



Annie Lennard Primary School

English Policy

“When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.”

James Earl Jones

Vision and intent

At Annie Lennard Primary School, it is the firm belief of all staff that English has a pre-eminent place in education and society.

Here is what our staff say:

"English is everything! Unless you can speak, listen, read and write confidently and fluently, you can't access the rest of the curriculum successfully or the society and world in which we live!"

"English skills are essential for future employability."

"English is a gateway to a wealth of knowledge and experiences."

"English is essential for accessing recreational events. For example, reading advertisements, completing ticket purchases, understanding timetables, registering interest and communicating with friends and family."

"English is the foundation of a child's imagination and creativity. Giving children a wide opportunity within English, opens up the doors for a brilliant life and bright future."

"English skills open many doors to the future. English encompasses our everyday lives."

"To be empathetic and recognise empathy from others requires English skills. Literacy underpins peace, harmony, understanding and acceptance."

"A high-quality English education closes the gap between those who cannot and those who can."

"English gives pupils access to the rest of the curriculum and is fundamental to their educational success."

"English gives you transferable skills across everything you do. With English you become self-efficient."

"To express yourself, who you are as a person and be understood requires English skills."

"English is the key to successful development in all other subjects and areas of life."

"Having a good command of English is imperative to be successful in life."

"All children have the right to learn to read and be able to read well. All children have the right to learn how to communicate, both in spoken and written forms to a high standard. A quality English education is like a basic human right."

"It provides us with so much pleasure - interesting books, exciting films, amazing theatre productions..."

To be able to communicate effectively is essential in order to participate fully in the world in which we live; pupils, therefore who do not learn to speak, read and write fluently and confidently are thus deprived of this right. It is our aim to deliver a high-quality English curriculum that gives children the best opportunity to become confident, literate, successful members of society, with a deep love and understanding of English language and literature. The development of Literacy knowledge and skills is key to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills and knowledge they have acquired in a range of contexts, and throughout the wider curriculum. We strive to ensure all children can communicate clearly, in a range of forms, and become masters of language.

Cultural capital considerations for English

Given our context linked to high levels of deprivation, we are aware of the high need to support the development of Annie Lennard pupils' English capital. This is key to their future success in their next stage of education and in future life. We plan to ensure that the experiences we provide through our English curriculum and by connecting learning across subjects, gives them confidence and the capacity to succeed in the future and to support a long-term aspiration of all U.K. pupils achieving in society.

National curriculum overview

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation of English

English planning and resources

All documents relating to English are located on One drive – Teacher resources/English

The English Policy is also located here.

The long-term overview/curriculum map for Guided Reading, Writing (including GPS) and Spelling can also be found here.

English planning is captured into an English MTP for the text and genre/s being studied for writing. In addition, the Guided Reading MTP details the reading learning journey for the text being studied as well as content of those lessons that focus on isolated extracts/stand alone texts, with a firm focus on required taught skills. The MTPs contain the year group's National Curriculum expectations for Reading and Writing and this guides teachers when designing outcomes, ensuring that they are age appropriate and build upon children's prior learning.

Subsequently, an English weekly plan defines the reading and writing learning journey, including GPS objectives, building up to a unit outcome piece of extended writing. Weekly planning includes x2 Handwriting practice sessions per week (more if there is a particular weakness in the class) and the x3 Spelling outcomes per week.

Spoken language

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.

Our children generally join us in Nursery/Reception well below National expectations, particularly with their communication and language skills. In 2022, 83% of Nursery children were 'well below' on baseline and in 2023-24 this has decreased significantly to 43% starting Reception 'well below'. In 2022, 37% of Reception were working at age related expectation in Autumn term, and in 2023-24, 96% of children join Year 1 at age related expectation; a dramatic increase.

At Annie Lennard, we place extremely high regard on our children needing to be able to speak in order to do anything! More and more we are seeing children join our Nursery with limited language and in 2023-24, we have 10% of the Nursery cohort, who have transitioned to Reception, who are non-verbal or have limited language. The vast majority of our Nursery children, typically, cannot evidence the Communication and Language Observational checklist from Developmental Matters, especially 'linking 5 words together to make a statement'.

Therefore, we prioritise spoken language in our very early English curriculum. **Please also see Phonics and Early Reading policy.**

The environment must be rich in language, including the high-quality language modelled by adults with a focus on developing vocabulary. Early Talk Boost intervention plays a vital role to develop our children communication and language from their very low starting points. In Reception, children have a WOW word of the week, linked to the topic, to help develop vocabulary.

Parental engagement is also crucial in order to support communication and language; from our parental workshops to emphasise the need and importance of talking and communicating with your child, bedtime story events to support reading to your child and sharing a book together, Phonics workshops to explain how the sounds words are made up of are taught, to our Tapestry workshops and weekly updates which communicate children's achievements are areas of development.

Our Good Level of Development in 2022 (of which Communication and Language as a Prime area and Literacy as a Specific area constitute two of the five areas as a whole) was 66.6%, being inline with National expectation at 65.2% and above Sandwell at 59.1%. In 2023 our GLD was 67.8%. This is testimony to our school vision in evidence.

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. Throughout school, we therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are supported in making their thinking clear to themselves as well as others by carefully modelled, appropriate and aspirational language and through adults using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate. Through Word of the week, pupils are exposed to high level vocabulary and specifically taught its use, with reward for correct independent application across the curriculum, in writing or orally. Please see **Vocabulary** section.

Pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama, not just in English but across the wider curriculum too. Pupils are taught to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama theatre performances. Please all see **Trips and Visits** section.

Reading

Curriculum design

‘Reading is the one ability that, once set in motion, has the capacity to feed itself’

Michael Morpurgo

Reading is at the heart of the curriculum at Annie Lennard Primary. All staff recognise the role Reading plays in children accessing the whole curriculum, and as such, all staff are passionate about and share the commitment to every child learning to read and being able to read well, regardless of background, needs or abilities.

‘Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status’

OECD, 2002

It is our vision and commitment that all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. As such, we have designed our Reading curriculum to develop pupils’ competence in word reading and comprehension (both listening and reading).

Skilled word reading involves the speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is prioritised in the early teaching of reading to beginners.

Please see Phonics and Early Reading policy.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. We develop good comprehension skills 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. All pupils are encouraged to read widely across both fiction and non-fiction and to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. We firmly believe that reading widely and often increases pupils’ vocabulary as they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-trove of wonder and joy for curious minds.

There is a clear reading structure that builds on children’s reading skills and confidence. From Nursery to Year 6 there is a planned and consistent approach to whole class, guided and individual reading sessions, as well as home reading.

Early Years
Nursery

Home reading

Children begin to take books home in Nursery. Each week, each child takes home an age-appropriate library book, which the child has chosen themselves, to be supported to access by their adult at home. A record of which books a child has had is kept.

Accompanying these books to share at home, are individual reading logs which provide a two-way communication between home and school to support each child's early reading development. In conjunction with the physical books that go home, children are also able to access e-readers online with first stage picture books.

Individual reading

In school, the same library books are shared with children 1:1 on a weekly basis to develop 'book talk', story language and an understanding of how books and stories work. Individual reading records are used to document when a book has been shared with a child and any comments towards their developing skills. In Nursery, we do not give books that teach children how to decode words. In line with our Phonics and Early Reading policy, we focus on the being read to element of Reading for pleasure and place upmost importance on the value of this. Vocabulary acquisition, emotional awareness and empathy as well as an understanding of the wider world underpin our approach to which books our most emergent readers access. Formal teaching of grapheme phoneme correspondence begins in Reception.

Reading for pleasure

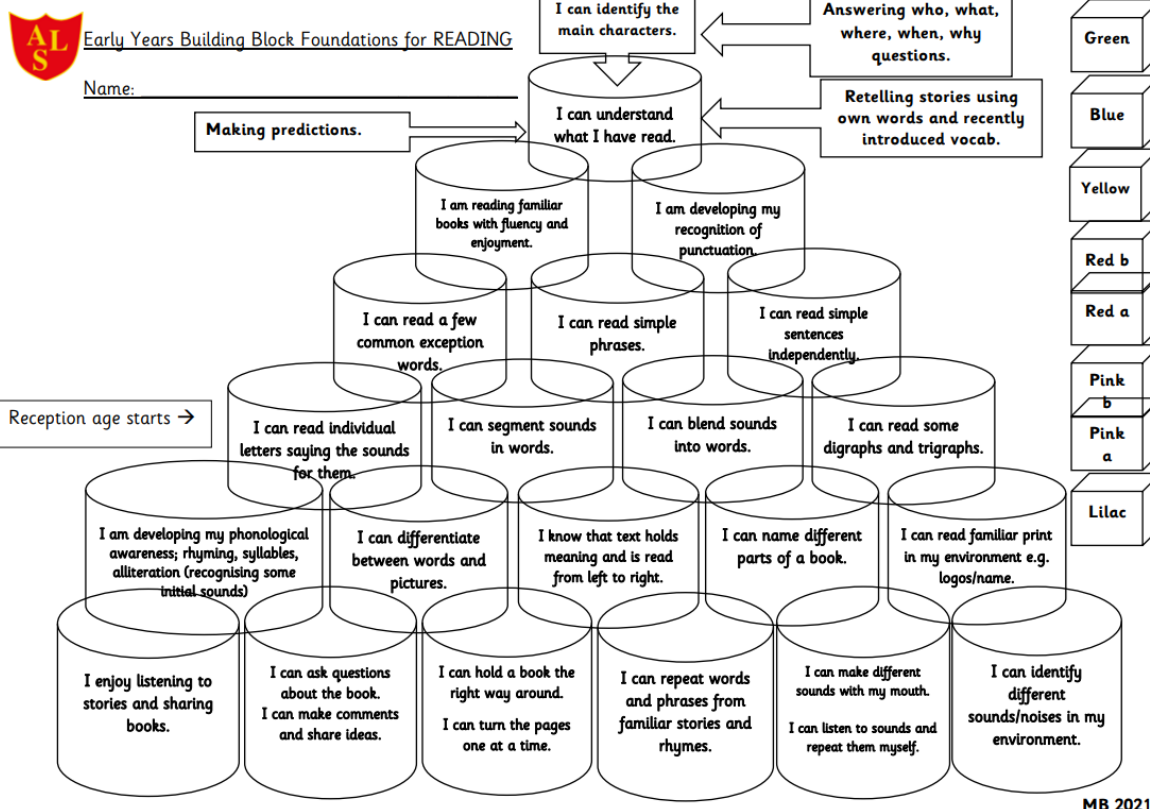
Children in Nursery have story time at the end of each day. By being able to listen to an adult read, children can focus on the pure enjoyment of listening to a story and through the adult's expression, intonation, actions and other devices to bring the story to life, have good reading practice modelled to them from an early age.

