwriting and homework. Children will work on an objective throughout the week and be tested on the words at the end of the week. Results inform the teacher of the progress individual children have made towards achieving that objective.

34.2 Foundation and Key Stage One pupils are introduced to phonics and work through a progressive set of high frequency words linked to Letters and Sounds Phases.

34.3 From Phase Six onwards, pupils learn spelling patterns and are expected to collect lists of words.

34.4 All pupils are encouraged to:

- Develop dictionary skills to support their spelling.
- Attempt words for themselves using a range of taught strategies.
- Write an increasingly wide range of words from memory. Focus on those words identified in Letters and Sounds (Key Stage One), No Nonsense Spelling (Key Stage Two).
- Use a variety of resources to help with spelling. E.g. word bank, classroom environment, computer spell-check.

34.5 Weekly spelling lists are sent home from Year Two onwards. Spelling lists should be connected to the current learning in the class. Children are expected to practise the spellings using the Look, Cover, Say, Write, Check method. All Key Stage Two classes will have a weekly spelling test. The school recognises that spelling lists/ tests do not teach children how to spell but are a useful assessment tool from which teaching objectives can be planned, prepare children for 'testing', encourage a disciplined routine to practising learning. In Key Stage 2, spelling lessons will be taught to

address key spelling skills, at least twice a week following the No Nonsense Programme.

34.6 Spelling lists should be differentiated within the class to meet the needs of the learners and where possible, individualised.

34.7 Spellings are marked in writing when they are key words to the context of the writing, relevant to the child's current learning or key words that the child is expected to know. Not every spelling mistake will be marked.

### **35. English and Inclusion**

35.1 At Our Lady's Catholic Primary School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on their own judgement of ability and needs. The planning and assessment processes outlined above provides for individual differentiation appropriate to specific needs

35.2 Special Educational Needs. Children who have particular needs with the subject of English will be specifically identified by class teachers and may individualised learning interventions. Every effort is made to obtain additional support in relation to the Code of Practice. Class teachers work closely with the SENCO to establish how best to plan for pupils' special educational needs and what resources might be used.

35.3 Pupils identified as 'Gifted and Talented' will be provided with suitable challenging tasks to develop their skills in all areas. Independent task linked to library /research skills will be planned for.

### **36. Equal Opportunities**

36.1 We endeavour to create a climate where all children can develop in English skills. We provide a range of texts, as models, from a variety of cultures and traditions. Staff make every effort to use stimuli that reflect the cultural diversity of our school and to draw on pupils own experiences. We aim to create a rich literate environment.

36.2 Boys' and girls' achievement is planned for, taking into account pupils preferences for particular text types and boys traditional under achievement in writing at Key Stage Two.

36.3 EMAG and Bilingual support is sought, where possible, for pupils for whom English is an additional language.

### **37. Links with Information Communication Technology**

37.1 Computer-based work is available to all pupils. Children use I.C.T. wherever possible as an integral part of the writing process, including research using the internet. All pupils will have access to I.C.T. for drafting and for the production of finished products. Pupils will experiment with a range of fonts and styles. Film is frequently

used as a stimulus for writing.

### **38. Subject Leader Role**

38.1 The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Providing INSET for identified staff needs either in small groups, individuals or as a whole staff;
- Planning for INSET or seek advice from external consultants where necessary;
- Keep the Leadership Team informed of curriculum needs and developments;
- Providing resources for teaching and ensure teacher records are kept up to date;
- Analysing assessment data in order that Our Lady's Catholic Primary improves on previous best;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Providing guidance and help for staff in the areas of planning and preparation, delivery, assessment and record keeping;
- Purchasing and organising resources;
- Keeping up to date with recent developments in the teaching of English.

38.2 Monitoring. The Subject Leader will monitor the teaching and learning of reading through:

- Class based observations;
- Monitor and review the English curriculum, teaching strategies, policies and planning documentation;
- Non-class based monitoring through paper work e.g. group reading record sheets and positive statement grids;
- Conferencing with children and talking to them about their reading habits.

Results of monitoring exercises will be discussed with individual staff; any needs will be identified to the Leadership team; and a report shared with all Our Lady's Catholic Primary School staff for future developments.

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

- ❖ Teaching and Learning
- ❖ Assessment
- ❖ Marking policy
- ❖ Special Educational Needs Policy
- ❖ ICT

❖ Equal Opportunities Policy

EQUALITY AND DIVERSITY

This policy has been written and reviewed with due regard to the legal duties set out in the Equality Act 2010, to ensure that no member of our school community suffers discrimination or disadvantage regardless of age, race, gender reassignment, disability, civil partnership, religion and belief (or lack of belief), pregnancy and maternity, gender or sexual orientation.

## Appendix 1









## **Appendix 2**

### Foundation

**Expectation is that an adult from home is sharing a book/ key words/ sounds with children every day and writing in the Reading Diary.**

- Take a reading book home (book band)
- 1 chosen book
- Key words
- Reading Diary
- Sounds

### Key Stage One

**Expectation is that an adult from home is sharing a book/ key words/ sounds with children every day and writing in the Reading Diary.**

- Take a reading book home (book band)
- 1 chosen book
- Key words
- Reading Diary
- Sounds
- Comprehension homework (Year Two)

### Key Stage Two

- Children reading from book bands will have a reading book from the relevant band. These children are likely to have a reading diary.
- Independent readers will have a reading book that goes home – monitored by the class teacher This is likely to be part of the Accelerated Reader Programme
- There is an expectation that children are reading at home every day/ adults sharing with children is encouraged right through school including Year Six pupils.
- Children will have reading journals and these are part of the home school liaison.