



English Policy



St. Marie's R.C Primary School

Updated April 2026

MISSION STATEMENT

St Marie's is proud to be Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hand and feet on earth, we will...

Follow the teachings of Christ so that all may grow in faith. Recognise and value each child as a loved and unique child of God.

Treat each person with respect, tolerance and honesty in an atmosphere of love and security.

Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community.

Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

English Policy

Statement of Intent for English

The English Programme of Study at St Marie's R.C Primary School is delivered through a vibrant, stimulating, structured and sequential curriculum which encourages a love of reading, promotes the written word and embraces modern technology. Whilst instilling confidence and creativity within our children, we recognise that the mastery of core literacy skills is fundamental for our children to access the primary curriculum and for our learners to reach their potential.

Our school acknowledges the inter-relationship between speaking and listening, reading and writing skills. This is reflected through our promotion of high-level oracy skills, commitment to RWI, the use of real books in our text-based approach to learning (Power of Reading/Reading Explorers) and through the development of extended and cross curricula writing supported using "The Write Stuff" model. Thus, these four domains of English are included within one English policy as opposed to separate unrelated policies.

Our school follows the Primary Curriculum/Programme of study for English (2014) and the Statutory framework of EYFS (2025). Our Long-term planning and teaching approaches reflect this. The English Curriculum provides guidance to ensure continuity, breath of coverage and is underpinned by high quality texts. These are selected to acknowledge the diverse backgrounds of our children.

This policy addresses the main components within the English curriculum and the implementation of each, namely the organisation and management of the subject at St. Marie's R.C Primary school.

The components of the English curriculum are:

- Speaking and Listening (incorporating group discussion and drama)
- Reading (including phonic acquisition-word reading and comprehension)
- Writing (composition)
 - Grammar
 - Spelling
 - Handwriting

Key roles and responsibilities

The Headteacher is responsible for:

The day-to-day implementation and management of the English Policy, in collaboration with the English coordinator.

Handling complaints regarding this policy, ensuring that the procedure outlined in the schools. Complaints Procedures Policy is followed.

The English subject leader is responsible

for:

Ensuring all teachers have familiarised themselves with the English Policy.

Supporting colleagues with any aspect of the English Policy including staff training. As required, assisting with the planning and selection of new resources.

Informing staff of any updates to the English Policy.

Accept responsibility for English reading resources and keeping colleagues informed of available resources.

Liaising with the headteacher, English governor and report any developments to the curriculum committee (Resources).

Review and scrutinise class and year group assessment data to track pupils' progress.

Monitor English planning, observing and offering feedback on the teaching of reading and writing.

SPEAKING AND LISTENING

St Marie's Primary School recognises that opportunities to develop high quality speaking and listening skills should be planned for and applied across the whole curriculum. Our topics where possible, create links across all areas of learning. The use of 'Spark Moments for initial engagement, high level questioning across all subjects and a deeper level of engagement through a whole text-based approach actively encourages high levels of pupil-to-pupil interaction. On occasions, the explicit teaching of such skills may need to be taught to address cohort needs. We recognise that many of our children enter school significantly below age-related expectations in their speaking and listening skills.

"The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing." English Programme of Study 2014

Speaking and Listening incorporates four main areas of learning.

- Speaking
- Listening
- Group discussion and interaction.
- Drama

We envisage that children should be able to:

- Communicate clearly and effectively with others.
- Listen to and value the opinion of others.
- Express themselves in a variety of situations and to different audiences.
- Develop the necessary vocabulary appropriate to their age group.
- Describe their experiences and express personal feelings.
- Organise and sequence information.
- Work together and cooperate in an appropriate manner.
- Develop confidence in performing and expressing themselves creatively.

A whole school approach

We recognise the need for a consistent, whole school approach to raising standards in Speaking and Listening. Our EYFS practitioners place 'Speaking and Listening' at the heart of their daily practice. All infant classes have speaking and listening areas which are suitable resources to promote these skills.

