



Member of staff responsible:
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Date policy updated: September 2025
Date to be reviewed: September 2026

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL ENGLISH AND LITERACY POLICY

1. MISSION STATEMENT

At St Anthony's the teachings of Jesus Christ and the beliefs and practices of the Catholic Church are fundamental to the whole life of the school.

Together with parents, we aim to create a safe, positive, and caring environment, where the uniqueness and essential value of all members of the school community are recognised and there are opportunities for all to realise their full potential.

2. AIMS

Statement of Intent

At St Anthony's Catholic Primary School, we strive for children to be a 'Primary Literate Pupil'. We have created a curriculum that encourages children to become the best versions of themselves so they can use spoken and written language to communicate effectively- to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences. We understand the power that reading can have in unlocking all areas of the curriculum and allowing pupils to develop culturally, emotionally, intellectually, socially and spiritually. This will develop a love of language and promote high standards in literacy, thus equipping pupils with a strong command of standard spoken and written English.

Our aim is to provide the children with opportunities to read and hear carefully selected texts in a range of genres, from different authors, which address themes and issues and that represent the diverse society in which we live. By exploring and experiencing a range of vocabulary through high-quality fiction and non-fiction texts, their language

repertoire will increase and enable the children to use their imagination and become more competent, creative writers.

From the earliest stage, skills in decoding are taught through engaging and creative activities and are embedded into the learning environment. Communication skills, in all forms, will be nurtured and developed, at each stage of the children's education.

We believe that by promoting a love of reading, the children will be inspired to find joy and pleasure in a range of literature that will live with them throughout their lives. Alongside this, we believe that the full immersion of a variety of genres will evoke a passion for writing by developing transferable knowledge and skills to write for a range of purposes and audiences now and in the future.

Teachers have a mutual respect for short writing opportunities and recognise the impact they can have on a child's scaffolded and independent piece of write. We develop writing skills so that our children have the stamina and ability to produce work that they are proud of. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, IT, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. Teachers and leaders promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. Handwriting sessions are taught in isolation but are also regularly incorporated into the English lessons, Spelling sessions and other areas of the curriculum; this is celebrated on our 'Cursive Creations' and 'Joining in the Fun' displays. We want our children to acquire a wide and varied vocabulary to make them eloquent, wise and compassionate in their choice and use of words – whether that be spoken or written. The children will have a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time at St Anthony's.

The Implementation of our Reading Curriculum

Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is 'Getting all children to read well, quickly'. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words. Children begin learning Phonics at the very beginning of Reception and it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply this independently. Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading 1:1 with a member of staff, with a partner during paired reading and as a class. Children continue daily Phonics lessons in Year 1 and further through the school to ensure all children

become confident, fluent readers. Any children who need additional support in Phonics will receive this through group intervention and one to one support in Key Stage 2.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support each child's journey to becoming fluent and independent readers.

We teach children to:

Decode (read) by identifying each sound within a word and blending them together to read fluently

Encode (write) by segmenting each sound to write words accurately.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 interventions are used where needed. These interventions are short, specific and effective. *Please see Phonics Policy for further information.*

Developing a love of reading is of paramount importance at St. Anthony's, and this starts from the moment the children start in Reception and continues throughout the school. Staff dedicate time to reading to the children daily; texts and novels are selected carefully to ensure children hear a range of stories written by both classic and modern authors as well as books on a range of themes and issues and that represent the diverse society in which we live.

Children take books home daily to support and embed skill development outside of school. In Key Stage 1, ELS Phonics assessments determine the books the children take home. In Key Stage 2, children progress through the book bands in line with teacher assessments. Our school-book banding system offers our children a broad range of texts once they have mastered the early reading skills. All children have access to assigned books on Oxford Owl and Oxford Ready Buddy. Staff provide the children with regular opportunities to read in school on a one-to-one basis and in Guided Reading lessons.

Better Reading Partners, Neli, ELS intervention and Reading working groups are planned and scheduled for children, from EYFS to Year 6, that need support in

Communication and Language, Speaking and Listening, Decoding and Comprehending.

Guided Reading at St. Anthony's is taught in small groups every day. EYFS and Key Stage One organise these small groups in accordance to phonetical understanding and knowledge. Key Stage organise their groups based on teacher judgement (and year group due to mixed age environment). This allows children to develop fluency and accuracy when reading, but also develop a deeper understanding of what they have read. Staff use carefully structured questions orally and more formally through written comprehension covering the various reading domains. All teaching staff are trained on this once per term throughout the academic the year.

