

THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



English Policy

Thakeham Primary School

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Signed

Headteacher:

S. Norton

Chair of Standards, Teaching and Learning Committee:

BeRini

At Thakeham Primary School, we believe that literacy and communication are key life skills. Through our English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become learners for life. Furthermore because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

There are four main purposes to this policy:

- To establish an entitlement for all pupils in line with the National Curriculum expectations for English;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approach to the subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

English Aims and Objectives.

- Provide a rich and stimulating language environment that promotes a shared love and understanding of literacy
- Set and establish high expectations for teachers and pupils and to promote continuity and coherence across the school
- Develop positive attitudes towards books so that reading is seen as a pleasurable activity
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- Use reading as a means of gathering information to support their learning throughout the entire curriculum
- Develop the craft of writing in order to develop the confidence and skills to write effectively for a range of purposes and audiences;
- Write with increasing awareness of the conventions of grammar, punctuation and spelling
- Form letters correctly, leading to a fluent and legible, joined handwriting style
- Develop a deep understanding of the spelling patterns and common exception words in English
- Develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- Develop their oral abilities at their own level express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.
- Provide relevant and purposeful learning experiences in all areas of the English curriculum, for example participating in debates about local issues, writing letters to the Parish Council, articles for the school newsletter and performing in school productions.

The Teaching of English

The structure of English teaching is based upon the 2014 English National Curriculum and covers all of the recommended objectives. To ensure that there is adequate time for developing English skills, each KS1/2 class has a dedicated English lesson each day. **This**

is a 90 minute session which incorporates all handwriting, spelling/phonics, reading and writing activities so that the children are able to use and apply their skills in different contexts. However, children will have opportunities to use and apply their English skills across the curriculum both with guidance and independently. Teaching and learning takes place within a whole class setting and, in the main differentiation is through a variety of means including task, resources, adult support, groupings and outcome. Phonics groups in EYFS and KS1 are set following assessment and children may move between groups depending on their progress and achievement.

The teacher will lead smaller ability led guided reading and writing groups of approximately six children during the lesson. Within guided groups, teachers move children forward by focusing specifically on reading and writing targets which are particular to that group of children. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Clear objectives are set for each session and are shared with pupils. 'Toolkits' are regularly devised with children, and are used to outline the key features/elements expected in the outcomes of the pupils' work.

Computing is used where it enhances, extends and complements English teaching and learning. Teachers are also expected to plan time within certain writing lessons for children to reflect on their marked work, and independently respond to teacher prompts to improve their writing (see Assessment and Feedback Policy). Teachers use a variety of interactive, creative and cross-curricular teaching methods to deliver the curriculum and achieve set learning objectives.

Spoken Language

At Thakeham Primary School, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

How do we achieve this?

- Questioning and taking risks with language;
- Presenting in-front of an audience;
- Reciting and reading aloud;
- Re-telling, role-play and drama productions;
- Listening to and participating in stories, poems, rhymes and songs;
- Drama activities to enliven and enrich children's understanding of character;
- Talking the text – opportunities for children to talk about and discuss their reading and writing;
- Debate;
- Collaborative work and reporting back following group work;
- Presentations.

Reading

Reading is the avenue in which children can access the world around them. It offers children a chance to develop their imagination and provides a new and rich vocabulary which in turn enables them to become inspirational and creative writers. Our aim therefore is to ensure that reading is an integral and enjoyable part of school life for all learners. We seek to ensure that there are multiple opportunities to read throughout the school day as well as giving children many opportunities to listen to stories being read by other children or staff.

How do we achieve this?