Whilst speaking and listening opportunities should be interwoven across the curriculum, a specific speaking and listening scheme of work (Y1 –Y6) is available to staff as a guide to ensure continuity and progression throughout the Key Stages. It covers each of the four traditional areas of speaking and listening. Opportunities for Speaking and Listening should be given throughout all areas of the curriculum through:

- Talk partners at every opportunity.
- Questioning and discussion.
- Drama and role play.
- Assemblies, masses and class prayer sessions.
- Presentations to an audience.
- Performances and plays.
- Reading aloud.
- Debating issues and group discussions on relevant subjects.
- Listening to the spoken work through ICT/computing applications/adult visitors /media images.

External visits to theatres /public libraries/visiting workshops are arranged to enrich the children's experiences.

READING

Statement of Intent

At St Marie's RC Primary School we believe that all children should be actively encouraged to develop a love of the written word to lead them onto a path of 'lifetime reading.' We understand that reading is a fundamental skill which children need to master to flourish and to reach their potential. We aim for our children to be confident and expressive readers, who immerse themselves in the world of books in school and at home and develop a passion and enjoyment for reading. We recognise that reading exposes our children to new experiences, new cultures and stimulates their imagination.

Children should be able to:

- Read with confidence and understanding.
- Read for enjoyment, evaluate and justify their preferences.
- Read for information, using a variety of texts.
- Develop a sound phonological awareness as a primary skill for decoding.
- Use a range of reading cues to monitor their own reading and to correct their mistakes.
- Identify literary features and genre types
- Develop a wide range of reading skills for different purposes, e.g., skimming, inference and retrieval.
- Develop an appreciation of other times and cultures through their reading experiences.
- Use literature to develop their powers of imagination, inventiveness, creativity and critical awareness.

Statement of Implementation

It is essential that teaching focuses on developing pupils' competence in all aspects of reading (word reading and comprehension) and different kinds of teaching are needed for each. Skilled word reading involves both the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Effective phonic teaching and the acquisition of reading skills are pivotal within our school.

All children in EYFS/Key Stage 1 have daily phonics lessons through RWI. Children in Y2-Y6 read and complete Reading Explorers within a 4-day model. This whole class guided reading lesson focuses on decoding, orientation of the text, vocabulary, inference, deduction, and predictive reading skills. Every 2 weeks, children will read a 'cold' text, which is differentiated to practise and embed the skills independently that they have learnt. Comprehension skills develop through pupils' experience of high- quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. All pupils must be encouraged to read widely across both fiction and

Mrs. C. McGrath: English Policy 2026

non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Our school and class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction books to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. Each class has dedicated library slots where they can spend quality time exploring the texts it has to offer. During this time, children are also invited to take home a 'Reading for Pleasure' book in addition to their school reading book/s. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils can read fluently, with confidence, in all subjects to prepare them for their secondary education.

Read Write Inc.

Our school is proud to be a Read Write Inc. school. The daily phonics lesson through the 'Read Write Inc. programme recognises the importance of a systemic, consistent approach to the acquisition of early reading and writing skills. R.W.I. lessons take place across EYFS, KS1 and includes KS2 pupils where appropriate.

This Programme is devised to equip young children with the necessary concrete skills to become competent readers and writers. A daily RWI lesson takes place across EYFS/K.S1. The children are streamed by ability with some K.S 2 children continuing to access RWI lessons to enable them to secure these crucial early phonic, reading and writing skills.

Careful tracking ensures children are accessing the phonics work at an appropriate, yet challenging level. Children move from group to group when assessed to reflect their individual pace of learning and skill acquisition. In addition to their RWI lessons, all EYFS/ KS1 children participate in reading skills lessons, guided reading sessions and home reading to develop their comprehension skills and allow further application of their phonic knowledge. Catch up 1:1 phonics takes place daily where children are assessed as making slower than expected progress. A trained RWI specialist takes children for 5 minutes teach day to "catch up" any areas of weakness. Children between Y1 and Y2 have opportunities to practise decoding real and nonsense words in readiness for the Y1 phonics check.

