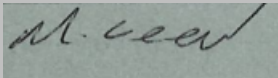




*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

ENGLISH POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Senior Leadership Team
Approved by:	 M. Creed, Chair of Committee	Date: 15 th July 2025
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1. Christian Distinctiveness and Vision

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Christian Vision, *'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love'* is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

We have designed our curriculum to be inclusive, inspiring and nurturing with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We encourage children to appreciate their environment and to develop an understanding of their impact upon the local community and the wider world.

At Bream Church of England Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Our school curriculum is underpinned by the Christian Values that we hold dear at our school. These are forgiveness, truthfulness, friendship, respect, courage and trust. They help us to support the pupils social, spiritual, emotional and cultural development.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

2. Introduction

At Bream Church of England Primary School, our intent for English is to teach a rich, balanced and progressive curriculum using the skills of phonics, reading and writing to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.



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Our curriculum should enhance a child's learning and equip them with skills necessary for adult life. Our resources, teaching and learning pedagogy and schemes support our school vision and clearly outline where English can be incorporated across different curriculum areas. The structure of the reading and writing curriculums show clear progression in line with age-related expectations.

The use of high-quality texts to teach our writing allows our children to get a sense of style of writing that a particular author uses as well as allowing them to more easily develop ideas for non-fiction text types. By following the 'VIPERS' approach for teaching reading, children become familiar with the six key skills required to develop effective readers across the school.

We aim to ensure that English is a high-profile subject that children view positively and where they strive to 'be the best they can be'. We also strive to ensure that our Christian values (trust, friendship, respect, forgiveness, courage and truthfulness) underpins our teaching and learning of English

3. Policy

The aims and objectives of English at Bream Church of England Primary School.

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 debates.

4. Teaching and Learning in English

English is at the heart of our curriculum at Bream Church of England Primary School. We intend to promote high standards of English, equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. At Bream Church of England school, we understand the importance of developing



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enthusiastic and competent readers who apply their ability to decode and comprehend across the curriculum.

4.1 Rosenshine's Principles of Instruction

In order to achieve these aims, we base our teaching and learning pedagogy on (Barak) Rosenshine's Principles of Instructions. We have adopted this approach as the principles come from three sources: research in cognitive science, research on master teachers and research on cognitive support. The research-based principles support how pupils acquire and use information, how we use our short-term and long-term memory and how we can provide scaffolds and models for effective learning.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to interrelate the requirements of the English curriculum within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

4.2 Primary Literate Pupils

At Bream Church of England Primary School we strive for children to be a 'Primary Literate Pupil' by the age of 11 we aim for a child to be able to:

Read and write with confidence and fluency, using a variety of independent strategies to decode.

- Use a range of comprehending strategies, including: inferring, predicting, questioning, explaining, visualising and identify important vocabulary.
- Have an interest in books and read for enjoyment and pleasure
- Speak openly and confidently about the books they love and the reasons why.
- Have an interest in words, their etymology and morphology; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Write for a range of audiences and be able to apply the appropriate formality.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Proudly share their writing with appropriate tone, volume, intonation and expression.



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5. Planning and Progression in English

Our long-term planning sets out the English Reading and Writing units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

To ensure consistency, structure and progression, the school uses the Literacy Tree scheme for learning writing. Each unit is based on an age-appropriate, high-quality text that sets out the objectives required for that unit. Each unit will include both narrative and non-fiction text types that will need to be taught. Each text type is further revisited both in the current year and in following years to allow for a progression of skills.

Teachers plan English on a weekly basis and this is also evident on medium and long-term planning. When planning, teachers ensure that they 'scaffold' tasks which means that they provide support (e.g. key words or pointers) which allows all pupils to achieve intended learning objectives.

Lessons are planned to provide plenty of opportunities for reading to take place. This can take the form of teacher-led, paired reading or independent reading. When introduced to a new text type, children have the opportunity to explore the text type and become more familiar with the layout of the text as well as the features of the text type. They also have the opportunity to explore authorial techniques and choices which can encourage fruitful discussions. Following on from this, children are given opportunities to plan their own writing as well as see and become familiar with modelled texts. The teachers guide our pupils through this process using Rosenshine's Principles.

Each reading module is also based around a high-quality text that is appropriate for the year group. Reading sessions are then based around the 'VIPERS' scheme of learning which takes key reading skills and provides the opportunity for children to further develop these skills. At Bream, we focus on a particular skill before moving onto the next skill. These skills are then repeated across different books as well as developed in more depth as the children progress through the school.

6. Writing Opportunities

Opportunities for writing education are delivered through:

- Phonics and spelling
- Modelling writing
- Emergent writing
- Shared Writing
- Guided Writing/Independent Writing
- Extended writing
- Handwriting



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- Literacy Tree practical strategies (drama)
- Literacy Tree teaching units
- Literacy Shed+ writing units
- High-quality focus texts

6.1 Modelling and Flipcharts

Where possible, teachers will strive to model key skills to pupils, including: using and applying spelling patterns, grammar and punctuation, writing using a range of sentences types, formalities and for a range of purposes and audiences. Modelling will be done through use of flipcharts which will then be displayed on the English working walls for pupils to use. Teachers can and will also use visualisers to model writing in the same format as the pupils would.

7. Reading Opportunities

At Bream, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Using the VIPERS reading skills approach, we teach daily reading lessons whole class with carefully selected objectives that mirror both the National Curriculum and VIPERS skills.

Opportunities for reading education are delivered through:

- Using the Little Wandle phonics programme to help children read (and write) using phonics. LW is a method of learning centred around letter sounds and phonics.
- School scheme reading books (changed frequently). We use the Letters and Sounds books and the Big Cat Collins scheme as our main resources; with additional resources from other publishers.
- Using a whole-class approach to develop and enhance children's reading comprehension skills.
- We use VIPERS (Literacy Shed +) book studies to support guided reading, whole class reading and English lessons
- Tony Whatmuff's reading approach – for modelling key reading skills/strategies to pupils
- Key words/cards
- Sound cards
- Guided reading sessions
- Daily story times
- 1:1 reading with the teacher and TA
- Role play resources for children to retell and act out stories



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- Library time (Bream Community Library)

8. Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Bream Church of England Primary and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. We also have an extensive shared library of books for pupils to access once they have become 'free readers' and no longer require a levelled progression of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is available for classes to use when they need to change their books. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc.).

9. Spelling

From Year 2 onwards, spelling patterns and strings from the National Curriculum are taught on a weekly basis. Below is the guidance that we adhere to:

- Spellings are based on the Primary National Curriculum.
- We use the EdShed scheme to support the planning and delivery of spellings.
- Spellings lists based on the week's learning will be set on a Friday. In Key Stage 1 children will normally have a list of 6-8 words to learn. In Key Stage 2 children the number of words will be decided at the discretion of the class teacher; however, some children for whom spelling is a focus may be given individual/personalised lists of words to learn.
- Children have a spelling test book which is dark blue.



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- Teachers will model how to spell root words, prefixes and suffixes, as well as teaching the pattern or rule.
- Whole-class or group discussion and explanation of spelling strategies will mean that all children understand the meanings of the words they are going to learn, and that they can use the words in context.
- Children will be given a paper copy to take home and learn.
- Children will be taught a 'Look, Cover, Write, Check' strategy.
- Words on the spelling lists will be referred to and incorporated into English lessons throughout the week and will be used in modelled writing.
- Spelling tests will take place on a Friday in the dark blue 'test book'. Tests will be whole-class or they will be done group-based activities. Teachers will ensure that when saying the words to be tested that the word is said in context as part of a sentence, as well as saying the individual words.
- The class teacher or teaching assistant will mark the children's spelling tests. Or, they will be marked whole-class.
- The spelling test result will be recorded by teacher.
- In addition, those words which were spelt wrong in the test will be highlighted so that parents are able to see which words the children need to practice more.

10. Phonics

At Bream Church of England Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.



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10.1 Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 3 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

10.2 Daily Keep-up Lessons

Daily Keep-up lessons ensure every child learns to read:

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

11. Handwriting

11.1 Pre-Writing Stage

In the early stages of handwriting development, children are introduced to activities to establish fine motor skills. Patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multi-sensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles.



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11.2 The Write Path

At Bream Church of England school, we teach the children to write in a cursive style using The Write Path by Julie Palmer. This is taught from Year 2 onwards. They learn to form every letter with an entry and exit stroke. As they are introduced to digraphs and trigraphs they learn to join certain letter combinations. Towards the end of YR and moving into Y1 then begin to join whole words. Our consistent approach to the teaching of cursive handwriting is designed to help children develop a style that is quick and easy to learn. It should be neat, legible and fast.

Pupils should eventually develop the ability to produce letters without thinking. An automatic style releases the brain to concentrate on other ideas i.e. spelling, syntax, grammar, style and content. In key stage two, handwriting is taught and practiced weekly and pupils are expected to use a cursive style in all their writing tasks.

12. Speaking and Listening

The English strands of Spoken Language, Word Reading, Comprehension, Transcription, Spelling and Handwriting permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. From Reception age children become used to working with a 'Talk Partner'.

Year Group	Statements	Opportunities
EYFS	<i>Communication and language</i> is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for communication and language these are: Listening, attention and understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	- Nativity production - Daily play activities - Stations



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	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
1 - 6	Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• Paired tasks • Group tasks • Gardening club • School council • Class debates • Balanced arguments • Harvest service • Easter service • Nativity production • Sharing writing • Performing writing • Performance poetry • Independent presentations • Group presentations • Drama performances • Role play

13. Statutory Assessments

- Children in Year 1 sit the Phonics Screening Check (PSC). Any child who does not pass will re-sit in Year 2.
- Children in Year 2 sit the Reading SATS paper.
- Year 2 pupils' writing will be moderated.
- Children in Year 6 sit the Reading and Grammar and Spelling papers.
- Year 6 pupils' writing will be moderated.



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14. Assessment at Bream C of E Primary School

14.1 Assessment for Learning

Children receive effective feedback through teacher assessment, both orally and through written feedback, and AfL is integral to the design of each lesson. Feedback is given through marking following the school marking policy, as well as verbal feedback within the lesson. Teachers also implement the schools agreed handwriting policy.

The structure of the teaching sequence, ensures that children know how to be successful in their independent work. A daily review activity supports children's recall of key learning that has been covered previously. Teachers will make informed choices as to when they should progress to new content according to the degree of fluency that children are able to demonstrate.

The 'Guided Practice' part of the lesson is when a new writing/reading concept is introduced and the guided practice aspect of this part of the lessons means that children are well prepared to be able to apply the skills, knowledge and strategies taught.

Common misconceptions are identified and addressed within the teaching sequence and key understanding within each 'small step' is reviewed and checked by the teacher and the children before progression to further depth.

At the mid-point or the end of the lesson, the children review their work and self and peer assessment are used consistently as outline by the school's 'Marking and Feedback Policy'.

Opportunities for additional practice and correction are provided by the teacher, as appropriate, during marking, with a focus on promoting and achieving a growth mindset approach in the subject.

14.2 Formative Assessment:

Short term assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary.

The small steps are then entered onto the whole school tracking system and staff assess whether each child has achieved the small step or not.

At the end of each blocked unit of work, the children have opportunity to complete an 'independent write'. This allows the children put all of their learning into practice as well as allowing the teacher to observe what has been remembered and what needs to be covered in more detail. These misconceptions or gaps in knowledge can be addressed before moving on to the next topic. This also informs dialogue with parents and carers during open evenings, as well as the judgements made at the end of the term as to the extent that each child has achieved the expectation for their year group.



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14.3 Summative Assessment

Teachers administer a termly reading paper (NFER) which specifically links to the coverage for that term. The results of these papers are used to identify children's ongoing target areas, which are communicated to the children, as well as to parents and carers at Parents Evening. They are also used alongside the outcomes of work, to inform the whole school tracking of attainment and progress of each child (Insight).

Assessment data in Reading and writing is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

15. Interventions

On occasions, staff may decide to implement Intervention Programmes designed to support those children identified as needing additional help with their Reading and Writing. These Programmes include:

- Little Wandle intervention/catch up
- Dancing Bears
- Echo reading
- The Write Path
- Regular reading 1:1

Implementation of such programmes is reviewed regularly in meetings with class teachers, support staff and the SENDCO in accordance with judgements made against the level of support needed for different cohorts of children.

