



Literacy Curriculum Policy

Subject Leader: Kim Bell

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Rationale

At Winlaton West Lane Community Primary School, we believe that literacy and communication are key life skills and that it is our role, through the English curriculum, to help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. Through a love of reading that is embedded within our school, we strive to help children to enjoy and appreciate literature and its rich variety.

Aims and Objectives

As a school, we aim to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading both across the curriculum and at home. As a school, we aim to ensure that all pupils:

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

Roles and Responsibilities

It is the responsibility of the class teacher, Phase Leader, Literacy Subject Leader, Headteacher and Full Governing Body to monitor the standards of children's work. The Literacy Subject Leader and the leadership team monitor the quality of teaching of English and Literacy. The Literacy Subject Leader is also responsible for supporting colleagues in the teaching of English,

for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Having identified priorities, the English Subject Leader constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented. English is monitored in accordance with the school's monitoring policy. The Literacy Subject Leader has allocated time to for fulfilling the tasks of reviewing planning, and samples of children's work and visiting classes to observe teaching in the subject.

The Subject Leader

It is the responsibility of the English Subject Leader to:

- Write and update the curriculum policy for English.
- Produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English.
- Monitor and review medium-term plans for English to ensure progression.
- Aid colleagues with the planning and delivery of lessons when required.
- Monitor and review standards of English teaching through e.g. lesson observations, learning walks, work scrutiny, planning scrutiny, pupil discussion, coaching techniques.
- Produce and review an annual English school action plan.
- Review and order resources to enable the delivery of the English curriculum.

Resources

Each class has access to basic resources for English such as dictionaries, thesauri and reading books. Further topic resources and books are located in specific topic boxes.

The school reading scheme is based centrally at each phase, containing a wide range of reading material which is banded.

The school library contains a range of fiction and non-fiction books relating to the National Curriculum themes and topics as well as further sets of more complex guided reading books.

Enrichment events may be organised including visiting storytellers, authors, poets, visiting drama specialists and theatre groups.

The school as a whole is committed to:

- Reviewing the position and use of English resources.
- Ensuring the efficient deployment of existing resources.
- Updating and renewing their replacement when necessary, considering further purchasing to meet future needs.

Implementation

At each Key Stage, a detailed programme of study sets out what pupils should be taught. Lesson content is based on the new National Curriculum for England (2014).

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading.
- Comprehension (both listening and reading).

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting).
- Composition (articulating ideas and structuring them in speech and writing).

Spelling, vocabulary and grammar are embedded within our programmes of study. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and their writing and, as a school, we aim to provide rich learning experiences where children's reading, writing, spelling and grammar flourish. The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing and, as a school, we promote these key skills both within English teaching and across the curriculum.

The programmes of study for English within the National Curriculum are set out year-by-year for Key stage 1 and two-yearly for Key Stage 2. The single year blocks at Key Stage 1 reflect the rapid pace of development in word reading during these two years. However, at Winlaton West Lane Community Primary School, we have allocated content to specific year groups across both Key Stages. It is the role of Class Teachers to introduce content earlier to specific groups of pupils if this will benefit progress.

Time Allocation

The time allocated for English is in line with national recommendations for Key Stage 1 and 2. All children enjoy a daily Literacy lesson, lasting approximately one hour, including one Reading Skills lesson per week. In addition to this, it is recognised that all other subject areas will contribute to children's learning in speaking and listening, reading and writing. As a school, we aim to 'read to learn' across the curriculum, using both non fiction and fiction texts to support learning across all subjects. Writing across the curriculum will consolidate skills learned in Literacy lessons, and allow children to re-visit genres at a distance from teaching. Each genre of writing will be addressed within each year group, both within Literacy lessons and across the wider curriculum.

The Teaching of Literacy

Foundation Stage

The Early Years and Foundation Stage children will experience Communication and Language as part of the seven areas of development laid out in Development Matters. Within the Early Years curriculum, there are three prime areas of development, one of which is Communication and Language which encompasses speaking, listening and understanding, reading and writing.