Core Curriculum

St Marie's RC Primary School is committed to a whole text approach using real books to deliver the English curriculum. We have adopted 'The Power of Reading' initiative (National Centre for Literacy in Primary Education) which places real books at the center of children's learning. Each book has a detailed teaching sequence available via an online portal and generic teaching approaches adopted. The school has mapped out a scheme of work overview which ensures that a range of genres of books are being used, including classic fiction, modern fiction, well-known authors, non-fiction and poetry

Mrs. C. McGrath: English Policy 2026

all covering various themes and contextualised to the cohort of children that we serve. Our school acknowledges the importance of using a diverse range of teaching tools/reading stimuli and so we also use film, television extracts, big books, e-texts and some text extracts to support learning. We use a range of these to give all children access to the material, irrespective of individual reading ability. Working walls are used to collect information, vocabulary, key phrases and questions. The model is fully compatible with the National Curriculum 2014. Additionally, whole class reading skill lessons take place four days a week from Y2 to Y6. These are in addition to English lessons. Here the children are taught specific reading skills using whole texts, extracts and other media. Any child working significantly below age-related expectations will also receive a small group guided reading session. This lesson, which is differentiated, enables children to analyse the genre of the text, focus on vocabulary as well as being taught reading skills such as: inference, retrieval, prediction and evaluative questions.

Teaching specific reading skills

Some guided reading sessions in small groups take place throughout all classes from Nursery (where appropriate). These are usually taught within the English lesson although some sessions may take place at other times of the day. If children are still on RWI they may have 1:1 catch up and discrete guided reading sessions for fluency. Children are grouped by ability and emphasis is placed upon developing phonological awareness, acquiring key reading skills and text level comprehension work. Records of guided reading sessions are kept by the class teacher and recorded in the weekly planning sheets. All guided reading books are book banded to correspond to national book band levels. Guided reading is in addition to RWI sessions.

Reading Explorers.

Our main Guided reading programme is Reading Explorers whole class reading sessions (4 x a week) which are also used to support children with their reading and vocabulary skills when they come off RWI. These lessons take place from Y2 to Y6 daily (Monday to Thursday) and are based upon the John Murray Reading Programme. Reading Explorers is a series of reading skills books which are designed to help students develop strong reading and comprehension skills. The books include a variety of texts such as stories, non-fiction articles, and information about topics like history, science, and geography. Once every 2 weeks all classes teach children specific reading skills such as: find a word similar in meaning, copy a word that means the same as etc. Structured texts and question stems which enable children to practise these skills within a variety of Year specific reading genres. Each text is followed by questions and activities that help students practise understanding of the main ideas, learning new vocabulary and thinking more deeply about what they read. The aim of the Reading Explorers series is to build confidence in reading while securing high reading skills.

Home Reading books

All children have a home reading book to take home and share with parents. All home reading books are book branded to ensure continuity and promote independence when reading. Children in Key Stage 1 take home a RWI book compatible with their phonics group, a RWI blending book as well as a library book chosen from the school library. These home reading books support the teaching daily phonics lessons. Children can practice their phonics-these books are accessible and decodable for them. A homework/reading diary provides a record of books read and the opportunity for parents and teachers to comment on the child's progress. In addition to sharing reading books, parents are actively encouraged to read other books to their children and to take them to the public library where they have opportunities to access the wealth of books in school library too.

Parental Engagement

Each year we hold a 'Reading Meeting' for parents and carers during the Autumn term. Here, school systems and procedures are shared with parents as well as expectations for home school support. Parents of children from across EYFS and K.S.1 are actively encouraged to attend the meeting and speak to staff.

Reading time

Throughout the day reading is given the highest priority in school. Children are given time to enjoy books during quiet reading time as part of their morning tasks and at intervals during the week. Children are encouraged to choose from class library books and to use the school library to widen their reading experience.

Story time

As part of our philosophy that children should be immersed in the world of books, a class novel is read to the children at the end of the school day and at regular intervals throughout the week. This enables the teacher to act as a good role model for the children and it also allows all children to gain access to more challenging stories to stimulate their imagination.

SCHOOL LIBRARY BOOKS

All children in EYFS, K.S.1 and K.S.2 take home a library book to supplement their home reading book and to encourage them to read from a range of genres. Each year group has a small class library, and the junior library has a large number of quality books for children to choose from. We have recently

invested in a new library system “Libresoft” This allows books to be scanned out, and a record of books borrowed by each child to be kept. It is also an online facility where children can reserve books, leave reviews and monitor their personal library usage. Often children use the library to further their learning by borrowing books which match their topic work in class.