Whole-school reading events such as World Book Day are celebrated every year, to further raise the profile of reading in our school. We also have access to a well-resourced central library as well as class libraries, library loan boxes and visits from the Library Service and local authors, all of which enthuse the children and develop their love of reading.

The Implementation of our Writing Curriculum

Spelling, punctuation and grammar is taught as part of the daily English lesson. There is a Key Stage 2 scheme for spelling (NNS) and Year 2 follow the ELS Spelling programme daily. Punctuation and grammar are taught according to year group objectives, genres and class needs. Skills have been mapped out to ensure progression across year groups. Independent IDL intervention is available across KS2 for children who need further support with reading and spelling. Spelling, punctuation and grammar learning is made meaningful and current for children, by applying it to their writing focus every week.

At St. Anthony's, we are firm believers that the children should be writing frequently, and about things that are engaging and meaningful. Teachers plan and deliver units of learning focussing on different text types, which build progressively towards an extended piece of writing. A range of fiction, non-fiction and poetry books are used to help, enthuse and engage learners to become proficient and independent writers. A rich quality text is the driver for our writing units.

We have high expectations for handwriting at St. Anthony's Primary School, and believe it is important that children take pride in the presentation of their written work. In EYFS and Key Stage 1 handwriting is taught in discrete sessions, where letter formation and cursive joins are modelled and taught by the class teacher and practiced

by the children in different forms. In Key Stage 2 handwriting sessions are taught when needs arise. Letter-Join supports our ambitious handwriting policy.

Please see the handwriting page on our website for further information.

Speaking and listening are vital skills for children to acquire and are fundamental to their language development. Children are taught to speak confidently and to adapt their speech to different situations. They are given the opportunity for their language to develop alongside their progress in reading and writing. They will also be given the opportunity to develop into careful and responsive listeners.

Please see the Speaking and Listening page on our website for further information.

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and that of their peers. Pupils identify, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work. The children acquire writing targets at the beginning of each term and these are stated in their English books. Our children are reflective in the process of wanting to be the best writers they can be.

The Impact of our English Curriculum

Children at St Anthony's talk positively about English – Reading and Writing – and this is demonstrated by their enthusiasm in lessons. Being fully immersed in a range of genres and authors excites and engages pupils, which creates a sense of awe and wonder in their eyes. This in turn has produced a community of enthusiastic, confident readers and writers, who enjoy showcasing their developing literary knowledge and skills. Children are beginning to take risks, and love to discuss and share their ideas. High quality work is evident in the outcomes children produce in their English books and Independent Writing books, and foundation subject curriculum books. The impact of this, enables children to adapt their writing successfully considering the purpose and audience.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage.

In the Foundation Stage (Reception) children should be given opportunities to:

- use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds and begin to explore non-fiction texts.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress and attainment of English across the school.

This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum Programme of Study. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Children are taught in mixed-ability classes and work is differentiated by task, outcome, support and resources, depending on the intended outcome for the lesson. All tasks are designed to improve their understanding and further their progression. Teachers plan in Phase teams drawing upon a variety of resources and weekly plans are written by individual class teachers.

5. APPROACHES TO SPEAKING AND LISTENING

Our aim is to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. At St Anthony's we want to inspire children to be confident in the art of speaking and listening. We believe that spoken language underpins the development of reading and writing.

Approaches to Speaking and Listening

In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English. The main strands to speaking and listening are:

- speaking;
- listening and responding;
- group discussion, interaction and debate;
- Drama and performance of poetry.

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers, therefore, ensure these oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed.

Children play an active part in presentations, group discussions, debates and drama activities which are planned for regularly by class teachers. Pupils are supported to develop a capacity to explain their understanding of books and other reading and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. We follow the guidance and ideas from the key learning documents to support the teaching and learning of speaking and listening. There is progression in the skills taught. Key questions are planned into lessons to probe the children to further explain their understanding of concepts and their own ideas before the writing process begins.

The National Curriculum

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' "Spoken language underpins the development of reading and writing." (NC 2013).

At St Anthony's we believe that children need to be able to express themselves orally in an appropriate way, and this is an essential skill that children need as they go through life. It is fundamental for the children's development across the whole curriculum and permeates all areas of the primary curriculum. Children need to be absorbed in the quality and variety of language by adults, this is vital if children are to develop their vocabulary and grammar and their understanding for reading and writing. We will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

How? Where? When? Why?