16. SEND, Inclusion and Greater Depth

The school is committed to ensuring the active and equal participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Taking a mastery approach, differentiation occurs in the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. The National Curriculum states:

There is little differentiation in the content taught but the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher



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attainers challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

A range of inclusion strategies, disseminated by the SENDCO, are embedded in practice and teachers are aware of the special educational needs of the children in their class, as well as those who have English as an additional language. Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states:

'Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage.'

If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENDCO, in collaboration with the class teacher and with the knowledge of SMT. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

17. Monitoring

The subject leader will raise the profile of English at Bream Church of England Primary School through best practice. They will model lessons, as appropriate to new staff, ECT's and peers to support continued professional development. They will ensure the high quality of Maths displays around the school including participation in events such as 'World Book Week.

The subject leader will support staff in providing opportunities for learning outside the classroom in English and will identify and organise opportunities which enable this, as appropriate. The subject leader will monitor progression and continuity of English throughout the school through lesson observations and regular monitoring of outcomes of work in English exercise books. The subject leader will ensure that all staff have access to year group plans and the relevant resources which accompany them.

The subject leader will monitor children's progress through the analysis of whole school data. They will use this data to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further. The subject leader will, on a regular basis, organise, audit and purchase central and class-based English resources. The subject leader will communicate key Writing and reading ideas to parents. The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.

18. Displays

It is expected that there will be an English 'working wall' designed to support the teaching of English in every classroom and work area. These include examples of text types, letter sounds,



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key words, sentences and punctuation. Where possible, displays should include examples of cursive handwriting created by both school staff and children. These displays will feature examples of modelled writing direct from English lessons and teachers' flipcharts. There will also be a writing progression display which showcases each child's progress in writing across the year.

19. Cross-Curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Visitors, such as authors and theatre companies, are invited to enhance the curriculum wherever possible. In foundation subjects, reading is an integral part of learning where pupils will read and response to a text based on that subject, e.g. history, science or geography. Teachers also plan for cross-curricular writing opportunities where pupils will write based on the subject they are learning, e.g. an Ancient Greek non-chronological report or a water cycle explanation text.

20. Parents and Carers

The school recognises that parents and carers have a valuable role to play in supporting their child's writing and reading learning.

Children have chance to take home a 'book for pleasure' from the school library as well as their own book banded books that are updated weekly. Parents are informed of their child's progress at Parents Evenings and this is also communicated in written school reports.

Parents and carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment. Information about their child's standards, achievements and future targets in English is shared during parent/carers meetings, as well as ways that parents/carers may be able to assist with their child's learning. The school also provides a number of opportunities for parents/carers to learn about what their child is learning through termly topic webs.

21. Continuous Professional Development

At Bream Church of England Primary School we believe that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, values and vision of the school.



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22. Remote Learning

Refer to the Remote Learning policy if this is required.

23. Use of Computing and Social Media

Opportunities to use Computing (ICT) to support teaching and learning in English will be planned for and used as appropriate. Website updates sharing details of activities carried out in English lessons are posted regularly. To support pupils with learning needs, iPads are available for the purpose of using the dictation tool – allowing pupils to verbalise their thoughts and see it in typed form.

24. Resources

For the teaching of writing, all teachers use the Literacy Tree planning and resources which they adapt accordingly. Planning and resources are based from an age-appropriate, high-quality text.

The teaching of guided reading uses the VIPERS scheme of guided reading. A scheme that is based from high-quality texts and provides age-related questions. Teachers adapt these questions accordingly to meet the needs of the children.

25. Health and Safety

During the teaching of English at Bream, our aim is to provide a safe, secure and healthy working environment for staff and children.

We encourage everyone to take responsibility for being vigilant and to be aware of possible risks whilst also feeling confident and comfortable within their environment.

26. The Role of the Subject Leader

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

- Pupil progress
- Provision of English (including Intervention and Support programmes)
- The quality of the Learning Environment
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Organising resources



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

- Keeping up to date with recent English developments

27. Links to other Policies

- Assessment
- Marking
- Special Educational Needs and Disability
- Teaching and Learning
- Early Years Policy
- Gifted and Talented
- History
- Homework
- Computing
- PSHE
- Geography
- Science
- R.E.
- Music
- Languages
- Art
- Numeracy
- P.E.

This policy is available on the school website: www.breamcofe.co.uk/policies

Paper copies are available on request from the School Office.