SCHOOL VISITS AND VISITORS

At every opportunity, local authors have been invited into school to lead story telling sessions with the children. Similarly, visiting actors and poets have brought the written word to life through visually stimulating presentations and performances for our children – all of which help us to promote a love of books and story- telling! We also encourage our children to watch traditional tales in the form of pantomimes. They have visited theatre companies in school and have gone to local theatres to watch productions too. Thus, increasing their cultural capital.

Assessment

See under Assessment at the end of the English policy.

Writing

Statement of Intent

Writing is a crucial part of the curriculum at St Marie’s R.C. Primary School. We endeavor that our children have developed a love of writing and be able to express their thoughts and ideas clearly and creatively through the written word. At St Marie’s we aspire our pupils to be articulate and confident speakers so they can use discussion and debate to further their learning. We nurture a culture where children can take pride in their writing and be able to adapt their language and formality for a range of contexts. We want to inspire children to be able to craft their sentences and create writers who can edit, re-read and improve their own writing. We also want to enable our children to confidently use grammar, punctuation and spelling accurately. At St Marie’s we set high aspirations for them to take pride in their work and allow their imaginations to flourish.

Children should be able to

- Write effectively for a range of audiences and purposes.
- Write in a range of genres in fiction and poetry and be familiar with narrative themes and structures, settings, character and plot.

- Write in a range of non-fiction styles.
- Develop their powers of imagination, inventiveness and critical awareness.
- Use punctuation and grammar accurately and with confidence.
- Choose appropriate and lively vocabulary.
- Plan, draft, revise and edit their writing.

St Marie's uses some principles in the 'The Write Stuff' approach to model writing where children are required to write at length for a specific audience. This writing approach works in conjunction with the Power of Reading texts which are used to stimulate ideas for writing. All staff have received updated training and new staff receive in-school training and external training where available.

Each child has a 'progression in writing' folder which includes three carefully moderated pieces of writing across a year. Each piece of writing will be marked (sub-levelled using our own school developed criterion scale and personalised targets will be shared with children). These become their 'next steps.'

Statement of Implementation

We follow the national curriculum programme of study for English. Our long-term writing plan is linked to our topic overviews so that writing is purposeful and meaningful. Opportunities for cross curricular writing are identified and planned as a way of consolidating and applying writing skills across different text types and subjects. Stimuli and resources for teaching writing are carefully chosen and varied. Medium term planning ensures progression of skills and understanding in transcription and composition. A focus on using quality vocabulary is a key driver throughout the curriculum. Our school provides daily English lessons that are progressive and support skill development. Teachers (using the principle of the Write Stuff) model writing for children who then use this as a framework for crafting their own work. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our enriched curriculum: trips, visits to museums, visits and performances. Our children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing skills. Teachers model these skills on a regular basis and children's work is displayed and published for an audience to enjoy. A variety of strategies are used to develop writing skills. The focused teaching of whole-school weekly spelling and grammar contributes to the organisation and accuracy of the work.

Independence is encouraged for all children with a particular emphasis within the EYFS/K. S1 classrooms. Within R.W.I. the children are asked to 'hold a sentence' within their heads before writing it. Ideas are generated through a variety of stimuli. Emphasis is on composition and effect, spelling and handwriting. At Key Stage Two, there is continued emphasis on planning, drafting, revising and presentation. Creativity, spelling and handwriting are still high priority within K.S 2.

Shared and guided writing

St Marie's Primary School are passionate about shared writing and modelling of correct sentence features. It is essential that children see the writing process modelled by the teacher. Within the English lesson, teachers use lenses in the writing rainbow to draw out key features of a text. This is based on the principles of "The Write Stuff" Children are actively involved in composing written texts, with the teacher acting as scribe, using ideas offered by the children. The working walls in class are used as a teaching tool. Often the children's own work is used as a shared, whole class text and steps to move children forward are explored. Visualisers and I-pad air servers are available to present children's work immediately to the class. It is intended that these guided sessions will create more independent, skilled and confident writers.

Extended writing times

Children are regularly given extended writing time to allow for more substantial pieces of writing composition, particularly within upper KS2. This allows children to apply all of their learnt skills and encourages independence, flair and initiative. Children in Year 4,5 and 6 will be taught how to draft and improve their writing. Here drafting work is completed in draft books and improved to be written up in Wonderful Writing books.

Range of Genres

Our RWI and The Power of Reading Initiative ensures that children are given the opportunity to experience a wide range of writing genres- narrative, plays and poetry from different times and cultures. As well as a wide range of non-fiction text types. Focus is placed upon purpose and audience, composition and effect. In the early stages, writing will start from children's own experiences which will then extend to other forms and genres of writing across both key stages.

Writing Support (including SEND/Pupil premium)

Throughout the year, each class has a target writing group who have been identified as a group who need more focused support to help raise their achievement. These groups are prioritized, closely monitored and progress discussed with the coordinator and Head teacher. Additional teaching for certain groups will take place to close the attainment or progress gap.

Editing Policy

We revisited our editing policy to make it compliant and progressive throughout key stage 1 and 2. Staff were trained in the use of Rainbow Write, CUPS and ARMS to edit sentences from our big writing. Children will colour code their sentences to ensure sentences are clear and correctly demarcated. Then in KS2 children will use ARMS and CUPS to improve sentences. Obviously, children will need to check their own work for cohesion. Y6 children will write up their best pieces in the Final draft book.

Marking Policy

It is our school's policy that each week three children in each class will have their writing work marked alongside the teacher, to encourage self-review and to identify the 'next steps'. Throughout
Mrs. C. McGrath: English Policy 2026

each term, every child will have had their writing marked alongside the class teacher. Ongoing, immediate oral feedback is given high priority during writing sessions. Marking will focus on improving the children's writing and should have impact. Whole class feedback is often used to address collective issues within a class that need highlighting.

SPAG

Grammar is taught weekly in both explicitly (through dedicated grammar lessons across KS1 and KS2) and implicitly through writing lessons across KS1 and KS2. Grammar teaching is also evident within English lessons when exploring reading for meaning, the structure of paragraphs and authorial intent.

In addition, a separate grammar scheme of work is in place which sets out specific objectives for each year group, taking into consideration previous learning, skill progression and an assessment tool (Nelson Grammar Scheme). Effective use of grammar helps children to communicate effectively and to make writing clear. The assessment cycle used in school requires each year group in K.S 2 to complete a grammar assessment test at the end of each academic year to aid the tracking process. The S.P.A.G test (Y6) takes place in May each year in conjunction with National Curriculum tests at K.S.2.

SPELLINGS

Aims: Children should be able to:

- Discriminate between the separate sounds in words (segment to spell).
- Learn the letters /digraphs/combinations of letters most commonly used to spell these sounds.
- Spell words by combining spelling patterns of their sounds.
- Spell a wide range of regular and irregular words correctly.
- Use a variety of strategies to help them spell unfamiliar words.
- Use strategies to check their own spellings.

Classroom Practice

A variety of strategies are used to develop spelling skills. Children have been taught phonics through RWI in EYFS/KS1 and taught to apply these skills to 'segment to spell'. Phonics are also taught throughout the rest of the school where necessary. Year specific spellings are taught through Spelling Shed followed throughout the school and children in Key Stage 1 and Key Stage 2 have a dedicated weekly lesson.

A visual approach is also used – Look, cover, say, write, check' – to learn new spellings. Multi-sensory spelling activities (such as sand trays) are often used to help support children who need additional help. Handwriting is also linked to spelling to develop the connection between visual and sensory motor skills.

Spelling homework is given from Year 1 –Year 6 with a weekly test. Spellings are differentiated for ability and spelling marks reported weekly to parents.

Children are regularly tested against the age-related common exception words. Individual spelling lists are then used, where appropriate, for children to practise. Children with IEPs all have individual spelling checklists. There are specific catch-up programmes for children who struggle with their reading and spelling or for new arrivals at our school. These are delivered by classroom assistants and class teachers.

Children within K.S2 will be actively encouraged to use dictionaries, online spelling checks and their peers to improve their spellings. This is particularly important in the editing process of writing.

HANDWRITING

Aims Children should be able to:

- Write in a fluent and legible style.
- Present all work neatly.
- Handwriting is taught in separate sessions where writing is modelled by the teacher to develop correct letter formation. Presentation of children's work is given a high priority in all subjects.
- Each class has been given a handwriting folder with support materials and ideas included.

Planning and Differentiation

Long term planning is based on the yearly teaching programmes set out in the school overview (National Curriculum 2014.)