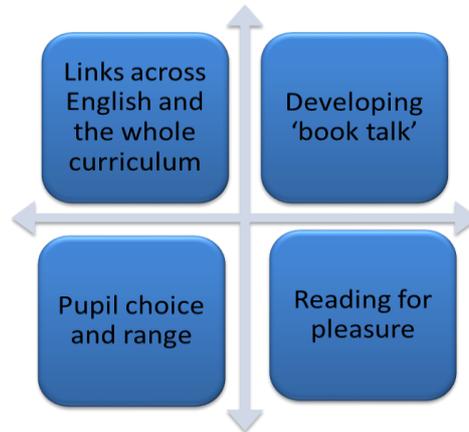
- Guided reading
- Shared reading
- Regular independent reading
- Home/school reading
- There is a wide selection of levelled reading books, predominantly 'Collins Big Cat' books which are banded into the 'colour book bands' and the children progress through these as appropriate, reading a range of fiction and non-fiction texts before moving on to 'free reader' books;
- Children are taught during shared and **daily** guided group sessions using structured and repetitive 'big books' and guided reading texts in ability groups where key objectives are taught and targets assessed, this may involve reading aloud or focusing on specific skills e.g. inference and deduction. Through this approach the teacher accesses every child (see Guided Reading section below)
- Teachers, teaching assistants and adult volunteers may also read on an individual basis with children: how often is based on assessment of progress;
- Teachers and teaching assistants assess children's progression in reading using the West Sussex Planning/Assessment Continuums;
- All adults involved in working with a group for Guided Reading or hearing a child read should record this in the child's Reading Record. In the case of Guided Reading this should include reference to the objective focus for the session and their progress against this. The initials of the adult writing the comment should be also be used
- Phonics is taught systematically following the Read, Write Inc programme which supports the National Curriculum. Children have daily 30 minute group sessions until the end of Year 2, learning sounds, actions and letters, games and activities to support sounding out, segmenting and blending for reading and writing (see below under Spellings and Phonics);
- Those children who are not making age-related progress are withdrawn for one to one or group support as appropriate and targets may be linked to their ILP if they are SEN&D;
- Each class has a Reading Mastery Folder set up with lists of words appropriate to the age and ability of the child linked to the National Curriculum. Every child reads through their word list each day with the support staff in class. Once they can read the word 6 times it is ticked off and another word is added to their current list.
- We are flexible with our use of scheme books. If a child is 'stuck' at a level and losing motivation, we will always look for alternatives, for example read aloud plays, to re-ignite enthusiasm.

Guided reading

This is an ideal context for developing a range of reading skills:

- Comprehension
- Opportunities to use and apply phonic knowledge and skills
- Practising reading fluently

- Developing appreciation and love of reading



The format of a Guided Reading session will be linked to specific objectives and targets and could include:

- shared reading
- book talk – exploring and enjoying a text and looking for key words
- phonics activities
- comprehension activities
- free choice – children choose to read a text of their choice

Guided reading sessions should relate to the genre of writing where possible. The sessions should empower further learning and promote excitement and love of books and build on previous reading experiences.

Children are placed in appropriate groups that are regularly reviewed and maintain flexibility. Planning for reading forms part of the overall weekly English plan. The classteacher accesses the individuals within the group; addressing specific objectives and targets, whilst other available adults support other groups using the classteacher's planning and working under their guidance.

The classteacher works with a full range of ability groups across the week. Likewise the lower ability group is not the responsibility of the TA. Both the classteacher and the TA should support groups from across the ability range. Clear strategies should be in place so that the independent groups can remain on task and allow teacher focus.

Reading With RIC and Reading VIPERS

Reading with RIC (KS2) and VIPERS (KS1) can be a whole-class based or independent reading activity. There is one learning objective for the whole class based around the same text. The text and follow up activities are adapted for different abilities so that all children can access the learning objective and be challenged. Sometimes texts are part of a class book and other times there are poems, pictures, videos or non-fiction materials.

The RIC sessions always contains a Retrieve, Interpret and (author/artist/director) Choice question. All children try the R and I questions, most try the C question too. The VIPERS sessions are based on one/two domains per day; Vocabulary, Infer, Predict, Explain, Retrieve, Sequence or Summarise. The answers to these are discussed within the session and children magpie other answers using their purple polishing pen to improve their own answers.

Developing a Love of Reading

- We encourage vast amounts of reading across the curriculum: topic books, news articles, class magazines etc.;
- We do storytelling and re-enacting stories
- We draw on key elements of the Talk 4 Writing style of teaching which encourages and develops a range of reading strategies (see the Writing section)
- We have a dedicated library area/book corner in each classroom;
- As well as taking home school scheme books we encourage the children to take home a book of their interest from the school library which can be changed when they have finished it.
- Each class has an opportunity to visit the library each week as part of their reading activities once every 2 weeks. This should not just be an opportunity to change their book, but time spent browsing and enjoying what is on offer or learning valuable library skills e.g. research;
- The Library display is used to celebrate different authors each month;
- We set up visits from authors and illustrators with a big celebration of reading during World Book Day in March;
- All class teachers are expected to read a class novel during the school day. Much thought goes into the selection of texts and is chance for the class to share a high quality text together. Most often, this take place at the end of the school day.
- There are lots of talk and discussion about reading in a variety of contexts, both formal and informal. We have an annual school Book Fair
- Once a fortnight we have a Reading focussed assembly led by the English Leader, where a range of texts are shared and discussed with the children to help encourage identification of key elements and to help develop the language used to discuss, debate and compare a range of texts. Certificates are presented for reading achievement.

In line with our Home-Learning Policy, children are expected to read at least 3 times a week at home, writing in their reading diaries to share ideas about books and to keep a record of what they are reading. This is monitored very systematically by staff who liaise directly with parents if it is not happening. For children who struggle with reading or are not heard at home extra in school support is given and they become a 'daily reader' reading to an adult each day in school.

Writing

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

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas

- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting

In order to support and develop children of all ages and abilities into confident and independent writers we have chosen to adopt key aspects of the Talk 4 Writing project, developed by Pie Corbett. Through this style of teaching the children become fully immersed in a text, which they learn and retell in different ways, before moving on to using the model text to support their own writing. It incorporates all elements of the English curriculum in a practical, engaging and memorable way, developing visual, auditory and kinaesthetic learning skills. We do however ensure there are frequent opportunities for pupils to write independently, away from the point of teaching, without scaffolded support.

How do we achieve this?

Talk 4 Writing enables children to learn and imitate the key language they need to use orally, before reading and analysing it. Through fun activities and oral rehearsal, children learn the text structures and language patterns before they put pen to paper.

T4W has 3 stages: Imitation, Innovation and Invention.

Imitation

Before a unit of work starts the children complete a Cold Write, on blue paper, where they work independently to write a specific text style. These are then marked and assessed by the class teacher in order to set individual targets to work on during the upcoming unit.

Each unit of work begins with a 'hook' to engage and enthuse the children. They then learn a model text supported visually by a text map and actions. The children hear the text, say it for themselves and act it out before seeing it written down. Once the children know the text well they read it as a reader, taking part in in-depth discussions focusing on vocabulary choices and oral comprehension to ensure they fully understand the model text. They then move on to identifying the features of the text type and 'boxing it up' on a planning sheet, breaking down each component of the model text in order to generate a 'recipe' for how to write the particular style of text.

Innovation

Once the children have learnt the modelled text they move on to thinking about how to innovate it. Initially this may be by changing the original text map and orally rehearsing what they want to say. More confident writers may move straight to using the 'boxing up' tool to plan out their ideas.

This process allows the children to write their own versions of the exemplar text, developing their ability to choose and use high quality words and phrases. Washing lines are used in every class to collect and display models, words and phrases which all support the children's independent writing.

Invention

The final stage of T4W is invention, where the children work independently to apply what they have learnt across the curriculum.

Each unit of work ends with a Warm Write, completed on yellow paper, which is marked and assessed by the class teacher in order to set next steps.

During the year each class covers the same six story types, building on skills they have previously learnt each time. These are then developed with specific focus areas such as character or plot development. See the Talk 4 Writing appendix document (appendix 2).

To ensure flexibility, to keep children engaged and in the writing process and allow greater independence, we may not always follow each of the above listed stages.

Spelling

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image. Accurate spelling implies consideration for the reader and also recognises the deeply embedded notions about correctness which we hold as a society about spelling.

Curriculum provision

Spelling is taught as part of a planned programme following the requirements of the National Curriculum which contains specific statutory word lists. In line with this, children in EYFS and Key Stage 1 take part in a daily session of phonics each week. These sessions are delivered using the Read, Write Inc spelling programme which has been specifically created to meet the demands of the New National Curriculum. In Key Stage 1 and 2 it is expected that the children will have regular explicit spelling sessions with weekly spellings being closely linked to spelling patterns and rules, these are part of the 90 minute English session.

Implementation of Spellings

All classes have a set of spelling activities to support regular opportunities for children to practice learning spellings that they need next.

- Children will be encouraged to develop their own personalised strategies for practising and learning spelling patterns and Common Exception Words. In order to achieve this, they will have opportunities to try a range of multi-sensory approaches to learning spellings. Strategies used will include sounding out words phonemically and by syllables. This approach supports a variety of individual learning styles and supports children who may have a specific learning difficulty related to spelling. The 'Look, Say, Cover, Write and Check' approach to learning the spelling of words will be part of this range of strategies. Children will have access to Wordshark where appropriate, where word lists can be entered and progress monitored.
- The teaching of spelling will promote an analytical approach where children will be taught to look for common letter strings, patterns in words and spelling rules. Children will draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns.
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- Children will be encouraged to identify their own spelling errors and edit accordingly and check spellings (see Assessment and Feedback Policy).

. To further support their spelling, the learning of spelling will be encouraged as part of the home-school partnership and weekly spellings will be sent home to practise, in readiness for

a test in school. Children are given words according to their learning needs, so the amount and level of difficulty will vary.

Weekly spellings are also sent home for all children in KS 1 and KS2, these are set using the spelling appendix document in the National Curriculum.

Children are assessed by use of standardised spelling test twice in the year, once in the Autumn term and again in early in the Summer term during Years 1 to 5. We use Single Word Spelling Test (SWST).

Punctuation and Grammar

An understanding of how to use grammar correctly, the use of relevant meta-language and identifying word classes and sentence types, is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum for year groups, grammar is taught and planned to fit in with relevant genres of writing. We start with the basics of sentence construction including full stops and capital letters with children beginning to identify word classes early on (noun, verb, adjective, adverb). There is an emphasis on children learning to use the correct technical vocabulary in line with their year group National Curriculum expectations.

Along with spelling work, punctuation and grammar form part of our daily 90 minute daily English lessons. Children in KS1 and KS2 have weekly spellings/grammar homework.

Wherever possible, the teaching and learning of spelling, punctuation and grammar will be integrated as part of the main lesson, utilising the key text so that spelling, punctuation and grammar are seen in context.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In EYFS there is a big emphasis upon fine motor skills so to support this; our EYFS children take part in daily 'Funky Finger' sessions During these sessions the children work silently to complete a task such as threading, sorting bricks or colour matching matchsticks. During the first half term they spend a few sessions at each activity enabling them to build on their control and motor skills in this task. This then moves into correct letter formation, correct entry and exit strokes and upper and lower case letters which they continue to develop during Year 1.

By the end of Year 2 national assessment expectations are that children should be joining some of their handwriting to achieve 'expected standards' and most of their handwriting to achieve at 'greater depth'. The National Curriculum and statutory assessment now places a greater emphasis on the importance handwriting and so we have adapted our approach to meet these requirements.

How do we achieve this?

- We use an agreed cursive script (see appendix 2) and encourage children to join their writing as soon as they are forming their letters correctly.
- All adults in school model the agreed script in their work with children. Activity sheets should be created using the agreed script
- We use the 'Letter- join' handwriting scheme as the basis for our teaching, which links handwriting to common spelling patterns;
- We take the view that handwriting should be taught little and often – at least 4 X 15 minutes in Key Stage 1 and 2 X15 minutes every week in Key Stage Two. The teaching and learning of handwriting should form part of the daily 90 minute English sessions
- Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.
- To promote use of a neat joined, legible script, we use a Handwriting Reward System, which is displayed in all KS1 and KS2 classes (see appendix 4). This breaks down the handwriting process into different stages, each with achievable targets for the children to work towards (Bronze, Silver, Gold and Pen). As they achieve the different stages the children earn a different coloured pencil and certificate to celebrate their achievement which is awarded in our Celebration Assemblies.

Assessment, Recording and Reporting

Assessments and marking are made in line with the school Assessment and Feedback Policy. Teachers use effective Assessment for Learning (AfL) strategies to ensure planning is based on prior attainment and that pupils know what they need to do to achieve their next steps. Group or individual targets are set accordingly.

Statutory Assessment at Thakeham Primary School

Throughout EYFS and at the end of this year group, children are assessed in their early literacy development against the 'Development Matters' goals. Teachers assess children as to whether they have reached a 'Good Level of Development' (GLD) in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

In Year 1 pupils are assessed on their phonics skills, knowledge and understanding in June. The test checks children's ability to read and decode words to an age appropriate standard. We are required to re-test any child in Year 2 who did not pass/sit the test in the previous year.

In Year 2 children take end of Key Stage SATs 1 tests which assess their skills, knowledge and understanding in reading, spelling, punctuation, grammar and handwriting. Teachers provide assessments on pupils for reading and writing.

In Year 6 children take end of Key Stage 2 SATs which assess their skills, knowledge and understanding in reading, spelling, punctuation grammar and handwriting. Teachers provide assessments on pupils for reading and writing.

Teacher assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

Other Assessment at Thakeham Primary School

- For EYFS children we undertake a 'baseline' assessment based on what they know, understand and can do against the Early Years Framework on entry to school. We also use the information from each child's Early Years settings in relation to their Early Learning Goals. Both of these systems ensure we plan for each child's next steps towards achieving a GLD.
- Success criteria (Toolkits): From Year 1 onwards, children will be encouraged to devise the key skills/elements needed for the lesson with their teacher. These may also link to their targets (see below);
- Across each week, 2 or 3 key pieces of the children's written work will be marked using 'Tickled Pink' and 'Green for Growth'. This enables the children to quickly see which aspects of their work went well (Tickled Pink) and what their next steps are (Green for Growth). This is linked to the use of the Toolkits (Success Criteria) and children's targets. Children are also involved in assessing their own/others' work with guidance (See Assessment and Feedback Policy);
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- From Year One onwards, teachers regularly set individual and guided group reading targets and related objectives that are shared with children in this context;
- At the beginning of each year, pupil targets (year group) are set based on previous attainment taking into account their starting points and individual needs
 - Targets for writing will also be devised from the Talk 4 Writing approach following a child's independent 'Cold Write' (at the beginning of a writing genre) which will be assessed on an ongoing basis throughout the unit and also through an assessed (independent) piece at the end ('Warm Write');
 - As with reading, these writing targets will be linked to the National Curriculum age-related objectives. These are for each individual pupil (though a group of children may share the same/similar ones), Those who may require more support, will be focus on ensuring they are secure with objectives from the previous year group(s);
 - Reading – Individual targets are generated using the National Curriculum statements and dated evidence recorded on Reading Target Cards by the class teacher as appropriate. This will at least be twice a half term.
 - Twice a year (Autumn and early Summer), children in years 2-5 will be assessed using standardised reading (Salford) and spelling tests (SWST).

Recording and Reporting

- Each term teachers meet with Headteacher and the Inclusion Co-ordinator to discuss each child's progress in Reading and Writing to identify whether children are 'on track' to meet their age-related expectations in relation to their predicted outcomes. For those who are identified as 'not on track', support and intervention are implemented.
- KS1 and KS2 teachers use an electronic tracking system to record children's progress against the National Curriculum objectives for English (SIMS). This reports whether a child is 'Emerging' 'Developing' or 'Secure' with the objectives. This can

be used both to help inform and set further targets and support and to report final outcomes at the end of the year.

School Analytics is used to calculate individual, cohort and group progress across each term to help identify those who are on track and those who may need further support/enrichment. Outcomes are reported to parents as outlined in our Assessment and Feedback Policy.

- In EYFS, children's attainment against their Early Learning Goals is tracked each term (in months) and progress calculated. Again support is implemented where a need is identified. Outcomes are reported to parents as outlines in our Assessment and Feedback Policy. Children's attainment in each area is recorded as 'Emerging' (1), (Expected' (2) or 'Exceeding' (3). Whether a child has achieved a 'Good Level of Development' is also measured and reported.
- At the end of Year 1, parents/carers are informed of their child's outcome in the Phonics Tests. The Local Authority/DfE are also informed of the results
- At the end of Year 2, parents/carers are informed of their child's outcome in their SATs tests. The Local Authority/DfE are also informed of the results
- Twice a year during parents' evening, children's progress against their age-related expectations are discussed with parents/carers. At the end of each year parents are informed of these outcomes via their child's annual report. This will report whether the child has met the age-related expectations ('Secure') or are working towards meeting these ('Developing'). This information is also shared through locality Heads' meetings and Local Authority Advisor monitoring visits
- All of the above information is transferred to each teacher receiving a class and also if a child moves school whether this be within a year or at a transition point e.g. end of Year 6
- At the end of KS2 children (Year 6) parents/carers are informed of their child's outcome in their SATs tests and teacher assessments. The Local Authority/DfE are also informed of the results.

Moderation

We participate in moderation of our children's work in Reading and Writing throughout the year at a school level and with our locality group of schools. The purpose of moderation is to ensure that an agreement on standards of teacher assessment can be reached. As a result teachers are confident that their assessments are accurate and consistent with the national picture. The discussion focuses on evidence teachers have used to reach their judgment and offers them an opportunity to demonstrate their understanding of standards by focusing on a small number of children and their work. The Local Authority undertakes monitoring and quality assurance for EYFS, Key Stage 1 and 2.

Inclusion

We aim for all children to participate in mainstream lessons. All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. Extra support is in place for children with SEN&D including a provision map and adult support. Where it is felt necessary, a pupil is withdrawn from class to receive specialist help from school devised

intervention programmes, or support from an external county agencies/support e.g. Speech and Language Therapy. Pre/post teaching of specific objectives is used as a means of supporting pupils too. We aim to provide a range of resources that reflect the diversity of culture and language within our school community and the wider local community.

Similarly, the needs of our 'Most Able Pupils' are met through effective in-class differentiation, specific enrichment and extension courses available through www.e-pd.org.uk and through opportunities in-house and within the STARS locality, including Steyning Grammar School. We make good use of our Disadvantaged (Pupil Premium) funding to support the needs of these children and our Children Looked After (CLA). Details of this and the impact are published on our website.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Strategic Development Plan. The English Leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Leaders organise school based training through staff meetings/INSET. They will play an important role in communication with parents/carers to support effective partnerships to help facilitate effective learning at home as well as school.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus, project loans and fiction books. We have a new library with an updated stock to ensure resources meet our revised topics, in line with the National Curriculum. Pupil voice has also been sought to ensure books also meet the interests of our children.

Teacher resources are located in classrooms. Guided reading books are kept in the school library and classrooms. There is a wide selection of levelled reading books, predominantly 'Collins Big Cat' books which are banded into the 'colour book bands' located in the SEND break out area.

Monitoring and Evaluation

The Headteacher and English Leaders all work together to monitor English with the involvement of the governor linked to this area. Having identified priorities, the English Leaders formulate the appropriate section of the School Strategic Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Appendix 2

Cursive Handwriting Script

