



*Our mission statement: Be happy, Be healthy, Be safe, Always do your best.*

# SLADEFIELD INFANT SCHOOL

## English Policy

|                                    | Committee | Date     | Minute No. |
|------------------------------------|-----------|----------|------------|
| Reviewed and Approved by Governors | C & GP    | 12/06/14 | 4          |
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## **AIMS AND OBJECTIVES**

The study of English develops childrens' abilities to listen, speak, read and write for a wide range of purposes, such as using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama and non-fiction. Children use their knowledge, skills and understanding in Speaking, Reading and Writing across a range of different situations and thus gain an understanding of how language works.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop childrens' abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of structured activities;
- to develop confident, independent readers;
- to encourage children to become enthusiastic and reflective readers through contact with challenging texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction settings;
- to encourage self and peer-evaluation, thus involving the children in their own learning;
- to help the children to reflect on what they need to do in order to improve.

## **TEACHING AND LEARNING STYLE**

At Sladefield Infant School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through Letters and Sounds and Visual Literacy lessons where children take part in high quality whole-class and group teaching. During these lessons, children will experience a whole-class shared reading, writing or speaking & listening activity, a guided group or independent activity and short sessions to review progress and learning. They have the opportunity to experience a wide range of written and visual texts and use a range of resources to support their work. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Sladefield Infant School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- differentiated group work
- restructuring apparatus for relevant pupils
- using props/visual aids to support SEN and EAL learners

- careful use of questioning (open/closed)
- by scaffolded success criteria.

Both teachers and teaching assistants support identified children and ensure specific work is matched to the needs of individuals.

### **TEACHING SPEAKING AND LISTENING AT SLADEFIELD**

The values that reflect the Speaking and Listening curriculum in our school are as follows:

- There is a shared understanding by children and teachers of the importance of talk as our main means of communication and learning.
- There is a respect for and courtesy towards the language and culture of individuals.
- There is a respect for dialects and other languages.
- There is a valuing of community languages in the classroom.
- There is an understanding that children are learning English in a bilingual environment and that this impacts on their linguistic development.

### **PLANNING FOR TALK**

We ensure that talk arises from a wide range of stimuli. A range of opportunities are provided for children to talk about their work with the teacher and one another, including evaluation of work, solving problems and reflecting on progress. We ensure that there is a range of opportunities for talk for a variety of purposes across the whole curriculum. We encourage pupils to talk to and with a wide variety of audiences.

Children frequently work in mixed ability discussion groups in many areas of the curriculum, such as during School Council meetings, Science investigations, group reading/writing, and during independent activity work.

Pupil's experience and progression in Speaking and Listening are provided in the following structured opportunities:

- Listening to, telling and retelling stories.
- Listening and responding to an increasing range of literature.
- Recounting and explaining experiences, real and imaginary.
- Expressing feelings.
- Talking about and improving their own story writing.
- Telling stories - by the class teacher and others.
- Structured opportunities to practise speaking what they are going to write - speaking and listening tasks are planned within all the short term English units of work to support the eventual writing outcomes.
- Listening to each other and expressing thoughts and feelings during 'Circle Time' and School Council meetings.
- Performing, demonstrated during year assemblies.

## **SPEAKING AND LISTENING IN EYFS**

In the EYFS Communication and Language is at the heart of everything we do. We create a supportive and stimulating, language rich environment in which children can enjoy experimenting with and learning language. Through everyday, fun and hands on activities which reflect children's interests, we provide opportunities to extend vocabulary, encourage children to speak in sentences and enable each child to become confident and skilled communicators.

Each child's speech and language is assessed using the Wellcomm language screening tool within the first half term. From this practitioners plan targeted sessions according to individual needs for any child working below age expectation.

Children take part in a Helicopter Story session each week. This is an opportunity for children to make up and share their own stories, which are then acted out by the class on a 'stage'. Story language is promoted and modelled and all children have the chance to see their story being scribed and written down in the Class Storytelling Book before it is performed.