Medium term planning is outlined in the school overview per term. It is based on the English National Curriculum (2014) and outlines teaching coverage for each term, focused texts and writing outcomes as well as cross curricula links.

Short term planning is carried out weekly. It includes the main teaching objectives for text word and sentence level with specific writing outcomes. Themes may be carried over a few weeks. It also specifies activities for individual groups, differentiation and use of support staff and targeted children.

All planning must consider the links between speaking and listening, reading and writing. Meeting the needs of the individual child and personalising their learning is imperative in raising standards and increasing confidence. Differentiated tasks are incorporated into English lessons to cater for individual needs at every level.

RESOURCES

English resources are stored centrally and in the classroom. Reading skill resources are stored centrally on the staff share as are many other e-texts. Books for shared, guided reading and home reading books are stored in the infant and junior libraries. All reading books are book -banded and organised into boxes /shelves for easy access and to ensure progression. Children choose their home reading books from a graded selection. There are also other books available for quiet reading time. Teacher's resources and past SAT papers are stored in the libraries.

Mrs. C. McGrath: English Policy 2026

Class resources such as dictionaries and ICT packages which support daily teaching are stored in each classroom or on the network. Both libraries include ample supply of books which are used to support children's exploration of class topics and cross-curricular work. The English coordinator is responsible for reviewing and ordering resources.

ASSESSMENT

Assessment is an integral part of the teaching and learning process as it provides information regarding children's progress and outcomes. Assessment tests are used as a tool to give additional information and to support teacher judgement.

Informal assessment

Informal assessments take place daily through observation, questioning and marking of work. Other evidence includes:

- **Weekly reflections:** assessment and review' comments are made on weekly planning sheets to evaluate learning.
- **Reading records:** these record books read, the views of parents and any problems encountered.

Medium term assessments:

Periodically across the year, reading and writing assessments take place. St Marie's R.C primary School is committed to teacher assessment as the main attainment measure, but this is underpinned using 'Head start' assessment tests for reading and the use of writing exemplars to support the moderation process. Assessments take place at three points across the year.

Early Years Foundation Stage

In the EYFS, staff assess children against the Development Matters document, and the Early years Foundation Stage Profile and evidence is collated through on -going assessment to inform judgements. The Reception Baseline Assessment (Sept 2020) will provide some limited information regarding a child's ability in key areas of English at the given time.

Other Assessment Information: Key Stage One and Two

Reading

- Reading ages (Salford Reading test) are taken each October and May
- Teacher assessment information from whole class/guided reading session notes
- Running records.

Writing

A writing assessment takes place three times per year. Samples of writing are moderated across year groups and by members of the S.L.T. School to school moderation takes place to support the judgements and to ensure consistency and accuracy.

Long term assessments

All teachers review the children's progress over the year and is measured against specific targets. SATs and Optional SATs tests in reading, SPAG, spelling and writing are completed in the summer term.

Tracking of the whole class takes place at the end of the year in both reading and writing.

Teachers will also report to parents twice a year in parents' meetings and then through an end of year report to parents.

Homework

- Every child from Reception upwards will have a reading book to take home and share with parents. They will have the opportunity to read to a teacher at least once a week to assess progress.
- All children from Y1 upwards will have weekly spellings to take home and learn for a test on allocated days. Parents will be informed of spelling successes.
- Key Stage two children will have English homework in the form of a short-written exercise every alternate week (Y3/4) or weekly (Y5/6)

MONITORING AND EVALUATION

The English policy will be reviewed at regular interviews by the coordinator in consultation with the Head teacher and staff.

The English coordinator, in consultation with the Head teacher, will monitor and review medium term plans and discuss them with staff. The weekly literacy plans are monitored by the head teacher each week.

Standards in English will be monitored by the English coordinator and Head teacher by:

- Observing lessons where possible and giving positive feedback and support.
- Regular sharing of views at staff meetings.
- Leading staff training on relevant issues and curriculum.
- Supporting staff in administering English SATs/optional SATs.
- Monitoring English /writing books.
- Supporting staff in levelling writing samples.
- Evaluating children's progress through formative and summative assessment, identifying successes and addressing concerns.

Reviewed

June 2021

March 2023

March 2026