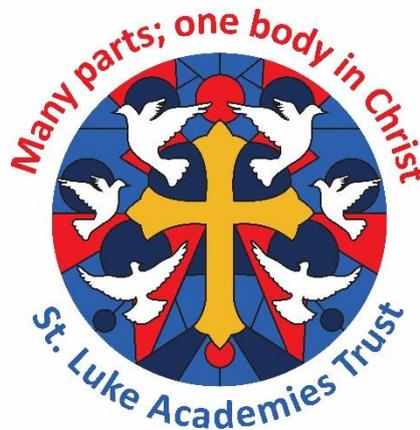


St Luke Academies Trust



English Policy



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CONTENTS

1. Mission Statement
2. Introduction
3. Aims
4. Teaching and Learning Style
5. English in the Early Years
6. Speaking and Listening
7. Drama
8. Reading
9. Writing
10. Spelling
11. Handwriting
12. English across the Curriculum
13. Information Technology
14. Links with home
15. Equal Opportunities
16. Special Educational Needs
17. Recording Progression and Assessment in English
18. Contribution to Pupil's Spiritual, Moral and Cultural Development
19. Staff Development, Resources and Inset.
20. Roles of the Co-ordinator, Headteacher and Governors.
21. Classroom Support
22. Library
23. Resources
24. Conclusion

1. Mission Statement

Our Lady's Catholic Primary School is a learning community based on Gospel values. We aim to develop our pupils by encouraging their growth as spiritual and moral individuals who have the confidence to make the best choices. We encourage them to aspire to achieve and to realise their full potential. We nurture our children as they grow into responsible members of our community and to develop a lifelong love of learning.

Hand in hand with God, we love, live and learn.

Aims

1. To create a happy, stimulating and caring Catholic environment which will show the message of Christ within the community and where each child will feel valued and secure.
2. To help children to learn that good manners, courtesy, tolerance and working together are very important qualities.
3. To create an inclusive community where all members share a commitment towards the pursuit of high standards and understand their role in achieving them.
4. To treat every child, parent, staff member and visitor with the respect that is rightfully theirs as children of God.
5. To make all who come into our school welcome

2. Introduction

The School Mission Statement gives voice to our centrally held belief that our well being is founded on our relationship with God, with each other and the world in which we live.

It is language that verbalises and gives substance to our thoughts. Language development therefore is central to learning throughout the whole curriculum, enabling our children to express their developing knowledge and understanding with confidence. Opportunities to develop necessary skills are planned into our School Curriculum Map.

Each child brings to our school a diversity of background, language experience and knowledge that is a source of richness to be built upon.

3. **Aims**

- To deliver the English Curriculum using the new 2014 National Curriculum.
 - To value and build on the language experiences that pupils bring with them from our homes and communities, including children with English as an additional language.
 - To match the best possible learning opportunities to individual needs, understanding and stage of development;
 - To enable children to speak clearly and audibly, and to take account of their listeners;
 - To enable pupils to use language effectively in all its forms across the curriculum;
 - To encourage children to listen with concentration, in order to identify the main points of what they have heard;
 - To show children how to adapt their speech to a wide range of circumstances and demands;
 - To teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
 - To help them become confident, independent readers ,through an appropriate focus on word-, sentence- and text-level knowledge;
 - To develop enthusiastic and reflective readers, through contact with challenging and substantial texts drawn from a variety of cultures and traditions and which reflect a range of perspectives, forms and purposes;
 - To foster the enjoyment of writing, and a recognition of its value;
 - To encourage accurate and meaningful writing, be it narrative or non-fiction;
 - To improve the planning, drafting and editing of their written work.
- To liaise closely with parents at all stages of development

4. Teaching and Learning Style

At Our Lady's we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children experience a whole-class reading or writing activity, a whole-class focused activity, a guided group or independent activity, and a whole-class session to review progress and learning. We have also developed our Teaching and Learning which focuses on what the children are learning through specifically levelled activities appropriate to children's working levels. Whilst there is a need for whole-class teaching, the L.O. of the lesson may be delivered at times and at different levels to different groups. This ensures that all children are engaged to their level of ability and no-one is "coasting". The independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and RWI strategies. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children. Our focussed activities support the variety of abilities as do our Classroom Assistants.