Through careful planning, teachers will ensure that foundation stage pupils' needs are provided for through activities linked to our Key Stage 1 provision and objectives. At Winlaton West Lane Community Primary School, it is recognised that speaking and listening skills are vitally important as they underpin all learning at this early stage. The Communication and Language programme of the Foundation Stage children builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play etc.

Knowledge about books is developed through activities such as retelling a story in their own words, reading a big book with the teacher and re-reading favourite stories. When a child is ready to begin more formal reading activities, s/he will embark upon the school's reading system of colour banded books.

Emergent writing is encouraged through role play and children are encouraged to write in role. This is further supported in the afternoons for Reception children where specific handwriting sessions, encompassing an application of phonics skills, are taught in small groups.

The local environment provides purposes for writing e.g. shopping lists, signs, instructions, recounts etc. The Letters and Sounds and Jolly Phonics programmes of study are used throughout Early Years provisions to ensure a rigorous and effective approach to phonics. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words.

In line with Early Learning Goals, as outlined in Development Matters, by the end of the Reception year, our aim is that children will be able to:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- Develop their own narratives and explanations by connecting ideas or events.
- Follow instructions involving several ideas or actions.
- Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of listeners’ needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Key Stage 1

During Year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

During Year 2, teachers will continue to focus on establishing pupils’ accurate and speedy word reading skills. They will also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this will include whole books. At Winlaton West Lane Community Primary School, we believe that the sooner pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. Therefore, a specific Reading Skills lesson is taught each week.

In writing, our aim is that pupils at the beginning of Year 2 will be able to compose individual sentences orally and then write them down in the form of a simple narrative. They should be able to spell correctly many of the words covered in Year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. By the end of Year 2, our aim is that joined handwriting will be the norm.

By the end of Key Stage 1, most children will be able to:

- Speak clearly, fluently and confidently to different audiences.
- Listen to, understand and respond appropriately to others.
- Work as a member of a group taking into account different views and negotiating roles.
- Participate in a range of drama activities.
- Read a variety of fiction and non fiction.
- Use a variety of strategies in working out unfamiliar words when reading including: phonic clues, contextual clues, syntax and grammar and reading on for meaning.
- Read with fluency, accuracy and expression.
- Work securely up to the end of Phase 6 after following elements from the Letters and Sounds and Jolly Phonics phonics schemes.
- Know and understand the alphabetical system and be able to use simple dictionaries.

- Communicate in narrative and non narrative forms and to write for a purpose.
- Use appropriate and interesting vocabulary.
- Develop and extend ideas in a sequence of sentences.
- Use capital letters, full stops, exclamation marks and question marks.
- Use correct spelling for monosyllabic words.
- To recognise phonemes and graphemes and to use this knowledge when attempting words.
- Use accurately formed consistently sized handwriting.

Lower Key Stage 2

By the beginning of Year 3, our aim is that pupils will be able to read books written at an age-appropriate and interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

As a school, we aim for children at this stage to be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

We aim for all pupils to be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teaching will therefore consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge and linguistic terminology. Teachers will make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.

Upper Key Stage 2

By the beginning of Year 5, we aim for pupils to be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy, at a reasonable pace and with some expression. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

In Upper Key Stage 2, we aim for pupils to be able to prepare readings, with appropriate intonation to show their understanding, and to be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. We aim for pupils to be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Within writing, pupils should be able to note down their ideas quickly. It is by this stage expected that most pupils' grammar and punctuation will be broadly accurate. We aim for pupils' spelling of most words taught so far to be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Years 5 and 6, teachers at Winlaton West Lane Community Primary School will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-

fiction and textbooks, will support their increasing fluency as readers, their faculty as writers, and their comprehension.

Teachers in Year 6 will prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

In Years 5 and 6, pupils' confidence, enjoyment and mastery of language will be extended through public speaking, performance and debate.

By the end of Key Stage 2 most children will be able to:

- Speak with confidence in a wide range of contexts, adapting their speech as appropriate.
- Listen attentively to, understand and respond appropriately to others identifying key features of language used for a specific purpose e.g. to persuade or instruct.
- To work as a member of a group qualifying or justifying an opinion and to take up and sustain different roles.
- Participate in a wide range of drama activities.
- Read a range of more challenging and demanding reading material fluently, accurately and independently.
- Interpret meaning beyond the literal. Beginning to make deeper inferences.
- To ask and answer questions about a text and express opinions, supporting a view by reference to the text.
- Use library skills to locate books and reference skills for information.
- Use appropriate reading strategies when seeking information e.g. use of chapters, headings, skimming text.
- Write in a lively and thoughtful way in a range of forms.
- Sustain and develop ideas in an interesting ways.
- Organise writing for purpose and to engage and sustain readers' interest.
- Use effective vocabulary, selecting words with precision to create a desired effect.
- Use increasingly complex, grammatically correct sentences to extend meaning.
- Organise sentences into paragraphs.
- Use increasingly accurate spelling.
- Use appropriate punctuation, including commas, apostrophes, inverted commas, colons and semi-colons as well as brackets, dashes and commas for parenthesis.
- Use fluent, legible handwriting which is joined.
- Speak aloud with confidence and intonation, debating topical issues within a public forum.
- Apply a sound grammatical knowledge to writing across the curriculum.
- Attempt more adventurous sentences structures and experiment with a wider range of punctuation for different effects.

Speaking and Listening

Across the school, pupils are given opportunities to speak in a variety of settings, including in 'talk partners', small groups, to the class and to the wider school during assembly time. They share their news, feedback information from reading and research, and give opinions in circle time and across the curriculum. Through the same range of activities, children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions.

Role play and drama activities may be used in English to encourage imagination, character and plot development. Pupils are encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Across the school, pupils are encouraged to appreciate drama, both as participants and observers.

Both at Christmas and as part of their class assembly, pupils will participate in whole school productions, where they have the opportunity to speak aloud in front of a large audience. They are encouraged to speak with appropriate volume, intonation and expression.

Reading

- Pupils at Foundation Stage are introduced to **phonics** through elements of the Letters and Sounds and Jolly Phonics schemes. This continues until they are secure in de-coding and have successfully completed the programme. At this point, a greater emphasis is placed on reading comprehension and spelling.
- Pupils are encouraged to recognise **key words** and word patterns through a system of word walls and speed sounds.
- Pupils are encouraged to read for meaning and find explore unknown meanings through **context**.
- Pupils are introduced to a full range of texts through **shared reading** in whole class groups.
- Skills are further developed in **Reading Skills** lessons, taught in Years 1-6.
- Pupils each follow an individual **independent reading** programme monitored by class teachers and teaching assistants.
- Pupils are encouraged to make free choices of books based on their own interests from the library to supplement their instructional **independent reading**.
- In **group/guided reading**, pupils of similar ability are encouraged to interpret and discuss texts in more depth. This may happen within or outside the main daily English lesson in sessions such as ERIC Q (Everyone Reading In Class Quietly ~ 15-30 minute sessions to develop reading skills).
- Reading skills are further developed **across the curriculum**.
- **Whole class texts** are used to support and engage children in their topic learning and to further develop comprehension of both fiction and non fiction texts.
- Pupils are expected to regularly **read at home**.

Writing

- Teachers model writing of all genres through **shared writing** activities.
- Writing skills are further developed in group **guided writing** sessions.
- Pupils practise writing through **independent writing tasks**. This will be as a result of a unit of teaching and also at a distance, across the curriculum to ensure that children are applying the text features that have been taught.
- Pupils are given opportunities to **plan, draft, revise and edit** their own writing
- Pupils use their writing skills to **communicate** across the curriculum.
- Pupils write **across genres in a variety of forms**, with an increasing understanding of **audience and purpose** as they move through the school.

Spelling

Spelling skills are introduced through discrete teaching, investigations, studies of spelling patterns and conventions, word ‘families’, and homework.

Foundation/Key Stage 1 pupils are introduced to phonics through the Letters and Sounds and Jolly Phonics programmes and our own spelling scheme through a progressive set of phases to learn key words.

In Key Stage 2, teachers follow our specific spelling scheme that has been specially created to meet the higher demands of the new curriculum spelling requirements.

All pupils are encouraged to:

- Develop their understanding of etymology and morphology.
- Develop dictionary skills to support their spelling.
- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory with a focus on those words identified in the National Curriculum spelling appendices.
- Use a variety of resources to help with spelling e.g. Computer-based activities, dictionaries, word banks, classroom environment, computer spell-check etc.

The spelling of necessary subject-specific or technical vocabulary is introduced throughout the curriculum and displayed in classrooms where appropriate.

Marking across the curriculum supports self- correction and learning of correct spelling.

Grammar and Punctuation

At Winlaton West Lane, we recognise that the importance of the explicit knowledge of grammar for all children as it allows more conscious control and choice in spoken and written language. We believe that building this knowledge is best achieved through a focus on grammar embedded within the teaching of reading, writing and speaking.

Knowledge of the use of correct grammar and punctuation is taught directly in line with medium term plans and through speaking, reading and writing activities. Skills are consolidated through formative marking in line with the school's assessment and marking policy. Programmes of study for each year group clearly outline the key grammatical skills to be introduced at each phase. It is also understood that key concepts introduced in earlier years will be further embedded and consolidated.

Handwriting and Presentation

Children in EYFS and Year 1 are taught and practise printed script. From Year 2 onwards, children transfer to the cursive script. Pupils are taught and encouraged to form lower and upper case letters correctly from their first days in school and as they develop through Key Stage 1 and into Key Stage 2, to write in a joined style. Throughout all year groups, pupils are taught to use a comfortable and correct pencil/pen grip and, in Years 5 and 6, to use a handwriting pen. Pupils are also given opportunities to present their work on word processors. Good presentation of all written work is expected across the curriculum.

Teaching and Learning

The National Curriculum (2014) forms the basis of teaching and learning. Programmes of study have been developed for each year group based on the new curriculum for England. Teachers plan for different groups depending on pupil need, these include: whole class, small group, paired and individual. The teacher works towards each child's individual learning needs, employing a range of teaching strategies, including:

- Instructing/directing
- Modelling/demonstrating/scribing
- Explaining
- Questioning/clarifying
- Discussing
- Role play and use of props
- Consolidating
- Drafting and editing

- Evaluating
- Re-drafting

English Curriculum Planning

The school uses the National Curriculum (2014) as a basis for the teaching of English. Teachers adapt and develop non statutory guidance into teaching sequences suitable for classes or groups, enabling children to study a text type and then use this as a model for their own writing.

Curriculum planning in English is carried out in three phases: long-term, medium term and short term. The long term planning makes links between areas of the wider curriculum so that the children experience a connected curriculum that gives the teaching of English a purposeful setting. Medium term planning is completed on a half-termly basis, and allows teachers to match relevant grammar objectives to each unit of work and decide upon specific objectives to be covered.

The class teacher is responsible for weekly short term planning. These plans list the specific learning objective of each lesson, the activity, rigorous differentiation and the success criteria/learning outcomes.

There is a frequent dialogue between the class teacher and the Literacy Subject Leader on an informal basis. This allows planning to be discussed and developed, and encourages best practice across the school. In addition, the Senior Leadership Team monitor examples of English planning on a regular basis as part of the performance management process.

ICT is used where it enhances, extends and complements English teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

The contribution of English to teaching in other curriculum areas

English underpins the whole curriculum with children both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Pupils are encouraged to broaden their vocabulary and use subject appropriate language e.g. scientific or mathematical words. Our connected curriculum allows us to teach and apply these skills across all subjects. As the English curriculum influences all other aspects of the curriculum, only a few examples will be used to examine these links in depth.

Mathematics (key skill: application of number)

English contributes to the teaching of Mathematics in a number of ways.

Children are taught to:

- Work on investigations individually, in pairs or groups.
- Plan and pursue an investigation and present findings.
- Explain reasoning verbally and by using diagrams, graphs and text.

Computing

ICT helps children learn in English by providing stimuli for their work allowing time for creativity and thinking.

Children are taught to:

- Use ICT to develop their ideas and to record their creative work.
- Communicate with the wider community using e-mail.