The children at St Anthony's are encouraged to develop effective communication skills in readiness for later life. Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Extra-Curricular groups presenting information
- Participation in school services
- Discussion and participation in Friday mass.
- Events within the community
- School Council
- Philosophy for Children
- Talk partners
- Whole school prayer
- Home Learning showcase celebrations
- Reading Buddies
- Drama / role play activities
- PSHE/RSE and circle time

6. APPROACHES TO READING

Shared Reading

The majority of shared reading occurs during the English lesson. Texts are challenging and appropriate, pitched slightly above what the children can read themselves independently, to offer the greatest opportunities for vocabulary development. The sessions are delivered whole class led by the teacher. The teacher reads aloud to the class, modelling word reading skills: applying phonic knowledge; decoding; using intonation, tone and volume; taking note of punctuation, and fluency etc. Children participate in chorally reading aloud to practise word reading skills. Teacher models strategies in order to develop understanding of the text. This is focused on an identified skill such as prediction, literal retrieval, inference, skimming and scanning, sequencing or exploring vocabulary within the context of the text etc.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

Guided Reading

A guided reading lesson is where a small group of children of similar reading ability, working with an adult, focus on developing a reading skill using a text appropriate to their reading level. The session will include teacher modelling of specific reading skills, including word reading and comprehension. Children will also be given opportunities to read the text independently as the adult monitors their word reading skills. The daily guided reading sessions involve discussions that enable the children to progress in their word reading and comprehension.

In Key Stage One and Two, guided reading sessions take place daily with the children working on a carousel of reading activities throughout the week. Guided reading sessions take place daily with the children working on embedding and consolidating their phonetical understanding from Phonics lessons and therefore fluency, comprehension activities, reading for pleasure and small group/1:1 reading with a class teacher. In EYFS, each group joins in with a weekly guided reading session, initially focusing on guided talk with a picture stimulus and moving onto a variety of texts. Teachers will model, observe and develop phonetical application when reading decodable books, although during these sessions children will be challenged to read books slightly above their assessed ability. Records from guided reading sessions are used to inform planning and termly teacher assessments and written work will be kept in the child's Reading Folder (KS1) and Guided Reading Book (KS2). During Key Stage One's Guided Reading sessions (Ready for Reading) children will record a comprehension linked to their topic learning, phonetically matched task (found on Seesaw or Reading folder), a follow up vocabulary task and follow up comprehension task from their guided reading text that week. Key Stage Two will record a pre read and post read in their Guided Reading books, in addition to any other reading based task they complete during Guided Reading sessions.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

One-to-one Reading

One-to-one reading is where individual children read with a teacher, teaching assistant, or school volunteer. As this involves individual children approaches can be tailored to meet the needs of each child. For example, a child might need to practise reading aloud with intonation, in which case the adult should model this skill before giving the child opportunities to practise. Alternatively, a session with a fluent reader might consist of reading a section of text, taking note of punctuation, followed by strategies to develop understanding. All classes have 1:1 reading packs in their classroom to support any adult deliver good quality 1:1 reading sessions.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

All parents will be invited to attend training to support their child.

Independent Reading

There are opportunities during the week for children to read independently. Children are encouraged to read a range of texts and are able to access a range of fiction and non-fiction texts from the school libraries, as well as class reading areas. Children in EYFS and Key Stage One are given constant access to independent reading opportunities in the areas of provision.

Phonics

Phonics is taught using 'Essential Letters and Sounds' in order to support the children in decoding the letters and sounds enabling them to read. This scheme also introduces children to a wide and rich vocabulary. In the Early Years, children have whole class daily phonics sessions with opportunities to consolidate learning through planned continuous provision activities and in other areas of the Early Years curriculum. At Key Stage One, children have discrete phonics sessions in class. All our phonics lessons follow the same structure and include independent reading and writing tasks linked to the graphemes taught in each lesson; giving all children the opportunity to become confident readers.

Interventions are organised to help support children in becoming secure within a phase if required. These take place during phonics lessons and throughout the school day. Children are given daily opportunities to use and apply their phonic knowledge through a range of independent and adult-led tasks across the curriculum.

At Key Stage Two, phonic interventions are carefully and precisely planned to support children who do not have secure knowledge and understanding of phonics in order to read.

All key stages promote the use of phonics in order to support the children in decoding letters and sounds independently in order for them to become competent and confident literate readers.

Please see Phonics Policy for a detailed account of our Phonics teaching and learning.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

All parents will be invited to attend training to support their child.

Resources

A variety of Oxford Reading Tree texts are used as a tool to help children to learn to read in school and at home. All classes have a book area with diverse texts to enthuse all readers. The well-stocked KS1 and KS2 libraries are available to all the children in school and are regularly updated through the School Library Service book exchange.