During 'pick & mix' (child-initiated play time), children are also able to access a range of books within their setting, inside and outside.



Assessment

Staff assess developing skills on an ongoing basis using their professional judgement and evidence gathered from reading and sharing books with the children using the Early Years Building Block Foundations for Reading.



Target Tracker – the whole school assessment system - is also used to add evidence towards statements from the Early Years Framework. This collection of evidence is also on-going with set deadlines for assessment to be 'live' by in order to inform Pupil Progress Meetings and whole school data analysis. See assessment policy.

Reception

Home reading

As started in Nursery, children continue to take library books home weekly. They visit the school library once a week to choose their books themselves. In addition, children in Reception begin their journey learning to read. As such, when they are ready, they will begin to take books home that match the stage in their phonics development (see Phonics and Early Reading policy). A record of which books children have received is kept. Individual reading logs are used to continue the two-way communication between home and school. In line with the rest of the school, children in Reception have access to e-readers at home to support their early phonic development with teachers matching books to children's phonic phase.

Class texts

In Reception, children study a range of books as class texts (see Reading curriculum overview) in line with the requirements of the Early Years Framework for Comprehension.

Reading practise sessions

In Reception, the synthetic phonics programme (SSP) (see Phonics and Development of Early Reading policy) begins and children begin to access Reading practice sessions using books that support the SPP used in school, matched to children's secure phonic ability. Group Reading Practice sessions happen three times a week for the children that can successfully blend, following on from the Phonics lesson that day so that application of phonic skills can take place and early comprehension skills can develop.

Individual reading

Children continue to be heard read on a 1:1 basis weekly, using books that are matched to their ability. Some children, who require greater support with reading, are heard read twice a week. Individual reading records are used to document when a child has been read with and any comments against their developing skills. When a child moves book band, this is also updated on the individual reading record.

Reading for pleasure

Children in Reception also benefit from story time at the end of each day and are able to access a range of books and other story related activities such as puppets, props and e-readers during 'pick & mix' (child-initiated play time).

Assessment

Staff continue to assess developing skills on an ongoing basis using their professional judgement and evidence gathered from reading and sharing books with the children building on the Early Years Building Block Foundations for Reading transitioned with each child from Nursery.

Target Tracker – the whole school assessment system - is used to add evidence towards statements from the Early Years Framework. This collection of evidence is also on-going with set deadlines for assessment to be 'live' by in order to inform Pupil Progress Meetings and whole school data analysis. See assessment policy.

Key Stage 1

Home reading

In line with Reception, children continue to take books matched to their phonic development home weekly. A record of which books children have received is kept. Individual reading logs are used to continue the two-way communication between home and school. Children have access to e-readers at home to support their early phonic development and developing reading skills with teachers matching books to each child's individual development.

Year 1

Class texts

In Year 1, children study a range of books as class texts (see Reading curriculum overview) to deliver the requirements of the National Curriculum for Reading.

Reading practise sessions

In Year 1, the whole school approach to Phonics continues and children take part in group Reading Practise sessions three times a week once they are able to blend successfully independently. Reading practise sessions utilise books that support the SSP used in school and sessions follow on from the Phonics lesson that day so that application of phonic skills can take place and early comprehension skills can develop. See Phonics and Development of Early Reading policy.

Year 2

Class texts and Guided Reading

Once children are phonetically secure and are able to read an end of Phonics programme level book fluently at a rate of 60-90 words per minute, formal Phonics teaching ends and Guided Reading sessions begin in Year 2. Children access class texts in whole class contexts in order to continue to be taught the requirements of the National Curriculum for reading – in particular, a love of reading and the further development of a range of comprehension skills. The whole school Reading curriculum overview sets out a progressive map of skills and reading material, balancing fiction, non-fiction and poetry. Guided Reading sessions always have a WALT (We are learning to) to phrase the learning intention of the session and the WALT must be skill focused. A range of strategies are used to support children's developing comprehension skills, ensuring broad and balanced coverage of the KS1 content domains.

Individual reading

Children continue to be heard read on a 1:1 basis weekly, using books that are matched to their ability. In line with the rest of the school, those children that require a higher level of support are read with twice a week. Individual reading records are used to document when a child has been read with and any comments against their developing skills. When a child moves book band, this is also updated on the individual reading record.

Key Stage 2

Home reading

Children continue to take books matched to their reading ability home weekly. Children are able to swap their books more often than once a week if they have read them or are not 'feeling' the genre or storyline. A record of which books children have received is kept. Individual reading logs are used to continue the two-way communication between home and school. Children's access to e-readers continues with teachers allocating books in line with each child's reading ability as defined by their miscue analysis. See assessment.

Year 3-6 Guided Reading

In Key Stage 2, children are taught reading in whole class contexts to support prolonged engagement with a text, a love of reading and books, reading fluency and the development of a wide range of comprehension skills. Teachers use a class text at an age appropriate yet aspirational level which forms the basis of the Guided Reading lessons over a sustained period. Children's interests are factored in as well as any specific trends in the reading data, such as the development of boy's reading.

In conjunction with the class text, isolated extracts and unfamiliar texts are used to further hone skills and allow for application in unseen contexts.

A balance of fiction, non-fiction and poetry focused sessions are planned for both with the class text and the individual extracts.

Year 3 & Year 4	Year 5 & Year 6
Class text x3 days per week Isolated extracts x2 days per week	Class text x2 days per week Isolated extracts x3 days per week

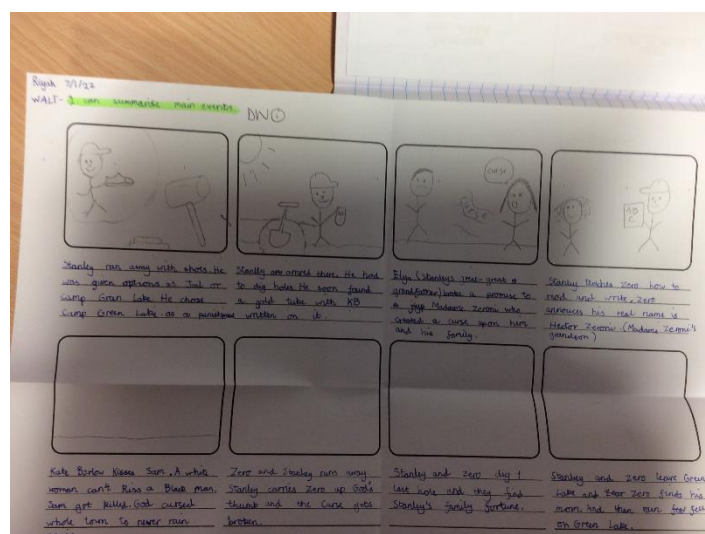
Teachers plan consistently using an agreed Guided Reading plan proforma which ensures lessons are skill focused, allow for wide ranging evidence gathering and assessment opportunities.

Guided Reading planning

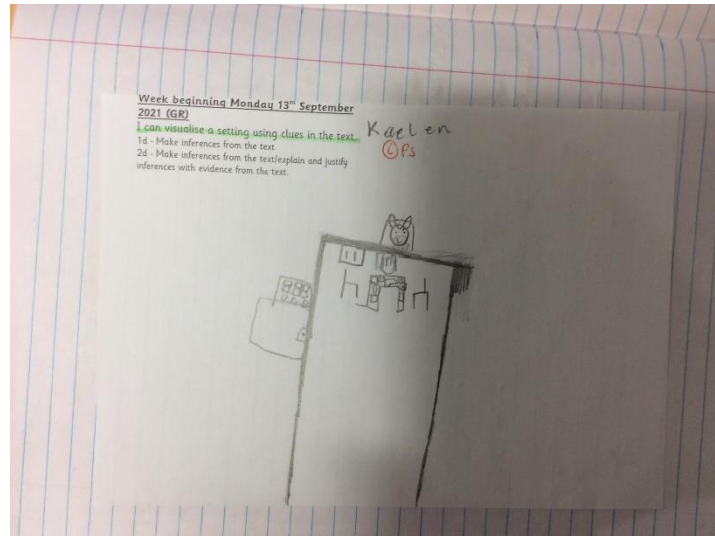
Curriculum Area		Guided Reading					
YEAR	5	TERM	Autumn	CLASS NOVEL	Wonder by R.J Palacio	TEACHER	Sophie Groves/ Debbie Kirk (LSP)
Content Domain Focus							
2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Target Tracker Year 5 Reading objectives							
Word Reading		Comprehension					
I can read aloud and understand the meaning of the words on the Year 5/6 list		I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		I can write or give a detailed book review including reasons why I would recommend the book.		I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.	
TEXT GENRES COVERED THIS HALF TERM		I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions		I can discuss and compare events, issues and characters within a book.		I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear	
		I can understand what I am reading by checking the book makes sense and finding the meaning of new words.		I can ask sensible and interesting questions about the texts to help me understand them more.		I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.	
		I can predict what might happen in increasingly complex texts by using evidence from the text.		I can talk about why authors use language, including figurative language, and the impact it has on the reader.		I can tell the difference between statements of fact and opinion. I can find and write down facts and information from non-fiction texts.	
Monday		Tuesday		Wednesday		Thursday	
Week 1 w/c 11/1/22		WALT retrieve and infer using evidence from the text.		WALT give and explain the meaning of words in context.		WALT predict what might happen from details stated and implied.	
						WALT retrieve using evidence from the text.	

Guided Reading sessions always have a WALT (We are learning to) to phrase the learning intention of the session and the WALT must be skill focused. The focus of the skill being developed is made explicit using the Reading gems categories.

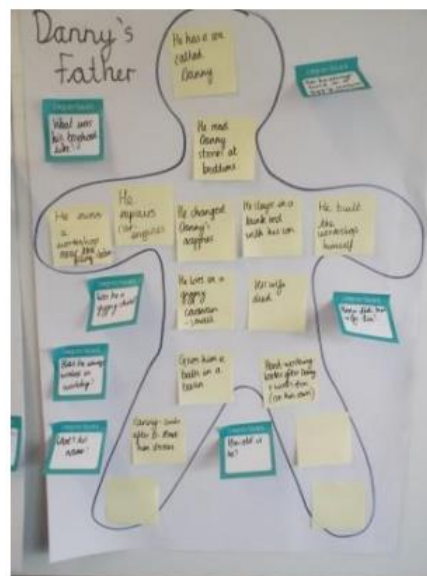




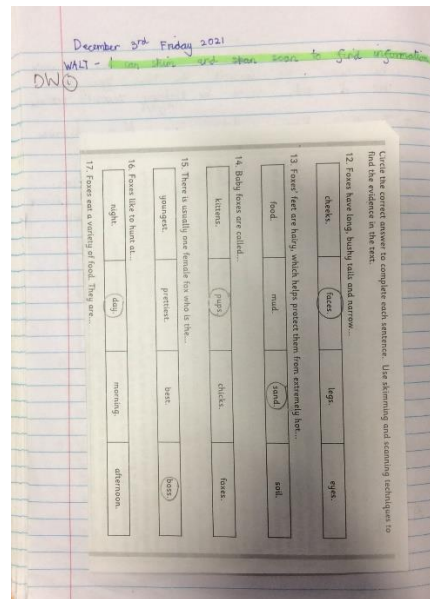
Visualisation



Role on the wall



Skimming and scanning



Making connections

Name Rogah & Harnden Date 12/09/21 DW ①

Slavery and Underground Railroad Thinking Chart

What I "think" I know	Questions I still have	Facts I've learned	Connections I made
- Slaves don't have Birthdays - Some white people disagreed with slavery - Slavery was illegal in some states - Not all slaves agreed with slavery - Slaves didn't get to see their families - Children could sometimes go to school without	- What happened if the slaves tried to escape? - When did slavery start? - Why did it end? - How many people used the Underground Railroad? - Which states was it illegal in? - Why weren't they allowed to know their birthday? - Why didn't slaves fight back?	- Slaves couldn't be free - Some masters were nice to slaves - Pennsylvania didn't have any slaves - The Underground Railroad was used to free slaves ...	- Slaves had to get permission to get married from the master - Some did it so they could sell the child - Slaves would know themselves and their family and friends - Not all masters were nice - Pennsylvania was a slave free state

Justifications using evidence

20/1/22 Rugh
WALT - can make inferences and justify them with evidence from the text (2h) DW ☺

Put yourself into Michael's shoes-
Use evidence/examples from the text to prove what you are saying Michael can see/hear/feel.

What could I see?

- Scars - 'the head with it's scarred lines'
- Reflection of sky - 'pulled the reflection of the sky and the clouds into Michael behind her'
- What - 'It darkened and black-hole'

What did I touch/feel?

- Hot - 'there wasn't the slightest breeze to cool the skin'
- Seawater - 'he poured the water over himself'
- Fun - 'the strong sun making a glow like push on the water'
- While - 'It was cool and smooth like a carved stone'
- Crash & burn - 'his fingertips marked the corner of when'

What could I hear?

- Engine - 'her engine was loud in the biggest stillness of the afternoon'
- While noises - 'Popping - shorter and less even closer'
- Shrinking bug - 'There was a loud shaking sound as the gutter contracted the one more time'

What could I smell?

- Salty sea - 'No evidence'
- Engine - 'Full pull of her engine'

How did it make me feel?

- Confused - 'not understanding what he was seeing, the lips pinched together'
- Shocked - 'Michael looked it right into and the whole looked back'
- Silence - 'The sound came from a deep behind her and made him spin round so fast he lost his balance'



Comparing and contrasting

Rugh 24/1/22
WALT - can make comparisons within a text (2h) DW ☺ silver card

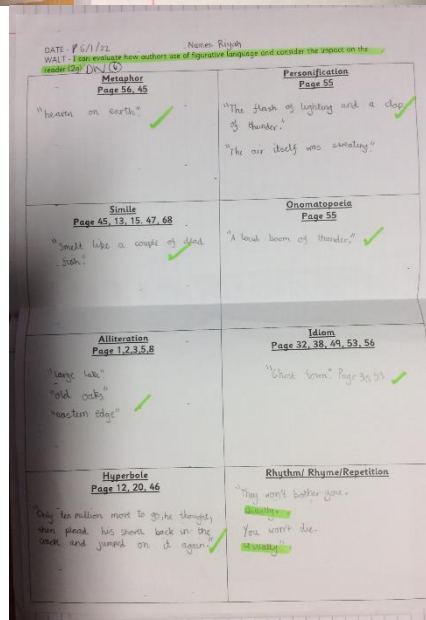
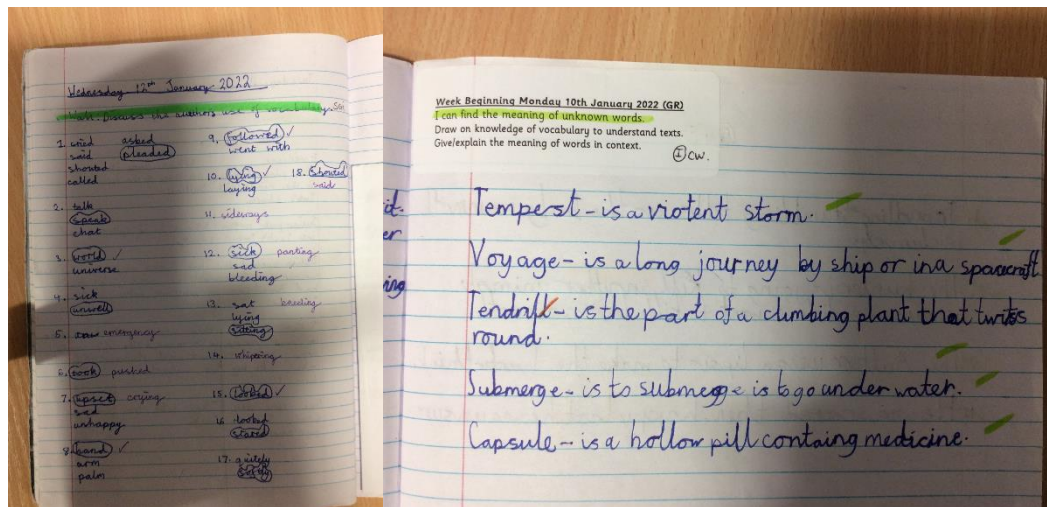
First Draft Compare and Contrast

Story of Text Title: Tom's midnight Garden Author: Philip Pullman

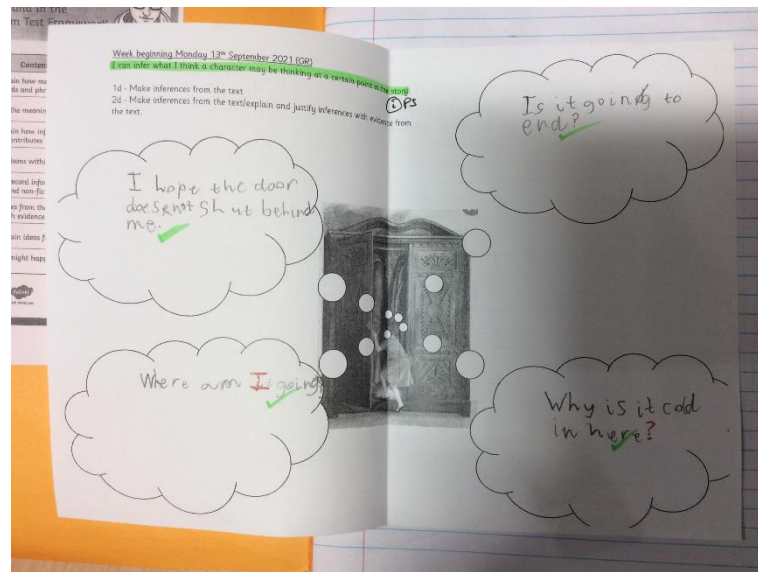
Garden by day	Garden by night
"narrow, paved crevice" "an old car" "circle of metal and creosote" "five dashings" "piece of newspaper bouldered out" "Yale lock" "a garden - sense"	"a great lawn" "Towering fir trees" "Silver - birds bloomed" "thick, beetle-browed yew" "A greenhouse the size of a real house" "A path that vanished away" "each above and archway clapped in the yew-trees"

Intersection: "You tree"

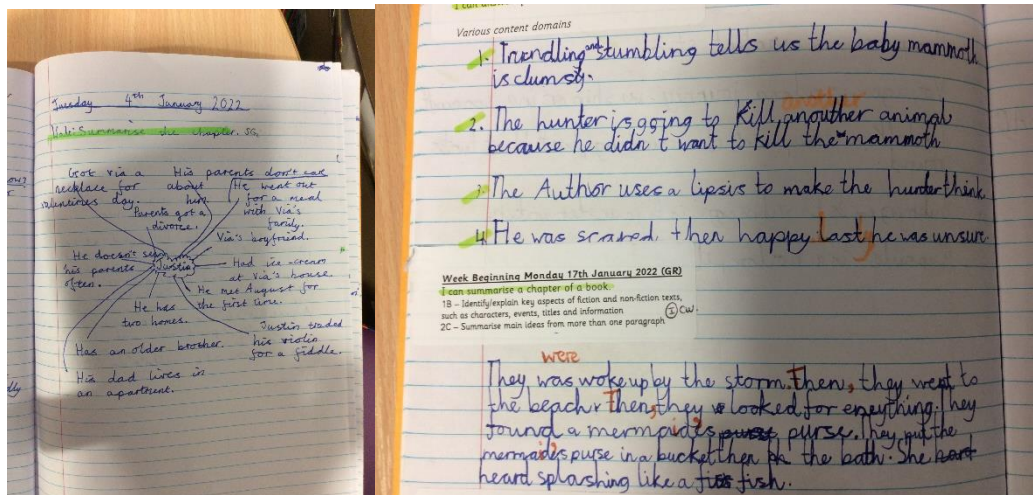
Analysing use of vocabulary



Character thoughts and feelings



Summaries



In addition to this, SATs style questions are also used across years 3-6 to give children exposure and practise with the type of questions they will encounter in the end of the key stage statutory assessments. Question types are linked to the skill being taught and include:

Find and copy	Literal retrieval - retrieve and record Infer and deduce - justify - Exploring character thoughts and feelings Summarising - Summarise main ideas Language and vocabulary - Give/explain meanings in context
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Multiple choice	Literal retrieval • retrieve and record Infer and deduce • Make inferences • Predicting • Exploring character thoughts and feelings Summarising • Summarise main ideas • Make comparisons with a text • Make links across texts that contributes to meaning Language and vocabulary • Give meanings in context • Identify how meanings are enhanced
Complete a table	Literal retrieval • retrieve and record Infer and deduce • Make inferences and justify • Predicting • Exploring character thoughts and feelings Summarising • Summarise main ideas • Make comparisons with a text • Make links across texts that contributes to meaning Language and vocabulary • Give/explain meanings in context • Identify how meanings are enhanced
Matching	Literal retrieval • retrieve and record Infer and deduce • Exploring character thoughts and feelings Summarising • Summarise main ideas • Make comparisons with a text • Make links across texts that contributes to meaning Language and vocabulary • Give/explain meanings in context
Sequencing/ordering	Literal retrieval • retrieve and record Summarising • Summarise main ideas
Explaining	Infer and deduce • Make inferences and justify • Predicting • Exploring character thoughts and feelings Language and vocabulary • Give/explain meanings in context • Identify/explain how meanings are enhanced
Giving evidence	Infer and deduce • Make inferences and justify

	- Exploring character thoughts and feelings Language and vocabulary - Give/explain meanings in context - Identify/explain how meanings are enhanced
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For example:

Find and copy

11. Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant.

1 mark

Multiple choice

2. *She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

☐

slowly.

☐

tidily

☐

thoughtfully.

☐

Tables

6. Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

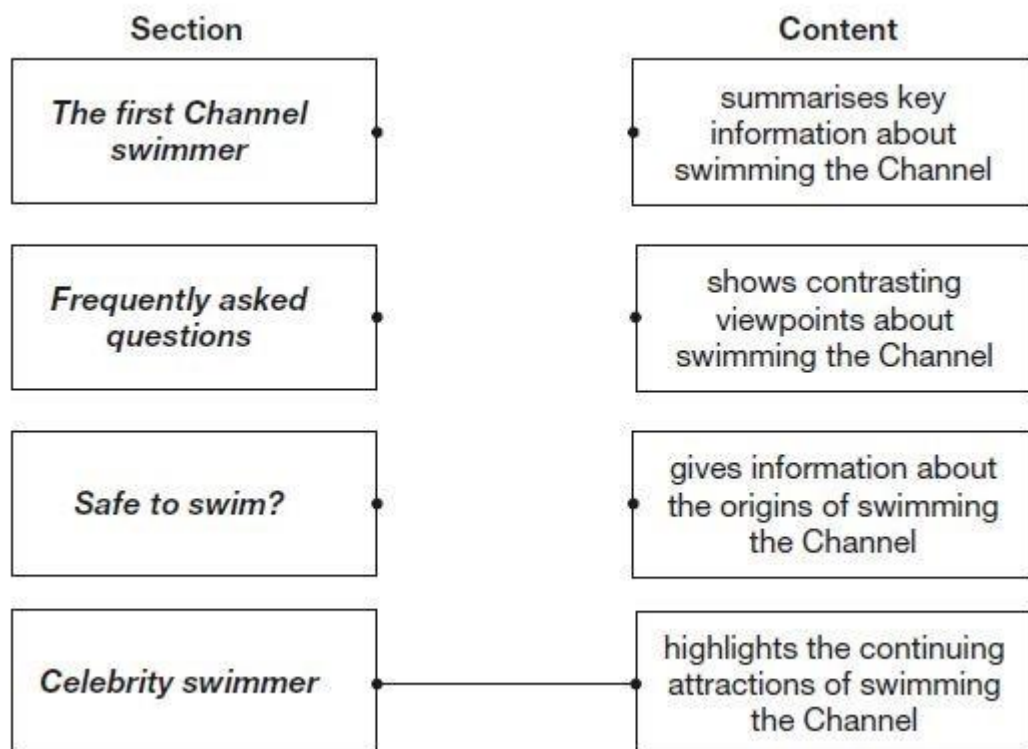
What Piper likes about the music box	_____
What Piper dislikes about music boxes	_____

2 marks

Matching

14. Draw lines to match each section to its main content.

One has been done for you.



1 mark

Sequencing/ordering

5. Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

1

1 mark

Explaining

3. Look at page 1.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

mark

1

Giving evidence

5. What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

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3 marks

Individual reading

Children continue to be heard read on a 1:1 basis weekly, twice weekly for those children who require additional support, using books that are matched to their ability. Individual reading records are used to document when a child has been read with and any comments against their developing skills. When a child moves book band, this is also updated on the individual reading record.

Whole school Reading assessments

Each academic year the whole school assessment calendar is mapped out by the Headteacher and Deputy Headteacher. In line with this, teachers meet timely assessment deadlines to assess, collate and review each child. Reading assessments and reading data are then reviewed at pupil progress meetings. For reading, assessments are as follows:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading	Little Wandle end of unit block assessment Rec, Year 1 & 2 (if applicable) Little Wandle Rapid Catch-up assessment KS2 SALFORD – reading & comprehension. Reading bands miscues Phonic screening test Y1 & Y2 (who have not passed).	100 HFW reading assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Little Wandle end of unit block assessment Rec, Year 1 & 2 (if applicable) Little Wandle Rapid Catch-up assessment KS2 Phonic screening test Y1 & Y2 (who have not passed).	Little Wandle end of unit block assessment Rec, Year 1 Little Wandle Rapid Catch-up assessment SALFORD – reading & comprehension. Reading bands miscues Phonic screening test Y1 & Y2 (who have not passed).	100 HFW reading assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Little Wandle end of unit block assessment Rec, Year 1 Little Wandle Rapid Catch-up assessment Phonic screening test Y1 & Y2 (who have not passed). Reading bands miscues	Little Wandle end of unit block assessment Rec, Year 1 Little Wandle Rapid Catch-up assessment SALFORD – reading & comprehension. Phonic screening test Y1 & Y2 (who have not passed). Reading bands miscues Possible Year 2 MOCK SATS as a guide	100 HFW reading assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Little Wandle end of unit block assessment Rec, Year 1 Little Wandle Rapid Catch-up assessment

		Reading bands miscues Possible Year 2 MOCK SATS as a guide		Possible Year 2 MOCK SATS as a guide		
Statutory tests	EYFS Baseline				Year 6 SATS	Year 1 and year 2 phonic screening test

*Children who are phonetically secure and, as such, on turquoise book band or above are tested on the miscue analysis at the end of each half term BUT also during interim periods when the class teacher deems it appropriate as they feel the child is showing the required decoding and comprehension ability to potentially move to the next book band. Children who are not yet phonetically secure and receiving Phonics teaching have their book level determined by regular Phonics assessments.

Assessment

Target Tracker – the whole school assessment system - is used to evidence statements from the National Curriculum programmes of study. This collation of evidence is an on-going and LIVE process with set deadlines for assessment to be finalised by in order to inform Pupil Progress Meetings and whole school data analysis. See assessment policy.

Data analysis

In line with the assessment deadlines throughout the year, pupil progress meetings are held to look at attainment and progress of individual children and key groups. From this data analysis and discussion with the class teacher, actions are planned for and put in place to help support and raise attainment where needed. In between assessment points, the English lead regularly keeps check on attainment and progress through learning walks, book trawls, coaching and mentoring opportunities and supporting staff.

Reading fluency

At Annie Lennard, we recognise the importance of fluency as a skill to develop and secure in order for children to be successful with comprehension. As such, teachers ensure that reading activities focus on developing fluency skills all across the school so that children have:

1. Accurate and effortless decoding skills
2. Age-level-appropriate reading rates
3. Appropriate use of volume, pitch, juncture, and stress
4. Appropriate use of text phrasing or “chunking,” leading to comprehension of what you are reading.

When sharing texts with the children, teachers use a range of strategies to develop fluency.

These include:

Guided practice

Choosing a short section from a story, the teacher reads it aloud while the child listens and follows along. The teacher then just reads the first line of the piece and asks the child to read it back to them. The teacher reads the second line of the piece and asks the child to read it back to them. This continues until they have completed the piece. Repeat several times.

Repeated Readings

The teacher chooses a short book or passage of a book that is just a little above the child's reading level. The child starts to read. If the child doesn't read a word correctly, or hesitates for longer than five seconds, the teachers read the word out loud and asks the child to repeat it. They then continue reading. After the entire reading has been completed, the child reads it again three or four times over.

Choral reading

With choral reading the teacher reads a text several times until children are familiar with it. Then the class joins them as they read the text together. Nursery rhymes, songs, and funny poems are fantastic for choral reading.

Practice sight words using fun activities

When our children know many words by sight, they're less likely to be awkward, choppy readers. Sight words are words we want our children to know automatically by sight because they occur so frequently in their reading and writing.

Use of technology

To support the development of Reading, technology is used widely across school. Class texts are often accessed in their online version on the school ipads and many online resources such as www.curriculumvisions.com and <https://theteachingbooth.wordpress.com/2020/06/28/a-ks2-reading-curriculum/> are used by children in lessons to access a range of extracts/books on a particular topic.

E-readers

Children are able to access e-books at home and school through the school subscription to Big Cat Collins e-readers. This applies for children who need phonetically decodable books up to children on Pearl band.

Link with Smethwick library

For children who are above Pearl band, we offer a link to membership of Smethwick library for access to the e-reader version of their whole collection through Sandwell borrow box. This allows children at this reading level to access a huge range of electronic reading material, at a level above the Big Cat Reading scheme.

Reading folders

Reading folders are used whole school from Nursery to Year 6 to collate and easily update all needed proformas and documents that support our delivery of Reading. Each Reading folder is set up to be consistent across school and contains:

- A 'heard read, book changed, reading intervention' reading overview for a weekly snapshot of systems and structures adherence in each class
- A record of children's individual reading, focusing on skill development and reading progress
- A poly pocket for each child containing:
 - HFW (reading) assessments
 - Common exception word (reading) assessments (where applicable)
 - Miscue analysis
 - Salford Reading assessments (where applicable)
 - Reading fluency assessments (where applicable)
 - Phonics assessments (where applicable)

Reading folders transition with pupils at the end of the academic year so that new staff are informed of where each child's journey in reading will develop from. Last year's evidence may be archived at the back of the folder or at the back of each child's poly pocket.

Reading interventions

Children at times may need additional support with Reading. Children needing a particular focus are identified either by the class teacher or supporting member of staff who works closely with that child or the Head or Deputy when conducting data analysis. An intervention will be carefully mapped out with a key focus, for example on developing decoding or a particular comprehension skill. Interventions will then be timetable for an additional adult to deliver and records will be kept to show evidence towards progress/barriers.

Children that are under performing in Reading are also heard read aloud more than once a week to support a faster progression in skill to try and bridge the gap between themselves and their peers.

Where children need extra support with decoding, we use individual reading books that are in line with our school SSP, in the same way as we do for those children beginning to learn the full alphabetic code, so that their Phonics intervention and Reading development are seamlessly aligned.

Reading for pleasure

Many opportunities are planned and provided to support reading for pleasure and to raise the profile of Reading.

Library

We are extremely proud of our school library which gives all children access to a wide range of books for enjoyment and to support the wider curriculum.



Children can read books for pleasure, to themselves, to each other or to their teacher. They can also listen to audio stories, create book reviews, fact files, author studies, conduct research...the possibilities are endless!

The library is also open at lunchtimes for children to access as their lunchtime play activity if they choose.

A team of dedicated Year 5 and 6 librarians support the English lead in running the library and supporting their peers with their reading.

Mystery readers

Throughout the year, we provide opportunities for the children to experience a 'mystery reader'. This may be a parent volunteer, a member of school staff that children don't usually encounter in their day-to-day learning, an author visit, a child from an older/younger year group, a member of the local community or one of our school governors.

DEAR

At some point in the school day, children are given time to read for themselves using our Drop Everything and Read sessions. Children can choose to read their reading stage book, their library book, a book from home or a book from the class reading area. Further DEAR sessions may be put into the school day at points to provide a calm, focused time.

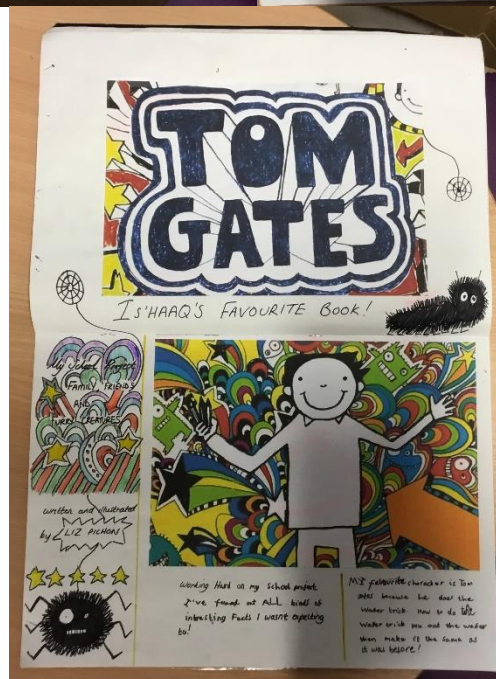
KS2 Reading scrapbook

Top Left: 'The Witches' by Roald Dahl
 Illustration: A witch in a blue dress with arms raised, surrounded by children. Text: "ROALD DAHL THE WITCHES illustrated by Quentin Blake".
 Child's review: "I'm going to tell you how to recognize a witch!"

Top Right: 'The Grand High Witch' by Roald Dahl
 Illustration: A witch in a purple dress with arms raised, surrounded by children. Text: "The Grand High Witch".
 Child's review: "You could be sitting next to a witch right now and I never know it!"

Bottom Left: 'Harry Potter' by J.K. Rowling
 Illustration: A boy (Harry Potter) in a green robe holding a wand. Text: "HARRY POTTER".
 Child's review: "I love Harry Potter and I think he would be a great wizard!"

Bottom Right: 'Charlie and the Chocolate Factory' by Roald Dahl
 Illustration: Charlie Bucket and Willy Wonka. Text: "ROALD DAHL Charlie and the Chocolate Factory Illustrated by Quentin Blake".
 Child's review: "I love how Mr Wonka is such a character!"



Once a week, Early Years staff upload a video on Tapestry of themselves or a famous individual from the wider public reading a story aloud. This raises the profile of reading,

making this very appealing and super-readable. There's a quiz at the end to test the reader's memory and a useful glossary too. <https://www.lovereadings4ids.co.uk/book/17750/Rashford-Rules-by-Simon-Murford.html>

The Big Beyond by James Carter and Aaron Cushtey
In this anniversary year, a wonderful introduction to the history of humankind's relationship with space and the urge to explore it.
With a lively rhyming text supplied by James Carter, a popular performance poet in schools and highly effective illustrations, typography and layout, this tells the story of how we moved from wanting wings to fly to seeing animals in the stars, to sending them in rockets via a variety of flying machines taking us ever higher. It all leads to that fateful day in 1969 and the Moon landing and beyond. Then we have a lovely positive and inclusive message about the possibility of any reader becoming an astronaut. Another nice touch is the Rocket acronym of space facts to finish on. This is a lovely accessible addition to the space resources you need this year. <http://www.lovereadings4ids.co.uk/book/16355/The-Big-Beyond-The-Story-of-Space.html> (Lead by James Carter, 2020)

Famous author interviews

Check out some famous author's talking about their favourite books.



Meet Edie Eckhart, comedian Rosie Jones' new children's character: 'People with disabilities'

disabilities absolutely deserve to be the hero of the story'

Published on: 02 December 2021

Edie Eckhart is funny, brave and brilliant, and just happens to have cerebral palsy. Rosie Jones tells us why she wanted to write this book, where the story mirrors her own life, and how reading is one of the most freeing things that you can do.

Read the whole interview here: <https://www.booktrust.org.uk/news-and-resources/features/2021/december/most-edie-eckhart-comedian-rosie-jones-new-childrens-character-people-with-disabilities-should-also-deserve-to-be-the-hero-of-the-story/>

Audiobooks

Don't forget that audiobooks are a good way to relax and explore new reading genres!

Audiobooks- <https://www.lovereadings4ids.co.uk/audiobooks>

The Umbrella Mouse by Anna Fargher
A timeless tale of courage, resistance and friendship. The Umbrella Mouse is a heart-stopping adventure drawing on the true stories of animals caught in the conflict of WWII, winner of the 2019 Sainsbury's Book Prize for Fiction and selected for Waterstones Book of the Month. 1944, and London is under attack. Young mouse Pip Harvey's safe and quiet world is turned upside down when her home, umbrella shop James Smith & Sons, is destroyed by a bomb. Orphaned and alone, she must begin a perilous quest to find a new home. But the only way to get there is by joining Noah's Ark, a secret gang of animals fighting with the resistance in France, operating beneath the feet of the human soldiers. Danger is everywhere and as the enemy closes in, Pip must risk everything to save her new friends. Anna Fargher's debut novel takes you on an incredible journey through a war that reaches even the smallest of creatures. An ambitious and wonderfully well-achieved first novel! Michael Morpurgo, author of War Horse: 'A spellbinding tale of bravery and hope, where courage is found in the smallest of heroes. Gill Lewis, author of Sky Hawk. <https://www.lovereadings4ids.co.uk/audiobooks>

WaterShip Down by Richard Adams
One of the most beloved novels of our time, WaterShip Down is an epic journey, a stirring tale of adventure, courage, and survival. There could never be a story like this. Something terrible was going to happen to the water, to the earth, to the sky. They had to leave immediately. So begins a long and perilous journey of survival for a small band of rats. In the middle of the danger of every turn, we become acquainted with the lead, its humorous characters, and its compelling culture, complete with its own history and mythos. Fargher's vision finally finds them in WaterShip Down, an updated version. But here they face their most difficult challenge of all, a stirring tale of courage and survival against the odds. WaterShip Down has become a beloved classic for all ages. Both an exciting adventure story and an involving allegory about freedom, ethics, and human nature, it has delighted generations with its unique and charming world, winning many awards and being adapted to film, television, and theatre. New York Times bestseller, Winner of the 1972 Carnegie Medal for Literature, Winner of the London Guardian Children's Fiction Prize. <https://www.lovereadings4ids.co.uk/audiobooks>

Book talk - Pie Corbett

See below a list of questions you could use when you are talking about books:

Book talk is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to treat their own ideas and interpretations, to talk effectively about a book, deepening their understanding, adding their ideas, thinking together and forming comprehensive forecasts. Book talk only works if the books have anything worth saying about them. The quality of the book determines the depth of discussion. It is important to accept all answers positively about the books that children read. Children are encouraged to raise questions as well as make points and suggestions. (Pie Corbett, 2008)

- What sorts of things did you like or dislike? Was there anything that puzzled you?
- Have you read any other books like this? How did they compare?
- Which parts of the book stay in your mind most vividly? How did the main character change? What surprises are there in the book?
- How long did it take the story to happen? Where did the story happen? Which character interested you most? Who was telling the story? Talk about the links between the story and the illustrations.

Book corners

Each classroom has a book corner – an inviting, calm, comfortable space where children are given the opportunity to interact with reading material. The book corners have been designed by teachers to not only catch the children's attention but spark their interest and enthusiasm and hopefully captivate their imaginations. A range of reading activities, questions and book recommendations are displayed. Books are tidied and changed regularly. Favourite books are available all the time but new ones and books to support topics as well as age appropriate book recommendations are also included.





Events

At Annie Lennard, we love to participate in national reading events such as World Book Day and National Storytelling week. We believe, capitalising on these events, ensures our children get a greater awareness and enjoyment of books and supports life-long reading.

Parental engagement

Early Years bedtime story event

Once a term, the parents and carers of our Early Years children are invited in for a bedtime story event which allows parents to have the opportunity to set aside precious time to share a book with their child and raises the profile of reading and the importance of children being read to. It is a really lovely event with soft lighting, blankets, cushions and of course...hot chocolate!

Workshops

Workshops are held across the year to support parents with understanding what is taught in school and how they can support their child at home. Workshops range from 'Phonics and early reading' in Early Years to 'How to support your child with Reading in KS2'.

Writing

Curriculum design

It is our intention that teaching writing at Annie Lennard develops pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

In order for our learners to write down ideas fluently, they need to be able to effectively transcribe: to spell quickly and accurately through knowing the relationship between sounds and letters and understanding the morphology and orthography of words. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and

context and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and eventually, speedy handwriting.

There is a clear writing structure that builds on children's skills and confidence.

From Nursery to Year 6 there is a planned and consistent approach to writing. Our whole school writing curriculum map/overview details the key texts that each year group study across the year as well as the Early Years Framework and National curriculum objectives that need to be taught. For Y1-Y6, the curriculum map also specifies the unit outcome/s for the key texts, including the required audience and purpose that need considering, the GPS skills that need to be taught as part of the learning journey (that will impact on the overall quality of the writing and that are pertinent to that specific text type) and the incidental writes that provide other opportunities for writing, as part of the learning journey.

Please see Writing curriculum overview map

All English learning journey outcomes are captured into the English book, showcasing the entire learning journey - from the skills being taught, through to independent pieces of extended writing (which are completed at the end of each set of learning episodes). The frequency of these is dependent on the year group's learning journey and the length of the composition that is being produced. For example, KS1 pupils are likely to produce an extended outcome every couple of weeks, whereas UKS2 may produce an extended outcome every half term. After pupils have proof read and edited their extended writes, they compose their best writes in their Best Write books (Reception start these in the Summer term) and these books follow the children throughout school so that by the time they leave KS2, they have a full, comprehensive showcase of how far they have come as a writer during their time with us.

Each outcome in the English book must have a clear date and WALT (learning intention).

Early Years

The key elements of literacy are taught in short sections which are built upon by the careful planning of independent activities, role play opportunities, opportunities for child-initiated play and the opportunity to extend their learning into the outside environment.

Nursery

In Nursery, as part of continuous provision, a range of activities are always available to support early literacy skills, fine and gross motor skills, both in the inside and outside environment. These may include Playdough; colouring sheets; pencil control sheets; wooden slates with patterns to trace; different media – felt tip pens, wax crayons, pencil crayons; different textures – 'painting' in flour, 'painting' in glitter; large outdoor chalks and painting. As well as bikes, scooters, trikes, construction tools and climbing equipment. We place great emphasis on developing fine motor skills (our children's gross motor skills tend to be more developed on entry to our Early Years). 'Squiggle while you wiggle' begins in Autumn 2 to develop gross motor movements through large scale movements in the air and to develop fine motor skills and pencil grip when the movements are transferred to paper 'Dough disco' is also used to develop fine motor 'funky fingers'.

There is also a specific writing area within the nursery classroom and writing display board to showcase and motivate early writing skills.

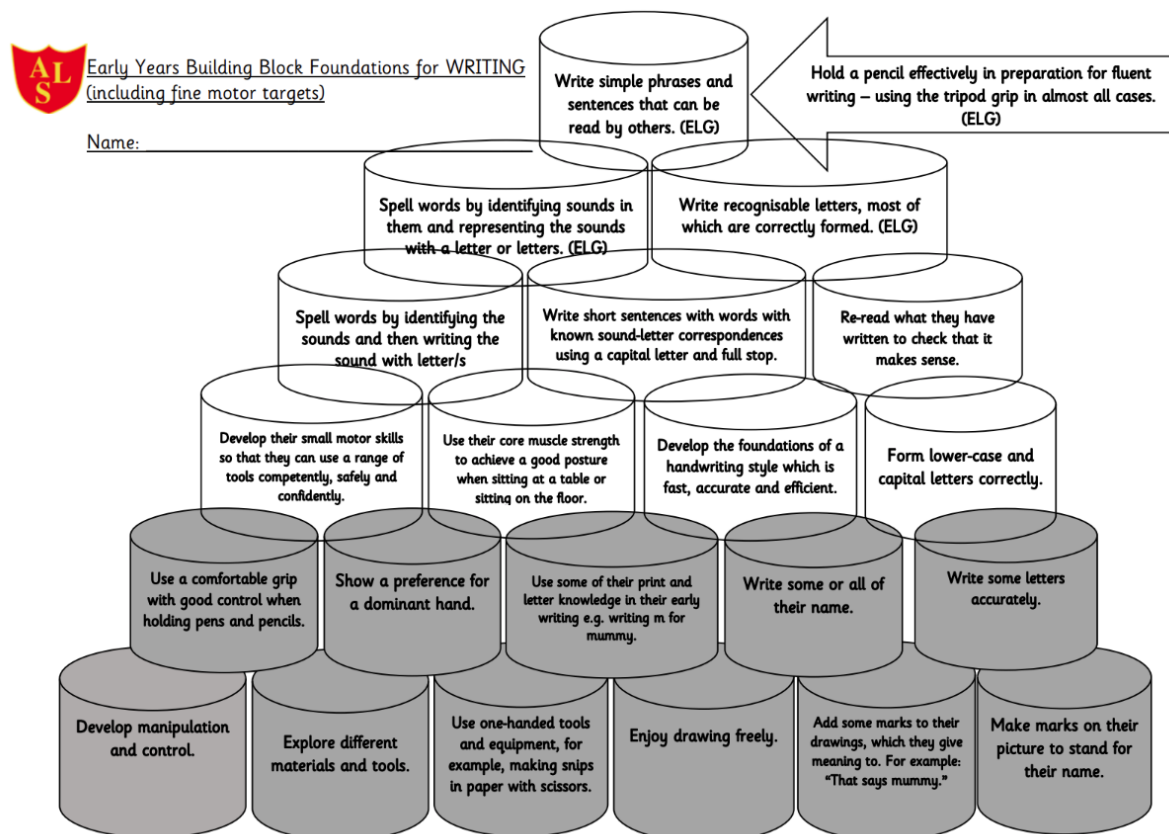
Reception

When children are familiar with the phonics and letter formation, they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words, learning high frequency words and making phonic attempts at writing across all areas of learning. There is one focus day for Literacy each week in Reception. During the focus day, children are split into ability groups. They work with an adult to complete a writing/oral task. Whilst one group is working with an adult, the other children access continuous/enhanced provision throughout the day, both in the inside and outside classroom, with many activities similar to those in Nursery.

Every day of the week, children can access enhanced provision at the writing table/reading area.

Assessment

Early Years staff assess developing skills on an ongoing basis using their professional judgement and evidence gathered from English books as well as child-initiated activities using the Early Years Building Block Foundations for writing.



Target Tracker – the whole school assessment system - is also used to add evidence towards statements from the Early Years Framework. This collection of evidence is also on-going with set deadlines for assessment to be 'live' by in order to inform Pupil Progress Meetings and whole school data analysis. See assessment policy.

Year 1 – 6

The whole school writing curriculum map/overview outlines the key texts to drive the units of work for each year group across the course of the year. It specifies the National Curriculum objectives to be taught in each year group. Please see above.

When planning a learning journey towards the required unit outcome, the sequence of the text dictates the writing, reading and GPS outcomes, underpinned by the necessary objectives. Each unit study begins with the clear intent of the audience and purpose of the unit outcome. This 'writing intent' is displayed on the English Learning Wall and referred to throughout the learning journey. The unit is started with a WAGOLL (What a good one looks like) to set the teacher expectation of what the children are working towards producing. Throughout the learning journey, reading, writing and GPS objectives are taught and developed, culminating in producing the draft of unit outcome. Throughout the learning journey, high quality teacher modelling is key and must feature in every lesson.

Revising and evaluating writing

Children are specifically taught to proof read and edit their work, making additions, revisions and edits in purple pencil crayon (KS1) or purple biro (KS2).

Best Write books

Once children have proof read and edited their final draft, they produce their final composition in their Best Write books. Please see above.

GPS

GPS skills are taught as part of the overall English learning journey, as outlined above, and the high-quality texts provide examples of higher-level punctuation and grammar use for effect.

Taught GPS skills must impact on the overall quality of children's writing, so they are always age appropriate and relevant to the extended writing outcome at the end of each learning journey. Our Writing curriculum map/overview identifies the relevant GPS skills that need to be taught during the learning journey (see above).

We also use GPS knowledge organisers. These outline the skills and knowledge required for each year group and provide examples.

Vocabulary

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. In Years 1-6 each week in English there is a new Word of the Week. This is to

encourage pupils to develop a wider vocabulary. To teach this word we follow the STAR approach:

S – source an appropriate word

T – teach the word

A – apply in different contexts

R – review continuously throughout the week

Words are sourced from a carefully chosen list of ambitious words for each year group, called Wizard Words. Teachers select one word that links in with the genre and learning journey for the week so as to allow pupils to use it in their outcomes.

On a Monday, the word is shared with the class and the children are taught how to pronounce it, what it means and how it can be used in context. The 'Word of the week' sheet is completed together and displayed on the Learning Wall. The word is then written on the golden star on the learning wall.

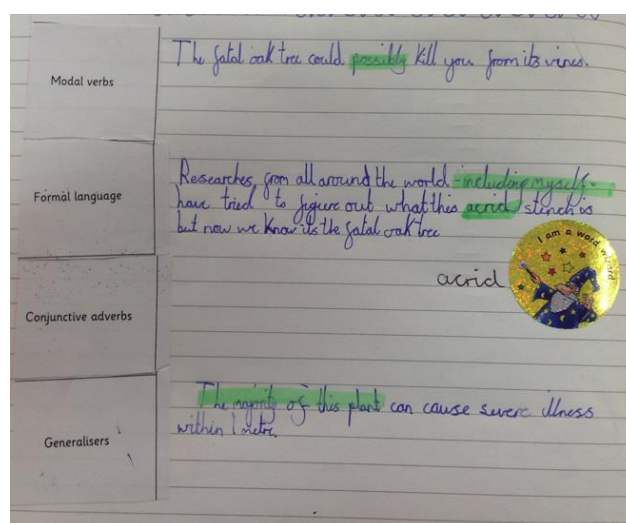
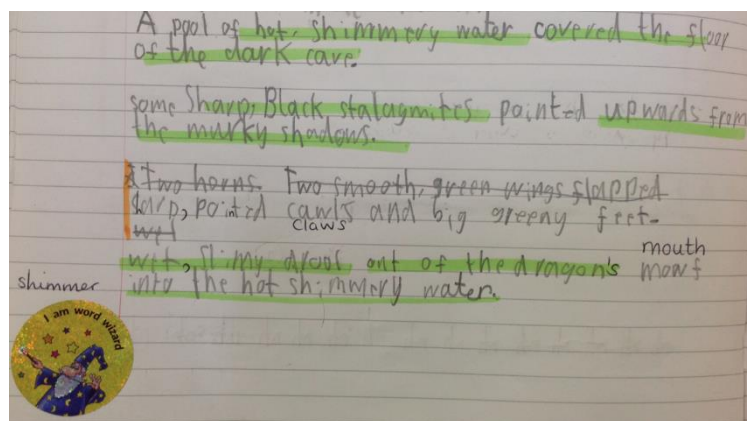
Each week, the old words are written in fluorescent stars and put around the learning wall so that children can refer back to them throughout the year.

At the start of each lesson, the word of the week is recapped in different ways and contexts, to provide multiple exposures and consolidation of understanding. Activities include speed writing, oral rehearsal, word in a sentence, role play/actions etc.

If a pupil uses the word of the week, correctly in context in their work that week (oral or written, in English or the wider curriculum), they are awarded a wow wizard sticker. This is put into their book and the word of the week highlighted in green.

As vocabulary increases, teachers show pupils how to understand the relationship between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use figurative language. Pupils are also taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Teachers specifically teach pupils the vocabulary they need to discuss their reading, writing and spoken language. We firmly believe pupils need to be equipped with the appropriate vocabulary and correct grammatical terms in order to articulate their learning and understanding.



Spelling

Spelling has been mapped out across each year group and each term. Our Annie Lennard Spelling overview clearly structures our approach to spelling patterns and rules and covers the full breadth of the National Curriculum.

Please see Spelling curriculum map.

At Annie Lennard, spelling skills are taught explicitly using a very clear weekly structure.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1-6	Teach the rule/pattern	Teach and practice (x2 outcomes in books)			Application and assessment (spelling test)

The weekly planning can be found as part of the overall English weekly planning proforma.

Children are assessed on 12 spellings each week, 10 of which are based on the week's focus pattern/rule and are practised in school and sent home for homework each week; 2 of which

are not revealed to the children until the time of the test and constitute revision/retrieval practice of previous week's spellings. Spelling test scores are input onto a class spelling tracker each week, which has been formatted to provide a clear, immediate snapshot of those children scoring 8 and above spellings correct, those scoring 7 correct and those scoring 6 and below.

For some groups of children, it may be deemed necessary to reduce the number of spellings to be learnt each week.

Handwriting and pen licences

In Reception, children are taught letter formation in line with the Little Wandle progression of graphemes. Handwriting is specifically taught every day with one group working with an adult in their Handwriting book, practising name writing and the other children practising the phoneme of the day on whiteboards.

See Phonics and Early Reading Policy

Children are taught handwriting using Penpals (Cambridge) from Year 1 to Year 6. Handwriting is specifically taught and outcomes are evidenced in English books. Each class must have a handwriting session at least 3 times a week, more frequently if the class has a particularly low level of handwriting development, and outcomes evidenced in books at least twice a week, again more frequently if required.

Our expectation is that by the end of Key Stage 1 children will be able to join their writing with emphasis on presenting writing that is neat and legible. By the end of Key Stage 2 they will have developed their own handwriting style which is both neat and legible. The children will write with a pencil until they have developed a successful handwriting style, at which time they will be issued with a pen to use. Once they have developed a successful handwriting style in KS2 they will be issued with a pen to use.

When children receive their Pen Licence, they can use their pen in all curriculum areas **except Maths**. All children are eligible to attain a pen licence, which will be awarded to them in assembly. Their school pen will then be given to them by the English lead. It is important that teachers ensure that children maintain their handwriting style and overall presentation once they have a pen licence.

Working walls

Teachers use live learning walls to display the WAGOLL (what a good one looks like) to set the required pitch and expectation for the children to aspire to, relevant modelling, use of key vocabulary and examples of outcomes. Children are actively encouraged to engage with this resource when working through an English learning journey.

The Working wall headings are thus:

Writing intent

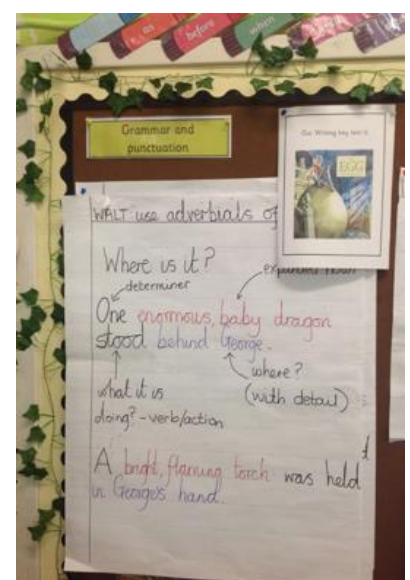
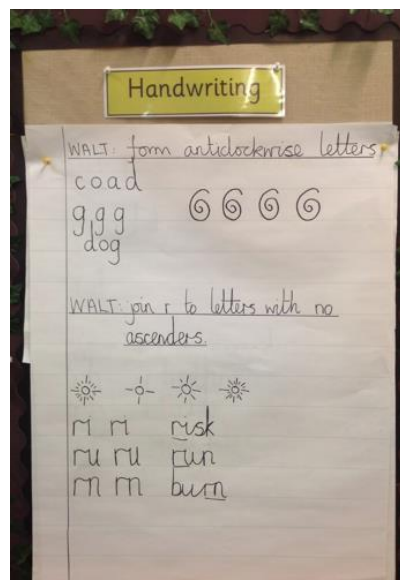
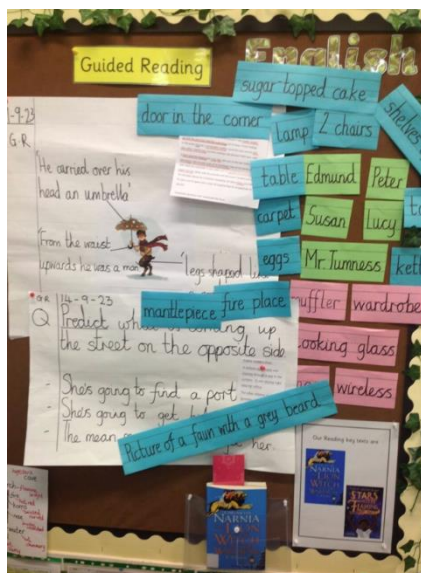
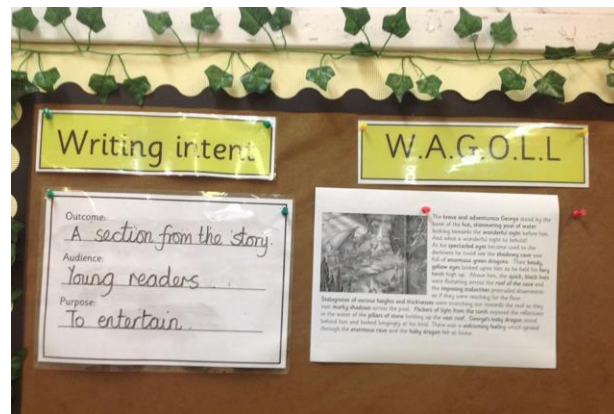
WAGOLL

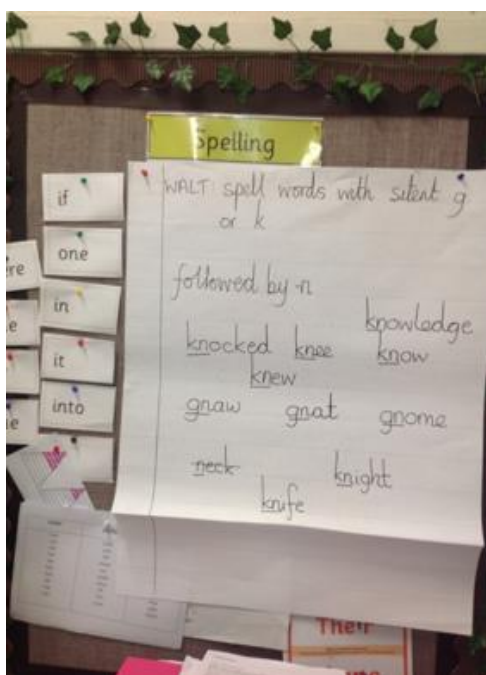
Vocabulary

Grammar and punctuation

Spelling

Guided Reading





Whole school Writing assessments

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Writing Speaking and listening Spelling	WELLCO MM (EYS) Writing assessment ongoing Spelling tests - weekly	100 HFW spelling assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Possible Year 2 MOCK SATS as a guide Writing assessment ongoing Spelling tests - weekly	WELLCO MM (EYS) Writing assessment ongoing Spelling tests - weekly	100 HFW spelling assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Writing assessment ongoing Spelling tests - weekly	WELLCO MM (EYS) Writing assessment ongoing Spelling tests - weekly Possible Year 2 MOCK SATS as a guide	100 HFW spelling assessment including LW tricky words (Any chdn who haven't completed the YR, Y1 & 2 ones) Writing assessment ongoing Spelling tests - weekly
Statutory tests	EYFS Baseline				Year 6 SATS	Year 1 and year 2 phonic screening test

Assessment

Assessment is an ongoing process in English. Children receive verbal and written feedback (in line with our marking and presentation policy) in every lesson to allow them to make good progress. Children are encouraged to make judgements about how they can improve their own work and that of their peers based how successfully they have met the Learning Intention set for the lesson. Learning Intentions link to the National Curriculum objectives and are discussed with the children at the start of each lesson, so they are able to assess their own success.

Teachers and learning support gather evidence on children's progress and this allow us to track their development, as well as identify their gaps or next steps in learning.

Target Tracker – the whole school assessment system - is used to evidence statements from the National Curriculum programmes of study. This collation of evidence is an on-going and LIVE process with set deadlines for assessment to be finalised by in order to inform Pupil Progress Meetings and whole school data analysis. See assessment policy.

In writing, Best Writes are the main source of evidence for what a child can independently do in terms of their developing knowledge and skills. However, spelling test data, outcomes from specific English lessons where there is sufficient evidence of independent application of a skill, writing across the curriculum and speaking and listening outcomes, all constitute the wealth of evidence that teachers and senior leaders use to assess English.

Data analysis

In line with the assessment deadlines throughout the year, pupil progress meetings are held to look at attainment and progress of individual children and key groups. From this data analysis and discussion with the class teacher, actions are planned for and put in place to help support and raise attainment where needed. In between assessment points, the English lead regularly keeps check on attainment and progress through learning walks, book trawls, coaching and mentoring opportunities and supporting staff.

Use of technology

To support the development of Writing, technology is used widely across school, whether it be a short video or film clip to support visual literacy, an online interactive game to practise spelling patterns, a WAGOLL through the Grammasaurus website or some sound bites/sound effects to provoke mood and atmosphere to stimulate writing. Websites such as You tube, Literacy Shed and Classroom Secrets are often accessed.

Writing interventions

Children at times may need additional support with Writing, this could be for spelling, grammar, punctuation, handwriting or any other focus to support composition. Children needing a particular focus are identified either by the class teacher or supporting member of staff who works closely with that child or the Head or Deputy when conducting data analysis. An intervention will be carefully mapped out with a key aim. Interventions will

then be timetable for an additional adult to deliver and records will be kept to show evidence towards progress/barriers.

Events

At Annie Lennard, we love to participate in events to develop and celebrate writing. We believe, capitalising on these events, ensures our children get a greater awareness and enjoyment of writing as well as helping to develop life-long writers.

Monitoring

Monitoring is likely to include learning walks, deep dives, book scrutinies and lesson observations conducted by the headteacher or other members of the SLT.

Individual feedback will be given to staff and general feedback outlining strengths and areas for development given to whole staff. A subject report is written which is shared with the school governors. Subjects reports highlight strengths in the subject from that term, weaknesses, priorities and opportunities.

Parental engagement

We believe it is vitally important to work together with parents and carers to support their child's development in English. We promote a positive home school partnership in the following ways:

- Asking parents/carers to read regularly at home and record and write comments in the pupils reading record.
- Sharing information – newsletters, parents' leaflets, reading diaries.
- Offering workshops so parents understand how to support their child in phonics, spelling, handwriting, reading and writing.

Inclusion

All children receive first quality English teaching on a daily basis in mixed ability classes. We have high expectations of all children to achieve their very best, at their own pace and learning level. Teachers must skilfully differentiate access to the curriculum to make sure all children achieve and consider the scaffolding required for each pupil to achieve their next steps within our assessment system. All learning must always meet the needs of all pupils. Where identified, some pupils are considered to require additional targeted support to enable them to work to age appropriate objectives. More able pupils are planned for through differentiated activities, being appropriately challenged in order to work at greater depth. The needs of children with English as an additional language will be met through planning and support. This is supported by our Equal Opportunities Policy.

Stakeholder impact

Pupil voice

As part of the routine monitoring, children get the opportunity to discuss their English work, the progress they are making and what they have enjoyed about their English texts and learning journeys.

Working with parents including home learning

Parents have the opportunity to engage with English tasks with their children at home, including through weekly English homework. They also get to view their child's English outcomes at parents' evenings, discussing progress with class teachers. Annual school reports also report of children's progress and next steps within this curriculum subject.

Working with governors

There is a linked Governor for English. They meet the English lead through the year to discuss current achievement across the curriculum subject and look at the key school development plan actions. The link Governor will also support the English leader by attending learning walks/outcomes committees or other monitoring carried out in school.

Working with partner schools

Throughout the year, opportunities arise for pupils to take part in events which require collaborative learning. This entails pupils from the local community working together to extend their English learning.

Enrichment

To build English Capital to support lifelong success as learners and citizens, the curriculum at Annie Lennard must be experiential, hands on and imaginative. We value enrichment to support our values. Teachers will often use drama, role play and wider cross curricular links to enrich the English curriculum.

Clubs

At different points during the year there may be opportunities for some children to engage in English focus clubs. These may include Reading, GPS Booster club and writing clubs.

Trips and visits

Each year the trips and visits across school are mapped out. All of the trips are aimed to provide opportunities that our children may not ordinarily receive and to build Cultural Capital e.g. a trip to the theatre.

Leadership of English

At Annie Lennard English is led by Hannah Higham-Jones who is the Deputy Headteacher.

Roles and responsibilities of subject leader

The aim is to build a sustainable English curriculum, that builds and develops year on year and for pupil acquisition of knowledge and skills to improve over time; in conjunction with their long-term memory. The aim is for retrieval of knowledge and application of knowledge and skills to benefit pupils as they move onto the next stages of education and employment.

Action plan

Subject leads have a live action plan which ensures there is a strategic overview of the subject and that it is clear what elements of the subject are sustaining, developing or being implemented. Action plans capture routine tasks and plan for innovation and development.

The SDP (School Development Plan) has an overview of what the subject action plan is attempting to achieve along with expected costs to support strategic planning and priorities whole school.

Reporting to governors

The English lead produces timely reports to governors in order to update them on achievements, developments, strengths, weaknesses, opportunities and threats.

Leadership portfolio

The English portfolios serve as an aide memoire pointing to exactly where evidence or examples can be found to showcase the big picture of English within school. The portfolio serves a variety of audiences: Headteacher, Governors, SIA and / or OFSTED.

Policies and web site

The English subject lead ensures:

- That the English Policy is fully live and a 'go to' document regarding leading their subject and supporting teaching and learning in their subject.
- Web site content linked to the subject is accurate.

Induction

Subject leaders are responsible for inducting staff new to Annie Lennard and staff moving year groups. Induction should be proactive, planning to meet needs rather than addressing unmet needs. In other words, proactive induction should support positive monitoring rather than monitoring highlighting lack of induction. Attention needs to be given to staff delivering cover for example HLTAs.

CPD

Subject leaders deliver CPD via staff meetings, inset day content and by drop in sessions as required by the teaching team. All CPD materials are located within the subject folder on One drive.