- Develop their research skills and decide what information is appropriate for their work.
- Begin to question the plausibility and quality of information.
- Learn how to amend and present their work in different ways.

Science (Scientific enquiry)

Children are taught to:

- Ask questions that can be investigated scientifically and decide how to find answers.
- Communicate what happened in a variety of ways.
- Write up the results and conclusions of practical experiments in original and unique ways – for example, in the form of a crime report, newspaper article or narrative.

Humanities (Historical/Geographical enquiry and organisation and communication)

Children are taught to:

- Ask and answer questions and to select record information relevant to the focus of enquiry.
- Recall, select and organise historical/geographical information.
- Read a wide variety of non-fiction texts to support Humanities learning and to investigate/research events.
- Communicate their knowledge and understanding of history/geography in a variety of ways. This will include speaking and listening activities, as well as weekly cross curricular writing to further embed and consolidate key skills.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy and are made formatively at the end of each unit of study. In addition to this, formal assessments in reading and writing are made termly in line with the school assessment policy.

Marking is in line with the school's policy: Teachers in-depth mark at least one piece of English written work per week. 'Pink for Think' comments are used to move children forward in their learning, address misconceptions, or consolidate learning. Children also peer- and self-assess their work in English once per week in Key Stage 2 in line with the assessment policy.

Children in the EYFS are assessed during their Reception year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage. Assessments are used termly in years 1 to 6 to monitor ongoing progress and to track individual pupils, and are moderated termly in-house and/or at Local Authority moderation events. Teachers use ongoing formative assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step.

Parents are invited to discuss their child's progress twice a year and are sent an annual end of year report, detailing the child's English development and giving them individual targets for the next academic year.

Children's individual targets are reviewed at least once per term, with new targets being set for children in line with their developing needs. Non-negotiable targets are set for all year groups and will be worked towards across the year. Targets are constantly referred to across the curriculum: children are aware of their targets and how they can be successful. Lessons are planned in order to give children ample opportunity to meet their targets.

Analysis of assessment data and the school's development plan is used to set whole-school curricular layered targets for English.

The class teacher will keep individual records. These records will include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

Inclusion

At our school we teach English to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected outcomes. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors or barriers to learning – classroom organisation, teaching materials, teaching style, differentiation, as well as the child them self – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

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

All children receive quality English teaching on a daily basis and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, to enable them to work to age appropriate objectives, a variety of interventions are available. These include the use of IEPs, TAs, small group or one-to-one support, and intervention programmes.

More able pupils are planned for in line with our Inclusion Policy. This is supported by our Equal Opportunities Policy.

Equal Opportunities

It is ensured that equal opportunities in English are addressed as follows: Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs. Specific teaching strategies are used to maximise access to the curriculum for pupils learning English as an additional language. Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes. An awareness of other dialects and Standard English is encouraged through a range of texts. Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum. Opportunities to address issues of gender, race etc. are provided through discussion, texts and resources.

Health and Safety and Risk Assessment

In accordance with the school's Health and Safety policy, all staff partaking in the teaching of English are committed to the promotion of the health and safety of the children, as well as

themselves. Staff will ensure that children neither intentionally nor recklessly interfere with, nor misuse any equipment or fittings within the school that are provided in the interests of the health, safety, and welfare of all who enter the school building and premises.

Equipment will be stored safely within labelled boxes and the Literacy Subject Leader should be informed of any defective equipment that has become a risk to children or staff. All staff follow the Health and Safety policy.

Parental and Community Links

We value parent involvement in children's development of English and promote a home school partnership in the following ways;

- Sharing information – newsletters, topic webs, reading records and pupil reports.
- Homework – in line with our Homework Policy and home/school agreement.
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children.
- Parents and DBS-checked community volunteers are welcomed into the school to support children in English; for example, we regularly welcome volunteers from the local Women's Institute, as well as parent helpers, who listen to children read.

Professional Development

Training needs are identified as a result of whole-school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan which includes the English Action Plan.

The Literacy Subject Leader will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the Literacy Subject Leader organises or leads school-based training.

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

Policy Review

This policy is effective from September 2016 and is due for review by the Subject Leader in July 2017.