Reading at home resources

In the academic year of 2022/23 St Anthony's implemented an interactive Reading approach called Oxford Reading Buddy. The children will have access to this at home, as well as in school. Oxford Reading Buddy contains hundreds of digital books and book-quizzes all matched to each child's reading ability. Children can earn badges for good reading behaviours, be coached in their understanding by their personal 'Reading Buddy', take quizzes and record all the reading they do. This is tracked and

monitored by class teachers. All children should be given to opportunity to experience this in school.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

All parents will be invited to attend training to support their child.

Links to Home

All children throughout school have a reading record book that is used both in school and at home to log reading achievements and next steps. Parents are given guidance on how to effectively read with their child at home.

All parents will be invited to attend training to support their child.

Wider Reading

All class teachers, across the school, ensure reading out loud to their class is a timetabled and planned for. At St Anthony's we recognise the important of pleasure for reading and listening in order to be inspired. Each class teacher will read to their class at least once a day. Key Stage Two read a class novel on a regular basis. The book may be chosen to fit in with English unit or curriculum topics. Children in EYFS and Key Stage One share a short class novel or picture book daily as a part of their Favourite Five scheme. At St Anthony's Catholic Primary School all of our key stage 1 classes read one of their Favourite five stories at the end of each day. Each class reads and rereads the same five books over the course of the half term, until the children know the words off by heart. The stories are chosen based on reading and writing skills appropriate to their level of understanding. A range of texts are available for children to read in continuous provision in EYFS and KS1, including eBooks.

Children in EYFS, Key Stage One and Key Stage Two have weekly access to the school library and are regularly encouraged to change their library book.

Home Reading

Children are encouraged to read at home on a daily basis. Children at St Anthony's will only bring home a book that is 100% decodable, based on their phonetical ability and in accordance to the sequence of Essential Letters and Sounds. All children will select their own home reading book and are encouraged to re-read books to encourage pleasure, fluency and consolidation. The children are given the opportunity to change their home reading books 2/3 times a week (children are welcome to change more often to necessary). Children are encouraged to use electronic 100% decodable strategies such as Oxford Reading Buddy and Oxford eBooks to consolidate their reading further. See 'Reading at Home Guided for Parents' for further details (available on our website or with subject leader).

7. APPROACHES TO WRITING

Phonics and Spelling

Children in the Early Years and Key Stage One, learn to spell words that are linked to their phonic knowledge of sounds and graphemes. Children will learn spellings relating to a sound or particular grapheme that has been focused upon during the week in order to support them in using their learnt knowledge in their wider writing. These will be taken Essential Letter and Sounds. In Year 2, children will begin to learn spelling rules using the 'No Nonsense Spelling' resource. These are linked to phase 6 of the 'Letters and Sounds' phonic document. Any children who are not secure at phase 5 will not progress on to Phase 6 and will therefore continue to learn spellings at their current phonic phase.

In Key Stage Two, children learn spellings related to specific spelling rules. The 'No Nonsense Spelling' document is used to help the children understand the principles that underpin word construction and regular and irregular spelling patterns. If children are working on a phonics intervention programme at Key Stage 2, then their weekly spellings will be directly linked to the intervention and spellings will be taken from Essential Letters and Sounds. A daily five-minute spelling activity is used in Key Stage Two to improve the spelling of high frequency words within wider writing. Children in Year 2 receive a daily twenty-minute spelling session.

All children at all stages are encouraged to use their knowledge of phonics and sounds in order to spell independently and teachers encourage the children to adopt different strategies in order to support them in spelling independently not only in English lessons but across the wider curriculum. Fast Forward spelling intervention is used to improve spelling when needed.

Emergent Writing

In Foundation Stage, children are given opportunities to develop their emergent writing in the writing area of continuous provision. This is used to support the development of the writing in more focused sessions and children complete regular guided writing supported by the teacher. All guided/assessed writing opportunities will be recorded in the child's Writing Book.

Shared Writing

A range of fiction and non-fiction texts are shared and written in lessons. Teachers model the writing of the texts for the children as well as the children sharing ideas for writing and adding to a shared text.

Guided Writing

Children have guided writing sessions with their teacher which will involve discussion about the genre and will explore ways of developing writing skills. These are linked to the text being covered and may include skills relating to both transcription and composition.

Independent Writing

There are opportunities for the children to practice their writing skills through independent writing activities throughout the school. Children are encouraged to write independently and to write a range of fiction and non-fiction texts. Children in EYFS and Key Stage One are given constant access to independent writing opportunities in the areas of provision.

Our red English exercise books are used for independent writing as well as shared and scaffolded writing, from Year 1 to Year 6. Every year group will complete an independent write at the start of every term, preferably based on their most recent final piece of scaffolded work which will be sequential in the English books. The clearly stated independent pieces of work will primarily support the judgements made at moderation meetings throughout the year. There may be other independent writing opportunities in other areas of the curriculum and these will be evident in the books and folders for that particular subject. Teams are asked to clearly state when a piece of writing is independent in the English book by a pink pen 'I' (KS2) or adding 'Independent Writing' on the learning objective (KS1).