## **MANAGING TALK IN KEY STAGE ONE**

It has been agreed by staff that the following behaviour should be encouraged in order to promote effective talk:

- taking turns to speak
- listening attentively and valuing the responses of others

Staff at Sladefield Infant School try to ensure that reluctant talkers have encouragement and opportunity to contribute. They also make sure that more confident pupils are not allowed to dominate. They do this by setting up small groups and one-to-one teaching situations. Teachers are aware that their sensitive intervention in large group discussions is sometimes necessary to enable less confident children to participate. Teachers are aware that sometimes 'modelling the talk' is necessary in order to ensure pupils gain an understanding of the correct way to speak to others. This is underpinned by the school's work on Rights Respecting Schools.

Teachers ensure that teacher-led questions and answers involve all pupils over a period of time to facilitate formal assessment to be carried out throughout the year in various curriculum areas in-line with the National Curriculum requirements.

## **TEACHING READING AT SLADEFIELD**

Reading is a key component of success for every lesson because if a child cannot read they would not be able to access their learning.

Reading is taught through Whole Class Guided Reading sessions, Group Guided Reading sessions, as well as through Letters and Sounds.

### **EYFS**

- At Sladefield, Letters and Sounds begins as soon as the children enter Reception, beginning with Phase 1. Letters And Sounds is taught twice daily in Reception with children making good progress through the Phases 1-4 throughout the year.
- Once baseline assessment is completed the children begin Phase 2.
- Phase 1 continues to be embedded across the year working alongside the other Phases.
- Early monitoring and intervention of Phase 2 takes place in Autumn 1 to ensure that no child falls behind.
- Any children requiring additional support will receive rapid daily catch-up by teachers and TAs.
- Rigorous and frequent formative assessments are used throughout the Reception year to monitor progress and to introduce the next stage of development in the children's learning journey. This ensures that every child has the chance to succeed in Phonics and Reading.
- Any SEN children that would benefit from small group support have this opportunity. All interventions will be monitored by class teachers.

### **YEAR 1**

- Letters And Sounds is taught once a day five times a week.
- Following on from the assessments carried out in Reception, the majority of the children in Year 1 begin on Phase 5.
- If there are children that are on previous Phases, such as Phases 2 and 3, these children will be taught in a small group and monitored by the class teachers.
- Assessment on Phase 5a is carried out in Autumn 1 to ensure that any children that require intervention will receive it without delay.

### **YEAR 2**

- Letters and Sounds is taught four times a week.
- The majority of the children in Year 2 begin on Phase 6.
- Early monitoring leads to intervention groups for children that need a recap of Phase 5 because they did not pass the Phonics Check.

### **ASSESSMENT**

Letters And Sounds Tracking Sheets are completed every half term to identify which children have progressed through the Phases.

## **READING WITH THE CHILDREN**

### **EYFS**

- Reception children are using phonetically decodable books and progress through the colour coded levels.
- Each group enjoys a book walk based on their new book with the class teacher. This provides an opportunity for the group to explore new vocabulary, discuss characters, the setting the plot and the illustrations.
- Each child has a 1-1 reading session with an adult. This alternates between the teacher/TA on a 2 week rota. Record sheets are filled in to provide continuity between adults and ensure progress. These comments are also shared with parents in the child's reading diary. Children who require extra practice in blending will receive phonic intervention.

### **Key Stage One**

Children are given the opportunity to apply the synthesis, segmentation, phonic and sight vocabulary skills they've been taught during actual reading situations. They do this through 1:1 reading with an adult, with their partner during Whole Class Guided Reading and also in their Group Guided Reading sessions.

We have multiple copies of children's stories that can be used during Group Guided Reading sessions, as well as PM Starter Books which are banded into Reading Levels. The PM Starter Books are used to enable assessments to be carried out. This enables teachers to demonstrate progress in children's reading abilities. As children develop more sophisticated reading skills, the books get more difficult to read as they progress to the higher ability banding.

### **GUIDED READING IN KEY STAGE ONE**

There are currently two types of Guided Reading that occur in Key Stage One at Sladfield Infant School. The first type of Guided Reading that occurs is called Whole Class Guided Reading and the second is called Group Guided Reading.

### **WHOLE CLASS GUIDED READING IN KEY STAGE ONE**

Whole Class Guided Reading was developed to enable pupils to have a better understanding of three different aspects of reading: vocabulary, inference and prediction. It is taught three times a week for 30 minutes.

During the planning stage of the week's sessions, the class teacher needs to identify a text that is suitable for the majority of the class. Once this book has been chosen, the class teacher then plans three lessons with the three different aspects of reading that were mentioned being a focus. The first session would focus on vocabulary, the second would be on inference and prediction would be the focus of the last session.

The format of a Whole Class Guided Reading session is as follows:

- The class teacher introduces the book on the interactive whiteboard or the visualiser.
- The children are put into mixed ability pairs and go to sit at a table/sitting on the floor.

- The class teacher reads a part of the book.
- The class teacher then informs the class as to what pages they want the children to read. Children take it in turns to read the pages that were said.
- The class teacher then asks for specific children to model reading the pages that were asked. These children would be chosen following the assessment of the children during the lesson.
- The class teacher would ask questions based on the focus of that day's session.
- The responses would be filled out onto the Whole Class Guided Reading Record (please see below for examples of the Year 1 and Year 2 Whole Class Guided Reading Record):







- The headings used are objectives that have been taken from the National Curriculum and from the Teacher Assessment Framework in Year 2.
- When a child has answered a question that links to one of the headings on the record, the class teacher would tick that box in an agreed colour (see Key) to signify the half term in which it was met.
- If a child has participated but has given an incorrect answer, the class teacher would then tick Incorrect Participation.
- Over the half term, the class teacher would have a record of evidence for their class and they would be able to target children in order to obtain evidence for the objectives that they have not completed.
- Once class teachers have completed a Whole Class Guided Reading Record, they can then complete another one.
- After the children have read in their pairs, children answer questions by writing written responses that are related to the text. These questions are titled as Mild, Spicy and Hot. They increase in difficulty and children self-select the question that they want to answer.
- Children would write their written response to the question that they chose into their Guided Reading Journals.

Key for completing Whole Class Guided Reading Record:

|          |   |          |   |          |   |
|----------|---|----------|---|----------|---|
| Autumn 1 | ✓ | Spring 1 | ✓ | Summer 1 | ✓ |
| Autumn 2 | ✓ | Spring 2 | ✓ | Summer 2 | ✓ |

The second type of Guided Reading that is taught in Key Stage One at Sladefield Infant School is called Group Guided Reading.

### GROUP GUIDED READING

Group Guided Reading is taught twice a week for 30 minutes. There are typically five reading groups in each class, however there might be more or less depending on the needs of the children.

For the first Group Guided Reading session, the class teacher would read a book with their group and the teaching assistant would read with another group. The remaining children would complete a follow up activity that is linked to the text that they read during Whole Class Guided Reading.

For the second Group Guided Reading session, two groups that completed a follow up activity in the previous session would be reading with one group with the class teacher and another with the teaching assistant. The two groups that read with the class teacher and the teaching assistant in the previous session would then complete the follow up activity linked to the text that they read during Whole Class Guided Reading. The remaining group would then read for pleasure.

Group Guided Reading is taught on a 3 week cycle. Please see the cycle below:

List of groups: Red (HA), Green (HA/MA), Blue (MA), Orange (MA/LA), Yellow (LA)

**Week 1:**

| Monday  | Tuesday   | Wednesday   | Thursday  | Friday   |
|---|---|---|---|--|
| Whole Class Guided Reading                                  | Whole Class Guided Reading                                  | Whole Class Guided Reading                                  | Teacher: Blue<br>TA: Orange   | Teacher: Yellow<br>TA: Red   |
| *TA to take SEN/LA group from 2 classes and read with them. | *TA to take SEN/LA group from 2 classes and read with them. | *TA to take SEN/LA group from 2 classes and read with them. | Independent Activities: Red, Green and Yellow<br>Activity Planning: | Independent Activities: Blue, Orange and Green<br>Activity Planning: |

**Week 2:**

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday  |
|---|---|---|--|---|
| Whole Class Guided Reading                          | Whole Class Guided Reading                          | Whole Class Guided Reading                          | Teacher: Green<br>TA: Blue   | Teacher: Orange<br>TA: Yellow                                     |
| *TA to hear 1:1 or 1:2 readers during this session. | *TA to hear 1:1 or 1:2 readers during this session. | *TA to hear 1:1 or 1:2 readers during this session. | Independent Activities: Orange, Yellow and Red<br>Activity Planning: | Independent Activities: Red, Green and Blue<br>Activity Planning: |

**Week 3:**

| Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|---|---|---|---|---|
| Whole Class Guided Reading                          | Whole Class Guided Reading                          | Whole Class Guided Reading                          | Teacher: Red<br>TA: Green   | Teacher: Blue<br>TA: Orange   |
| *TA to hear 1:1 or 1:2 readers during this session. | *TA to hear 1:1 or 1:2 readers during this session. | *TA to hear 1:1 or 1:2 readers during this session. | Independent Activities: Blue, Orange and Yellow<br>Activity Planning: | Independent Activities: Red, Green and Yellow<br>Activity Planning: |

When the class teacher plans for their guided reading group they need to choose a suitable book appropriate for the group.

The format of the guided reading session is as follows:

- Teacher introduces the book to the group and gives a brief outline of what the book is going to be about.
- Teacher goes through any new vocabulary with the group and talks about the meanings of these words. For younger children, the teacher may want to talk about what phonemes they are going to be focusing on.
- Each child reads independently with the class teacher listening in and asking questions.
- Class teachers and teaching assistants complete the Guided Reading Record sheet which has objectives from the National Curriculum and the Teacher Assessment Framework on there.

- It is optional for the class teachers to have questions ready for children during Guided Reading. These questions need to be linked to the text, and consider both the skills of retrieval as well as enabling the children to demonstrate and develop their inferential (beyond the literal) and deduction skills.
- In Key Stage One, after all children have been heard and questions have been asked, children have the opportunity to change their 'Library Book', which is a book of their own choice from their Class Reading corner.
- In Key Stage One, children or the class teacher then write the name of their Guided Reading book and Library book into their Home Reading diary.

### **1:1 READING**

In order to develop children's fluency, children are also heard on a 1:1 basis by a teaching assistant. The teaching assistant would listen to the child read and identify any strengths and weaknesses in their reading. The teaching assistant would complete a 1:1 Reading Record sheet, for liaison with the class teacher, as well as writing a comment in the child's Home Reading Diary for liaison with the parents.

### **GUIDED READING RECORDS (TEACHER'S LOGS)**

In order to ensure that Guided Reading books are maintained to a high standard, class teachers in Key Stage One need to complete a Microsoft Excel document called Guided Reading Records. Class teachers need to write down what book they took out for their group, what date they took the book out on and what date they returned the book.

If a book is not returned and it is lost or damaged, the class teacher must inform the English Leader. The English Leader would then speak to the child's parents and provide them with a letter where they would be charged £5 for the book. Once the fee has been paid into the School Office, the English Leader would then replace the lost book.

The Guided Reading Records are monitored by the English Lead during the monitoring of reading in Key Stage One and by the Deputy English Lead in EYFS.

## **PROMOTING READING AT SLADEFIELD**

The promotion of reading at Sladefield Infant School is key to children's success. We do this in a number of ways:

- Children receive a 'coin' every time they read at home. They can use these 'coins' to win prizes.
- Reading competitions throughout the year where the winning children get an opportunity to buy a book from a bookshop
- Dedicated reading time where children get an opportunity to hear a book read to them
- A half termly topic focused on authors and their books
- Teachers choose a "Book Worm Of The Week" for the child who has worked hard in reading. This child will then receive a certificate in the weekly Celebrations Assembly
- Mr Ur-Rehman's Book Reviews on the Weekly Newsletter

## **TEACHING WRITING IN EYFS**

From entry into Reception, children are given opportunities to develop fine motor and gross motor skills through a range of activities and a wealth of media. Mark making is encouraged in all aspects. Children take part in a daily gross motor session which develops their core strength ready for handwriting. Handwriting sessions are introduced where the children are encouraged to hold pencils using the correct grip and are taught to form each letter of the alphabet.

The formal teaching of writing follows a structure linked to Letters and Sounds. It stems from oral work and follows modelling from the adults. Children go through the process of writing initial sounds, whole words and then simple sentences. These will be linked to a whole class text which will become familiar to them throughout the duration of the topic. Children have opportunities to practise their mark making and writing through continuous provision.

Writing assessments are planned into each term and interventions are put in place for any children who not making adequate progress.

## **TEACHING WRITING IN KEY STAGE ONE**

Key Stage One children are taught to write through a carefully structured programme, which includes Visual Literacy. At Sladefield, we have found that the specific support strategies provided through visual texts (for example, carefully chosen films) helps the majority of our children who are often not using English as their home language. The Speaking & Listening and Writing objectives are targeted through 3 week units of work. The writing outcome for each of these units is heavily underpinned and scaffolded by speaking and listening activities and guided and modelled writing tasks.

Prior to watching the whole of or scenes from the films, the children are pre-tutored. They are introduced to the characters, settings and plot. Difficult vocabulary is also

fully explained, this ensures the children have a much greater understanding of the visual text and of instances beyond the literal during the showing of the film.

The topics that are taught in Key Stage One have been planned by the English Leader as well as the school's Topic Teams. These include having a focused text/story to work on. Each topic lasts between 2-3 weeks and has a grammar focus. This focus is taught at the beginning of the topic and it is underpinned throughout the rest of the topic. Children have opportunities to use the grammar focus for that topic as well as the previous grammar foci that they have learnt in previous topics in their independent writing outcomes.

Many planned opportunities to talk about the visual texts are created within the units of work. Through speaking and listening activities known as Zone of Relevance, Hearts and Minds, Conscience Alley, Talking Partners, Frieze Framing, children become knowledgeable about the writing outcome. This way of working promotes a confident and eager approach to writing.

### **MIGHTY WRITER**

Children in Year 1 also use the Mighty Writer programme. Mighty Writer is used to support children with forming sentences and then improving these with the use of adjectives and different sentence starters. Each class in Year 1 has their own Mighty Writer board which includes pictures that support children with remembering different aspects of their sentence. Mighty Writer is also used in Year 2 but this is with small group interventions.



## **TEACHING HANDWRITING AT SLADEFIELD**

Sladefield Infant School follows the Nelson Handwriting Scheme.

### **EYFS**

Handwriting is taught daily as a whole class with children writing on clipboards. Children are working through the Nelson Handwriting Scheme. Any child that needs extra intervention will be identified rapidly and steps will be put into place to ensure that progress is made.

### **KEY STAGE ONE**

In Key Stage One, Year 1 children are taught handwriting four times a week for 15 minutes. In Year 2, children are taught handwriting three times a week for 15 minutes. Children work through the Nelson Handwriting Scheme and they would practise one letter per day. Each letter is modelled by the class teacher followed by the pupils practising the same letter into their handwriting books. The class teacher would circulate during this session, intervening sensitively and correcting if they see incorrect letter formation.

Discussions on the correct formation of a letter and the formation of ascenders and descenders would be discussed in most sessions of the day. Any incorrect letter formation would be given as a Gap Task for children to complete.

It is the expectation of the Senior Leadership Team that most children in Year 2 will be writing in a cursive script by the end of their academic year.

## **CONTRIBUTION OF ENGLISH TO TEACHING IN OTHER CURRICULUM AREAS**

We recognise that English is a core subject in the National 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 in school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. They learn:

- that words can convey information
- that text can be entered into a computer and printed out
- that words can be selected from a word bank to complete sentences
- to develop questioning skills

The computers are used to support the reinforcement of English objectives irrespective of age, gender or ability, enhancing and developing children as confident learners. They are useful for enhancing key English skills. They provide many speaking and listening opportunities for children, and enable the development of children's social skills as they work with others.

Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. We encourage all children to use ICT as a resource for learning, whenever it is appropriate as an integral part of their learning.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

English contributes to the teaching of Personal, Social and Health Education and Citizenship. We encourage our children to take part in class and group discussions; for example, in their Science work, children talk about ways to develop healthy lifestyles; current school issues are debated in School Council lessons. PSHE activities which develop children's speaking and listening skills are planned for each unit of work in Key Stage One and Foundation Stage. These include 'Circle Time' sessions, paired talk, discussion groups and debates.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet during their school life. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results in a critical way in which they are given opportunities to empathise, deduce and evaluate resources.

### **TEACHING ENGLISH TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

At Sladefield Infant School, we teach English to all children, whatever their ability (Inclusion Act 2004). English forms part of the school curriculum to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress.

The SEN audit, which is completed in the Autumn Term, identifies children who require support in speaking and listening, reading and writing. Individual needs are identified and targeted and programmes of intervention with clear goals and time frames (in line with the new SEN Code of Practice) are established. The children's progress towards these targets is reviewed each term.

Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style and differentiation. This ensures that our teaching is matched to the child's needs.

Teachers provide help with communication and English development through:

- using texts that children can read and understand
- using visual and written material in different formats
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols
- using translators and bilingual teaching methods
- using props and artefacts
- using role-play
- using 1:1 or small groups for targeted Speaking and Listening, Speech and Language or Communication and Social Interaction activities.



## **TEACHING CHILDREN LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The majority of our children at Sladefield Infant School are bilingual learners and are at various stages of their English acquisition. At our school, we have a clear, documented policy which summarises the provision for children who are new to English (see EAL policy).

A key part of the EAL provision is the targeting, monitoring and assessment of the English language skills of children new to English.

Sladefield Infant School uses the PSS EAL toolkit in conjunction with Target Tracker statements to monitor early language acquisition with EAL pupils.

## **EQUALITY AND INCLUSION**

Sladefield Infant School provides equal entitlement for all children irrespective of ethnicity, gender, social background and specific need.

As part of this commitment, the curriculum aims to deliver effective learning opportunities for every pupil to achieve high standards of success in their learning.

The statutory inclusion statement sets out 3 principles which we are following:

- A. Setting suitable learning challenges by differentiating teaching content to match ability levels.
- B. Responding to pupils' diverse learning needs by being aware of (see Equality, EAL and Special Needs policies for details) race, gender and disability issues, and taking action to respond to diversity.
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils by supporting pupils with Special Educational Needs; pupils with disabilities and those for whom English is an additional language (see Equality, EAL and Special Needs policies for details).

## **RIGHTS RESPECTING SCHOOL**

As a Rights Respecting School, there are two articles that feed into our English Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 28 - Every child has the right to an education.

## **ORGANISING THE ENVIRONMENT TO ENCOURAGE TALK**

Teachers at Sladefield Infant School are encouraged to reflect on the ways in which the learning environment can promote speaking and listening activities. Attention has been given to the following:

1. Ensuring that chairs and tables can be arranged for different groups - furniture is frequently changed to meet the needs of given activities.
2. Using imaginative reading areas to promote talk - all classrooms have a reading corner.

## **ASSESSMENT AND RECORDING**

Teachers regularly assess children's work in English during their time at Sladefield. In July, Key Stage One teachers discuss and agree, through robust moderation processes, the starting level for each child in the areas of Reading, Writing, and Speaking and Listening. Children's progress is carefully monitored by the class teacher, English Leaders, Senior Leadership Team and the Head Teacher. Class teachers have regular discussions with the English Co-ordinator about the children's progress in Reading, Writing and Speaking and Listening.

## **ENGLISH ASSESSMENTS**

### **EYFS READING**

- Phonics Assessments
- Termly Reading Videos

### **KS1 READING**

- PM Benchmarking Kit
- Phonics Assessments
- Phonics Check practise

### **EYFS WRITING**

- Continuous assessments
- End of Term Writing assessments

### **KS1 WRITING**

- Continuous assessment - daily/weekly through independent spelling activities, spelling tests, guided and group writing activities
- Continuous handwriting assessment
- Year 1 and 2 Teacher Assessments (writing outcomes at the end of a topic)

## **MONITORING AND REVIEW**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader regularly reports to the Head Teacher and Leadership Team, evaluating strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated, regular management time in order to enable them to review samples of the children's work, undertake lesson observations of English teaching across the school and discuss children's progress in professional conversations with specific class teachers.