At Our Lady of Walsingham Catholic School, quality in English is seen as:

- Clear learning objectives and focussed success criteria, explicitly drawn out and shared with children.
- Well-planned lessons, building upon prior learning coupled with specific learning intentions from the National Curriculum.
- Teaching with confidence and good subject knowledge.
- Appropriate use of a range of teaching strategies including:
 - Direction.
 - Demonstration.
 - Modelling.
 - Scaffolding.
 - Explanation.
 - Targeted questioning.
 - Initiating and guided exploration.
 - Discussing and challenging ideas.
 - Supporting
- Listening and responding to children in a sensitive and supportive manner.
- Provision of opportunities for developing English skills across the curriculum.

- Awareness of children's attainment levels and differentiation of questions and activities to accommodate the needs of all.

5. English in the Early Years

The Early Years curriculum will build on the language experiences the pupils bring with them to school. These are close links with parents and with feeder Nursery classes and playgroups before and after admission. These links provide records to inform the planning of contexts and experiences for the Foundation classes, with reference to the D.L.O's of the Early Year's Curriculum using the six areas of learning

- ❖ Personal, social and emotional development
- ❖ Communications, language and English.
- ❖ Mathematical development
- ❖ Knowledge and understanding of the world
- ❖ Physical development
- ❖ Creative development

N.B. FOR LEARNING, CONTENT, PLANNING, TEACHING APPROACHES AND MONITORING SEE THE SCHOOL DEVELOPMENT PLAN, RELEVANT SCHEMES OF WORK AND WHOLE SCHOOL PLANS OF WORK.

6. Speaking and Listening

Purposeful speaking and careful listening are essential aspects of our teaching, leading to the development of articulate and confident speakers. We use speech to communicate with a variety of audiences to convey thoughts, opinions, feelings and experiences. At Our Lady's we seek to develop children's confidence, precision and competence in reasoning, predicting, recalling and expressing feelings. We wish to develop children's abilities:

- To discuss how they use language and to evaluate and reformulate it for the listener;
- Speak and listen in a wide range of circumstances including drama and through this, develop a growing vocabulary;
- Be able to express their opinions and justify their preferences appropriately and to consider the opinions of others;
- To respond to questions and comment on what has been said;
- Evaluate their own and other's contributions;
- Acquire a vocabulary for talking about language;
- To develop an increased span in concentration and effective listening to peers and adults;
- To receive, carry-out and give instructions within an increasingly complex structure

SPEAKING AND LISTENING OBJECTIVES SHOULD ENABLE PUPILS TO:

- (a) Inform
- (b) Explain
- (c) Collaborate
- (d) Express

- (e) Announce, describe, report, persuade, reflect, question, entertain, develop, make meaning, to convince and be convinced.

RESOURCING

- i. Within the classroom situation arrangements are made to provide for a variety of activities and grouping to allow children to talk and listen together in a planned/structured way with a clear focus.
- ii. A variety of audiences is provided for the speaker thus lending purpose and direction to the development of speaking/listening skills.
- iii. The classroom environment should be a stimulating one to encourage discussion through pictures, children's work displays and various artefacts related to Topic work. The environment is enriched by good display making children aware of the value/importance of their work.
- iv. Each class has a "Rules" poster or list, negotiated between the pupil and teacher. E.g. when someone speaks, we listen etc. It is the basis of a contract with ownership of the rules and leads to well disciplined atmosphere and some awareness of each other.

7. Drama

Through Drama we aim to provide rich formative opportunities to develop skills in speaking, listening, personal writing, problem solving and in areas of their spiritual, moral, social and cultural development.

8. Reading

All pupils will be taught to read for meaning using a wide range of methods and resources presenting the wide range of reading opportunities specified by the National Curriculum. The reading of information texts and related skills will be specifically taught.

All children should be taught to read using a wide variety of methods and resources. We aim to develop a love of reading as a source of pleasure, information and interest. Children come to school with a widely varying experience of reading and sharing of stories. There are those who have already discovered the joy of reading and those who have not yet experienced the wonderful world of books. Clearly it is our privilege as teachers to open the door to this life skill and guide it to maturity.

AIMS AND OBJECTIVES

- To present children with the world of reading and to open up for them this world of opportunity;
- To develop the skill of reading fluently and with understanding a wide range of materials/texts, and to develop the ability to respond to a wide range of texts including expressing their opinions and justifying their preferences;
- To introduce children to the world of literature from stories, poetry and plays.
- To develop information retrieval skills.

- To develop awareness of the different purpose for reading
- To enable children to see that reading is an essential life skill;
- To lead children to become enthusiastic, reflective and confident readers;
- To become readers for life;

TEACHER'S ROLE

A teacher should be:

- (a) A responsive and interested listener to children's reading of their own writing and chosen texts.
- (b) An organiser of opportunities to read with adults and other children.
- (c) A partner/guide in reading experiences.
- (d) A reader to provide example and encourage interest.
- (e) A support – helping children to make use of all clues in making sense of reading.
- (f) A monitor of progress.
- (g) A recorder of progress.

Through thoughtful questioning and guidance during reading sessions, prediction and inference skills will be actively developed.

As teachers it is vital to be aware of the resources available in order to match the child's individual reading needs with suitable material.

HEARING OF READING

Children are to be heard reading frequently by teacher, parent, ancillary staff or adult helpers. Initially, children are heard frequently for short periods. As their skills and confidence develop they are heard less often but for a longer time in a reading interview which is followed by discussion, prediction and questioning to ensure comprehension. Various strategies are to be used, e.g.

- (i) individual child sharing a story with an adult
- (ii) paired reading which develops listening skills as well

Reading time should be an important shared occasion between individual or small group and an adult in an informal, relaxed atmosphere. Reading sessions with children should have a clear focus for each child – some long term e.g. fluency, some short term e.g. a particular blend with which the child is experiencing difficulty.

Range of learning activities

1. Provide a wide range of books both fact and fiction related to age and ability of the group and topic work in progress.
2. Provide a comfortable area where children can browse through books.
3. Read from a wide variety of books, poetry and literature to the children at varying times throughout the school day not always at the end of the day.
4. Share one's own love of literature with the children.
5. Provide opportunities to read to other adults and to peer group.
6. As children develop as readers, provide opportunities for longer period of silent reading.

STRATEGIES

A. *To develop as critical, thoughtful and habitual readers children should:*

1. Be made aware of the use of the library and book-corner
2. Realise that reading aloud needs expression
3. Be led to differentiate between fact, fiction and opinion
4. Develop vocabulary and discursive skills through drama and discussion
5. Be guided in selection of appropriate material for research and problem-solving tasks
6. Develop a knowledge of the use of index, contents etc.
7. Develop silent reading skills
8. Develop an understanding of how books “work” i.e. different formats, contents, glossary pages etc to help develop their Higher Order Skills

B. *To develop skills of reading children should:*

1. Develop strategies in using clues – picture, sound, contextual, phonic to break down new words, RWI strategies.
2. To experience reading in various formats – menus, notices, newspapers, timetables etc.
3. To make and share own literature
4. Use cloze procedure
5. Be encouraged to ask questions and make predictions

TEACHING METHODS

A wide variety of teaching methods must be employed as no single method is suitable for everyone. Teaching methods employed include:

- (a) Phonic building and blending using the RWI programme
- (b) Look and say
- (c) Looking for picture and contextual clues
- (d) Sequencing
- (e) Predicting
- (f) Cloze procedure

ASSESSMENT

1. Our own in-school APP assessments, Year 1, Year 2 and Year 3 word lists
2. Running Record as in miscue analysis – as recommended in S.A.T.S. (Key Stage 1)
3. On-going weekly Teacher Assessment in collaboration with LSAs.

9. Writing

All pupils will have extensive opportunities to write for a range of purposes and audiences (including themselves). They will experience writing in a range of forms. Pupils will be taught to apply specific skills to their writing to enhance their work, clarify ideas and conform to grammatical structures in order to increase the level of communication between writer and audience.

The natural progression from a child's development in the Speaking and Listening Skills is that a natural urge to communicate in the written work emerges in the child. We must encourage the "Writer" to emerge successfully as a skilled communicator. In order to succeed in this the young writer needs always to be aware of three questions.

1. What do I want to say?
 2. For whom am I writing?
 3. Did I say what I meant?
- (Think it, Say it, Write it, Read it)

OBJECTIVES

To enable children:

- To communicate a permanent message
- To clarify their thoughts
- To record experiences
- To entertain others
- To enjoy "experimenting" with words to enhance the expression of ideas
- To write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To understand a range of text types and genres and be able to write in a variety of styles and form appropriate to the situation.

- To increase their ability to use planning and drafting to improve their work.
- To use a variety of mediums to express their written ideas e.g. ICT and drama.

ROLE OF THE TEACHER

All writing needs a context, a reason and an audience and it is the role of the teacher to plan the resources, strategies, stimuli and activities to fulfil these needs.

ACTIVITY EXAMPLES:

1. Drawing a picture first often helps to stimulate the new writer's imagination and focus the mind on a starting point.
2. Story strips, boards, lines and ladders, help to develop a sense of order/sequencing
3. Children should be encouraged to write from first hand experience – home, themselves, place of interest, etc.
4. Stories and poems can be a good starting point for writing and children may be motivated to use features observed, such as layout, presentation and organisation, in their own work.
5. T.V. and Radio are good starting points as are music, Drama, Art, Science experiments and cookery recipes, which lead to good ordering and sequencing of ideas.
6. Creative Curriculum/Topic writing introduces some factual writing demanding different skills.
7. Greeting cards, party invitations, menus, recipes and lists should be encouraged.

8. Descriptive writing, using VCOP supports, about objects and events, which lead to vocabulary and sentence extension and selection.
9. Book reviews – for class library.
10. Poetry – non-rhyming variety opens the door to self-expression and also develops some balance in line length and rhythm. Word selection becomes an important aspect.
11. Dialogue for own plays.
12. Children’s work should be valued highly and made available to a wider audience – groups, class, school and parents. This can be done in the form of personally made books, taped recordings and dialogue in assemblies.
13. Grammatical Construction/Practice
 - (i) Sentence starters and story starters
 - (ii) Comprehension work in conjunction with reading
 - (iii) Exercises to give practice in answering questions in writing and in sentence construction
14. Writing skeletons used to teach the structure of different genres, to ensure continuity and progression throughout Key Stage 2

10. SPELLING

If children are to communicate effectively in writing then spelling is important and correct spelling is the stage we must aim for; to do any less would be an injustice to our children.

We introduce children at Foundation Level and KS1 to RWI phonics programme, with daily phonics group work. We use a wide range of strategies to enable them to achieve the ultimate goal of correct spelling. At Key Stage 2, the school uses the ‘Get Spelling’ scheme to support

children's spelling ability. This ensures continuity and progression from Year 3 to Year 6. RWI is also used to support in Intervention work in KS2 where necessary.

STRATEGIES

1. Encourage children to look carefully at words, their shape and sequence of letters.
2. Matching word lotto and snap.
3. Use of sounds and letter names.
4. Tactile cards with letter shapes for tracing and naming.
5. Identifying a "stranger" to help focus on letters, e.g. b b d b b: bad, ball-dad, did bad, dab.
6. Correcting errors or committing a spelling to memory (Look, Cover, Write, Check).
7. Collect words in families or groups of letter chains.
8. Cognate words – grow – growing – grew.
9. Breaking words into smaller words: in-to, tea-pot etc.

11. HANDWRITING

Handwriting is an essential tool in communication. Good handwriting is a life long skill, which is valuable to all and within the grasp of every child with daily practice; it is also a source of satisfaction and enjoyment when it is achieved.

It is our school policy to introduce children to single letter formation and adding the entry and exit strokes using the 'Letterjoin' scheme, which leads eventually to joining of letters and the introduction of cursive style. We impress upon the children the importance of presentation and self-pride in their work. To this end, marking will include comments, guidance and

encouragement to ensure the children improve and take pleasure in the finished work. We have Handwriting scheme available across the school to promote presentation and pride in our work.

STRATEGIES

1. At Foundation and Key Stage 1, daily practice is essential
2. Emphasis is given to correct posture, starting point, formation and direction.
4. Children should see good, careful, legible script from adults when writing comments, labelling and on work cards.
5. Left-handed writers need special consideration and need more direction in positioning the book.
6. Bad habits of formation and direction are extremely difficult if not impossible to eradicate and as they provide an obstacle to progress in “joined-up” handwriting they must be avoided and certainly not allowed to become habit. Supervision is essential.

12. English across the curriculum

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children’s skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

In each curricular area every opportunity will be taken to develop pupils’ ability to use language to create, communicate and explore meaning. Explicit references to English will be included in subject-specific and topic-related medium and short-term planning. Teachers will also assess English through our Creative Curriculum and this will be reflected in APP records.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.

Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing.

Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

13. Information Technology

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning, which are not possible with conventional methods, for example interactive and non-linear stories.

ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Groups can work at a computer and input text via keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

Pupils have access to Language Masters, 'Talking Computer', tape-recorders and microphones, interactive whiteboards, video, television and listening corners.

14. Links with Home

One of the aims of Our Lady of Walsingham Catholic Primary School is to build on the partnership which exists between staff and parents. The home/school reading scheme encourages parental involvement and regular meetings and events such as Book Week, World Book Day and Open Days are held with parents.

15. Equal Opportunities

In accordance with the school Mission Statement we recognise and value the individual worth of all those who participate in the life of the school community. At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

16. Special Educational Needs

The Special Educational Needs Policy is to meet the individual needs of each pupil in the school and to conform to current legislation, ensuring that all pupils have access to the National Curriculum. It is therefore vital that any pupil who is experiencing difficulty in any area of Language development should be identified and appropriate strategies according to the Code of Practice are put into action, (See the Special Needs Policy Document). Consultation takes place with the Headteacher, language co-ordinator, SEN co-ordinator, SEN Governor, parents and County Consultancy team. The School values liaison with home, playgroups, nursery classes and recognises the value of these links in supporting pupils with special educational needs.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;

- alternative communication, such as signs and symbols;
- translators and amanuenses.

17. Recording Progression and Assessment in English

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust and annotate their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work through self and peer assessment.

Teachers use APP and medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

Teachers make long-term assessments towards the end of the school year, and they use these and APP judgements to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum and APP judgements built up over the year.

Progress is assessed and recorded through the observation of pupils' tasks, through AfL and annotation of planning to inform next lessons and steps. Assessment opportunities are planned into modular planning to provide a broad, spectrum of evidence. Achievements and progress are recorded termly. Progression is identified on Pupil Record Sheet termly. Formal Assessment is ongoing throughout the year to review, plan and monitor progression.

Current legislation in Assessing and reporting is adhered to. Policy and practice and updated regularly.

Class records and individual portfolios for children are kept and updated regularly (APP) in keeping with the School's Assessment and Record Keeping Policy. Records, assessed samples of work and observations are used for diagnostic purposes, to inform future planning and to provide information on transfer to the next phase of the child's education.

19. Contribution to Pupils' Spiritual, Moral and Cultural Development

English provides many opportunities to explore humankind's relationship to the natural world and our relationship to each other. Literature enables us to enter both worlds of reality and imagination whilst crossing the boundaries of time and culture. Through creation of their own texts pupils become part of that attempt to understand the world in which we live. The Speaking and Listening curriculum provide opportunities for pupils to develop interpersonal skills in group relationships and a growing awareness of respect for the opinions and cultural background of others. Through English pupils experience a variety of texts including poetry, stories, Religious and Spiritual texts which introduce them to an experience of empathy, aesthetic appreciation, a sense of spiritual, and a fulfilment of the imaginative, creative and physical dimensions.

20. Staff Development, Resources and INSET

The School makes every effort to give staff the encouragement and inspiration to develop their skills in offering rich experiences to the children at each stage of their progression in reading, writing, speaking and listening. All experiences are supported by a wide variety of learning resources which are regularly updated and extended.

21. Roles of the Co-ordinator/Headteacher/Governors

It has recently been decided to have two subjects leaders for English. Each of these leaders will be responsible for English within their Key Stage. The Co-ordinators and Headteacher work closely with all staff and Governors :-

- The two leaders will meet regularly to discuss progress within each Key Stage and develop future action plans.
- to monitor the delivery of the English Curriculum across the school
- to review and update resources, replacing when necessary

- to ensure adequate financial resources are available for effective delivery of the English Curriculum
- to consult with the SEN Co-ordinator and outside agencies in providing for Special Educational Needs
- to disseminate information to staff following courses and other training sessions
- to work together in planning and delivering the English Curriculum
- to keep abreast of changes in legislation with regard to teaching, planning, reporting, record-keeping, assessment, monitoring and evaluation
- to assist in induction programmes for newly qualified teachers and new members of staff

22. Classroom Support

The school provides as much classroom support as possible, both teaching and non-teaching, in the early years and where there are the greatest needs. We warmly encourage parents to be involved in the daily life of the school and welcome the opportunity to give pupils the advantage of additional reading practice, language games, support in using computers etc. We fully appreciate the help and time willingly given and value its worth and benefit to our pupils.

23. The I-Zone/Library

The library has recently become the I-Zone which is now an area dedicated to creative curriculum resources and group working Area. After reviewing the way in which the Library was utilised and through staff discussions, we decided to focus on class libraries and resources were suitably apportioned. This left the I-Zone free to be a working area and has been refurbished to accommodate topic resource

boxes which were made up from existing library books and new topic related books. Our aim is to add to these Topic Boxes throughout the year.

Individual class book areas are an integral part of our classrooms aiming to nurture in children a lasting interest in books of all kinds.

25. Resources

English resources are located in classrooms:

- A class reading library containing both fiction and non-fiction.
- Dictionaries appropriate to the children's ability.
- Thesauruses.
- Grammar for Writing.
- Spelling Bank word lists.
- English materials.
- Spelling for English. (Key Stage 2)
- CD/Tape recorder.
- Internet Access.
- Interactive whiteboard
- QCA Testing materials.
- Writing Frames.
- DFES and Government materials.
- Designated library areas

24. Conclusion

The Policy will be under constant review and will be updated and amended as and when necessary. The monitoring and review of this Policy is the responsibility of the English Co-ordinators, the Headteacher and the Governors and will be undertaken in the following ways: -

- through a systematic analysis of medium and short-term plans
- through a classroom observation
- through samples of children's work gathered for formative assessment
- through areas of English identified for development in the School Development Plan

This policy will be reviewed to meet the needs of the school and to adapt to changes in DfE or LEA requirements.

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Next Review