Extended Writing

Children are encouraged to write extended pieces of writing making cross-curricular links.

Handwriting

Children are encouraged from Foundation Stage to form their letters correctly using a print style. In Key Stage One, children are taught pre-cursive leading to joining their letters together to create a cursive handwriting style. In Key Stage Two, this is consolidated and interventions are in place for those children in Key Stage Two who do not form letters correctly. Please see separate policy.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. As well as making its own contribution to the school curriculum, English underpins the wider aims of primary education.

Geography

English can provide opportunities for children to develop and apply their geography skills. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience, for example, writing to a newspaper about a local issue. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different viewpoints and perspectives. Evaluating

environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork

History

History provides many opportunities for children to apply their English skills. During tasks involving historical enquiry, reading skills are essential in order to gain a good understanding of the topic, and to be able to evaluate and justify evidence. Children may be asked to communicate ideas through presentations, debates or drama. Understanding can be shown in independent writing through for example: diaries, letters, journalistic writing and persuasive pieces.

RE and PSHE

RE and PSHE promote discussion and give children opportunities to share beliefs and viewpoints with the class, enabling them to practise their spoken language. Children can further develop their empathy skills in RE and PSHE; through exploring different scenarios, they learn to infer thoughts and feelings which can be applied to their reading. As with history, understanding can be shown in independent writing through, for example: diaries, letters, journalistic writing and persuasive pieces.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. There are a range of ICT resources available to assist in the teaching of English and it is expected that children will have the opportunity to use a range of media, including ICT to demonstrate their knowledge, skills and understanding in English. The use of ICT can help children's learning in English providing access to e- books and a wealth of information when researching and note-taking. The 'green screen' and Apps such as iMovie can be used in the final presentation of writing pieces e.g. persuasive adverts, play scripts, stories. Word is often used to present work for display.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

Lancashire KLIPS documents are used in conjunction with the National Curriculum aims for teachers to make their assessment judgements at the end of each term. In Years 2-6, children undertake a formal assessment test in Reading to inform teacher assessment. Writing is assessed by teacher judgement. Assessments in Reading and Writing are submitted by class teachers to the Assessment Lead at the end of each term and the subject leader will have the opportunity to analyse any data.

In Year 2 and throughout Key Stage Two, children complete statutory and optional SATs tests at the end of each academic year. These tests should be analysed thoroughly by class teachers. In Year One, children complete a statutory Phonics

Screening Test which is then repeated in Year Two for those children who do not achieve the expected standard in Year One.

For children on the SEN register, the SENCO may require further assessments depending upon the needs of the child. It may be necessary to use the PIVAT assessment tools to track children with SEN or children who make slow progress.

Assessment in English is used to inform future planning and highlight areas for future development by the Subject Leader and SLT.

Writing Targets

EYFS record and track progress with early writing in the front of the child's writing book. The termly writing target template has been developed and implemented from Year 1-6. This is for all Key Stage 1 children; children who are working below the age related expectation and children that are assessed on PIVATS. This is stuck into each child's English book after their first independent writing piece, at the beginning of Spring term and then again at the beginning of Summer term. When choosing targets teachers will take from either the KILPS and/or PIVATS. These are short term targets that our children monitor as well as the class teacher, teaching assistant and any other teaching staff supporting the writing taking place.

Children's work will be marked in line with the Marking Policy.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified on the AGT register and suitable learning challenges provided.

INTERVENTION PROGRAMMES

There are several intervention programmes available to support progress in English. Specific support in selecting appropriate intervention programmes can be provided by the Subject Leader and the SENCO.

Intervention programmes are planned by the class teachers and phase leader in each area of the school. Planned interventions may be carried out by teaching assistants or a class teacher. Records of intervention programmes carried out should be kept by the adult leading the sessions.

At the beginning of each term, the subject leader will request a list of planned interventions by each year group and will use the information provided to support data analysis. The subject leader will meet with each team to discuss the progress made by children in the intervention groups.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

12. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments

13. PARENTAL INVOLVEMENT

Parents have the opportunity to support their child's literacy development in many ways; through reading with children at home, support with home learning and involvement in specific English whole school events. Specific literacy progress is discussed at parents evening and commented upon in the end of year report.

14. CONCLUSION:

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

Teaching and Learning Policy

Phonics Policy

Assessment and Record Keeping

Marking policy

Handwriting Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy