

Hedon Primary School

English Policy

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Reviewed every 2 years unless policy significantly changes.

At Hedon Primary School we know and understand our children. We have listened to our children's voices, and we have created a curriculum that encourages them to become enthusiastic and engaged with English by providing them with a broad and balanced range of creative and innovative experiences. We have worked hard to provide our children with rich and varied learning opportunities that help them to become confident and enthusiastic learners. We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By giving this context to their learning, the children understand the value of English to them now, and in their futures.

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is often taught in a cross-curricular way, linking up with other areas of the curriculum with rich and high-quality texts. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of Talk for Writing in EYFS and the use of high-quality texts across the school shows this.

Aims

At Hedon Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Children at Hedon Primary school will;

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Enjoy quality experiences that will enhance their knowledge, skills and understanding.

- Be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction.
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.
- Most importantly, children will have the opportunity to develop their creativity and imagination as well as writing a range of text types (fiction and non-fiction) and in a range of genres and styles appropriate to different situations.

Statutory Requirements Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Educational Programmes section of Communication and Language, Physical Development and Literacy in the Statutory Framework for Early Years Foundation Stage (2021). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English (2014) aims to ensure that all children:

- 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.

EYFS

In EYFS (Early Years Foundation Stage) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.
- develop a broad range of vocabulary through back and forth quality interactions with practitioners and access to high quality texts and given opportunities to embed this in a variety of contexts.

- develop both gross and fine motor skills that are linked to the eye-hand coordination needed in early literacy.
- develop a love of reading, through access to a range of high-quality text types in all areas of the provision.
- decode words and develop the skill of speedy reading to develop reading fluency.
- orally rehearse writing composition before applying it to their writing.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Subject Organisation

EYFS

In EYFS, children have daily phonics lessons, using the Little Wandle Revised Letters and Sounds systemic, synthetic phonics scheme. During this time children are taught to recognise grapheme-phoneme correspondences, as well as to develop their decoding and speedy reading skills in preparation for early reading and writing. All children are base-lined on entry to EYFS and begin the phase 2 programme from week 2 of the first half term term. Children are taught as a whole class and are assessed regularly to ensure that they are keeping up. Children who are identified to have gaps in their GPC knowledge or are not confident at blending are then given extra opportunities via group and individual interventions to practise these skills further. GPC pronunciations are also recorded and sent home to parents, along with grapheme cards and stickers so we can help parents engage in and encourage their child with their learning. In addition to phonics lessons, children are regularly asked to recognise and recall taught GPCs and tricky words periodically throughout the day, for example when lining up at lunchtime.

During phonics sessions and in line with Little Wandle, Letters and Sounds Revised guidelines, EYFS must be able to:

- use the correct phonics terminology and mantras, such as digraph (two letters one sound), trigraph (three letters one sound), grapheme, phoneme, tricky words.
- use the mnemonics that are taught alongside each GPC
- recognise taught GPCs to decode words.

recognise and read taught tricky words either individually or in the context of a sentence.

attempt to spell words using taught GPCs.

A wide range of exciting provision areas provide children with opportunities to develop their communication, gross and fine motor, as well as language and literacy skills on a daily basis with a focus on child-initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other provision areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen menu and writing chalk boards, provide valuable opportunities to engage children in writing for pleasure. In the outdoor area children have constant access to Reading and Writing sheds which are filled with engaging, exciting resources that children can use independently. They also have access to a vast range of texts, including fiction, nonfiction and poetry. Children enjoy a twice-daily non-fiction book and story-time so they become familiar with stories and authors and begin to develop their vocabulary and a love of reading. Adult-led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, Little Wandle, Letters & Sounds Revised lessons are continued and are taught as whole class lessons. Children who are identified as not keeping up via regular assessments of GPCs, word reading (decoding and blending) and automatic reading of both decodable and tricky words are given small group and or one-to-one interventions to allow them extra time to practise these skills. Again new GPC pronunciations are recorded and cards/stickers are sent home so parents can support their child with their phonics learning.

During phonics sessions and in line with Little Wandle, Letters and Sounds Revised guidelines, year 1 must :

use the correct phonics terminology and mantras, such as digraph (two letters one sound), trigraph (three letters one sound), grapheme, phoneme, tricky words.

recognise taught GPCs to decode words.

recognise and read taught tricky words either individually or in the context of a sentence.

spell words using taught GPCs.

write sentences using taught GPCs and tricky words.

know alternative pronunciations for taught GPCs.

sort pseudo and real words in preparation for the phonics testing.

At Hedon Primary School we use Talk for Writing as our Literacy scheme (please see below for details)

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. At Hedon Primary School we use Talk for Writing as our Literacy scheme. Talk For Writing was developed by the author Pie Corbitt and is a fun, creative yet also rigorous approach to develop writers. At Hedon Primary School, we use Talk For Writing to support our text based approach to the English curriculum. These may be linked to their class topic or whole class reading text. In GPS (grammar, punctuation and spelling) lessons, children focus on Spelling, Punctuation and Grammar objectives from the National Curriculum and learn how to use these taught rules in their own writing. These focus lessons are used to support the Talk for Writing curriculum.

During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Explanations
- Debates
- Poems

Children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

See whole school long term plan for exact lesson structures.

Talk for Writing is across the school in a structured way (see structure below)

Implementation

Talk for Writing' starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions. Once a story is learnt, the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting.

Imitation - Telling a story A text is introduced and read to the children; together the class learn to tell the story. To help the children remember the text a multi-sensory approach is used: A visual story map Actions A focus on lively, animated expression As children learn the stories word for word, they develop the use of specific sentence structures, which they can then use in their own writing. The principle is that if a child can tell a story, they will be able to write a story.

Innovation – Changing a story

In this stage the original text is adapted by the children. This could start with a simple change of character or for the older children it may involve telling the story from a different view point. Children will make changes to their story map and rehearse retelling their innovated story orally.

Children then write out the innovated story in manageable sections. Pupils receive next step feedback at this stage in the form of green comments which indicate successes and pink comments which indicate areas to develop. There is an opportunity to respond to this marking, before writing the next section.

It is a very supportive and structured approach, so children gain confidence and know what they need to do in order to get better.

Invention - Writing my own story

The final stage is the invention stage where the children use all the skills, they have learnt over the last 3 weeks to write an independent piece. There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.

Timings

Each fiction or non-fiction unit is taught daily for three weeks. This is set out in the long-term plans for English and ensures a progression of skills throughout each academic year and also between different year groups. Children must be immersed in the text in order that they internalise it's structure and they should then be given opportunities to respond to the text as a reader before responding to it as a writer.

Inclusion

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of all children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly gifted and talented. Children in any of these groups benefit considerably from the strategies and approaches used in Talk For Writing.

Teachers should ensure that:

- Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.
- Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia, remembering that around 50 per cent have transitory difficulties, which can be resolved with the right kind of support.
- Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- While retaining high expectations, teachers should remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Take care to ensure that a ceiling of expectation is not set and therefore in line with the mastery approach.

Assessment and Recording

Writing is assessed throughout each Talk for Writing cycle. The hot write, at the end of each cycle, is used to complete formative assessments on the school assessment system (SIMS). This is monitored and evaluated by both class teachers themselves and SLT to ensure coverage and to ensure that children are making good or better progress throughout the writing SOW from the individual child's starting point.

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Impact

Evidence of impact on the children include:

- Children enjoy writing and find the process creative, enriching and fulfilling;

- Children are exposed to a wide variety of texts and are able to recognise good writing, and understand what makes it good;
- Children are aware of the key features of different genres and text types;
- Children learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work;
- Children have ‘something to say’ (a purpose and audience);
- Children know how to develop their ideas; Children know how to plan and prepare for writing;
- Children make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- Children understand how to reflect upon, refine and improve their own work;
- Children can respond to the constructive criticism of others.
- Teachers are confident in their teaching and assessment of writing skills.

Approaches to Reading

In EYFS & KS1, children have the opportunity to read in small groups, with an adult at least three times per week. The three sessions are broken into three different purposes with the first focussing on decoding, the second on prosody and the third for comprehension. These books are fully-decodable and matched to children’s GPC and word reading knowledge linked to the Little Wandle, Letters and Sounds Revised assessments completed at regular intervals each half term. After the child has completed three reads of this book at school it is then sent home to develop reading fluency further. Children should be able to read these books at approximately a 90% fluency rate at school and then 95% at home.

Children who are not reading at home, will also read at school with an adult on a one-to-one basis in order to reach national expectations for their age. As children move through school (or become more able readers), opportunities for sustained independent reading are provided and all children have the opportunity to read for pleasure throughout their school day.

In addition, children in EYFS and KS1 take home a reading for pleasure book that allows them to share a book with their parent/carer. Each child keeps a ‘Reading Record’ in which parents and teachers share information about a child’s reading – this is where information is recorded to collect a reading band. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

In line with Government guidelines, we have removed reading schemes and coloured levels from EYFS to the end of year 2 and have books that have been levelled according to their phonics level. Once children can read longer texts independently and with fluency, they move to coloured levels (year 3 upwards) and then onto free reader. Free reader gives children the opportunity to read for pleasure (by selecting their own books from their given starting point, which is based on ability) whilst also developing their fluency and comprehension skills. Children can use their reading books to gain points to earn Hedon Reading Hero bands.

In KS2, children have more responsibility for selecting books to take home and read, however these are still in coloured levels until free reader. Children are tested on the next coloured level of book after a length of time and are moved onto the next colour using our reading running record to see the accuracy of their reading. The expectation is that children are able to read independently by this Key Stage but each child still keeps a 'Reading Record' in which parents and teachers share information about a child's reading – this is where information is recorded to collect a reading band. Children in KS2 who do not meet national expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. These children may still take home phonics levelled books appropriate to them. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

Visits to the local library for storytelling and book sharing.

World Book Day celebrations – dressing up, activities linked to favourite stories.

Roald Dahl Day celebrations – as above.

Whole school reading/writing days.

Whole class reading

Whole class reading/guided reading is mandatory across all year groups starting in the summer term verbally in EYFS. EYFS and year 1 complete their guided reading using Little Wandle and this is completed in year 2. In the spring term in year 2 the guided reading changes to the whole class reading. This is a form of guided reading where all children all read the same book at the same time. Each class have been given books to teach (please see whole school long term plan). Each class teaches a novel for one half term and the second half term is poetry, non-fiction and a picture book. The structure of whole class reading is the same across the school, except year 1 start verbally.

Four lessons a week at 45 minutes each follow the structure of:

1. Vocabulary and Prediction.
2. Retrieval.
3. Inference.
4. Explain and summarise.

Each child has their own copy of the book and must use a ruler to read along.

Whole class reading non-negotiables:

- Read questions through as a class daily before we start reading the text.
- Discuss the skill of the day eg. retrieval

- Discuss vocabulary throughout all four lessons – revisit words from lesson 1 – can the children still define the words?
- Each day different skill: Lesson 1, vocabulary and prediction. Lesson 2, retrieval. Lesson 3, inference. Lesson 4, explanation and summarising.
- Teacher to read full text lessons 1 and 2 – confident readers to read some from lesson 3 and 4.
- Full sentence answers.
- Can use different ways to check understanding eg. Plickers.
- Ensure discussion and paired talk happen whilst reading.
- 1st half term chosen novels. 2nd half term – poetry, non-fiction and wordless books/pictures.
- Marking in comprehension books using school marking policy.

Phonics

We use Little Wandle Letters & Sounds Revised to deliver daily discreet systematic synthetic phonics lessons in EYFS & KS1, enabling children to decode efficiently. All phonics lessons are taught as a full class. Where necessary, this is continued into KS2 as small group interventions. Reading strategies are modelled daily by teachers and teaching assistants and children have the opportunity to develop these and discuss texts in detail. See each year group for phonics details.

Approaches to Writing

Our aim at Hedon Primary School is to develop children’s ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2014).

Pie Corbett’s Talk for Writing allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions as well as every class from year 1 to year 6 having their Hot Write opportunities. Our long term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage of objectives across the school.

We recognise the importance of Computing/Technology in developing English skills. Children are given lots of opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the ‘end product’ of a writing task; for example, in Year

5, children wrote different wildlife documentary scripts and filmed them as short documentary films using the iPads.

As a school, we use the Martin Harvey handwriting scheme from year 1 to year 6. In EYFS, children follow the whole school handwriting sequence but use the Little Wandle letter formation phrases to teach non-cursive letter formation.

In late KS1/early KS2, children will begin to join their writing. From year 3, children can use their neat and legible writing to gain a pen license and be able to write in pen.

Approaches to Spelling, Punctuation & Grammar

In response to the new National Curriculum for England in 2014 each class has their own structured long term plan to ensure coverage of all GPS objectives. The objectives are set out half termly for the teachers to follow. Each class will have one discrete GPS lesson and one discrete spelling lesson, however these can link into their weekly literacy focus. These sessions focus on aspects of GPS detailed in the National Curriculum, including;

- Word classes, what they are and when/how to use them
- Sentence types & structure
- Spelling rules
- Adding suffixes/prefixes
- Using a range of punctuation appropriately
- Subordination and coordination

Please see separate progression documents.

In addition, daily Letters & Sounds is fundamental in developing children's spelling. Children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception words). From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules. All year groups give weekly spellings to the children which are expected to be practised at home, linked to the spelling lessons at school and tested weekly. We believe that helping children how to use and apply spelling patterns is the key to helping them become successful spellers, this is the main aim during discrete spelling lessons.

When marking, we do not correct all spelling errors, instead focusing on high frequency words, topic words and those studied in Phonics or literacy lessons. GPS is assessed every term through NFER testing from year 1 (summer term only to year 6).

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in

EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures.
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips.
- Discussing and expressing opinions.
- Giving and receiving instructions or information.
- Using talk partners in all year groups in all curriculum areas.
- Describing/recounting events.
- Storytelling and reading aloud.
- Reciting lines, songs or poems learned by heart in school plays or presentations. All children have this opportunity through termly class assemblies.
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama across the school.
- Circle time and discussion, especially in PSHCE.
- Debates (KS2).

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of high quality books in each classroom including fiction and non-fiction.

Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy and may have extra speech and language sessions in school.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing. Each class has a new Topic each term/half term, focusing on History or Geography. Examples of these include:

- Letters to Santa (Year 1 to Year 5).
- Bonfire safety instruction writing (Year 2).
- The Ancient Egyptians – instructions writing, non-chronological reports (Year 3).
- The Ancient Greeks – Greek myth writing (Year 4).
- Speech writing – Martin Luther King (Year 5).
- Non-chronological reports about The Suffragettes (Year 6).

These topics allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters to the Queen, written reports, written diary entries imagining they are Roman soldiers, produced play scripts about the Passover Story and

written biographies about significant individuals in History. We believe that providing these cross curricular opportunities and in some instances giving the children high quality texts and artifacts, helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Whole school

As a school we encourage lots of different things to encourage reading and writing but also to bring us closer together as a school.

From year 3 to year 6 children have the opportunity to become library monitors. They have to apply for the role and earn it. The role includes looking after the library and its books as well as ensuring borrowed books are documented and returned. The library monitors also spend time with the younger children reading to them as a class and listening to individuals read. The monitors also create whole school competitions and choose winners for these.

Each class participates in daily 'Stop, Drop and Read' sessions where the children are encouraged to read for pleasure, bringing their own books in if they wish. These sessions can happen any time during the school day (teacher decided) and the teacher will also read their own book at this time too. In the teacher reading too, they are promoting reading for pleasure.

As previously mentioned, children can earn Hedon Reading Hero bands. The more the child reads at home, the more bands they can earn. The children have to discuss and talk about the book at home to achieve a read, EYFS and key stage one to complete this with adult support and KS2 to write in their ideas and discussions in their reading records themselves. The reading records are checked weekly.

Another reading incentive is our reading VIP competition. Every time a child reads a raffle ticket is entered into the weekly draw. If you are lucky enough to have your ticket chosen, you get to wear the VIP lanyard for the week which allows free breacktime snack and the ability to get to the front of the line with a friend.

All classrooms should have a poster highlighting what their teacher is reading which is frequently updated.

Assessment and Target Setting

Children are assessed termly by their class teachers in Reading, Writing and GPS and this is recorded on SIMS. Formative and summative assessments are carried out regularly (added to planning) to ensure that the teaching of Reading, Writing and GPS is focused on children's needs. Pupil progress meetings are held to discuss pupils who are needing extra support and what can be put into place to help those children.

In Y1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar.

In all other years, children take NFER tests termly.

For more information please see Assessment Policy.

Inclusion in English

The needs of all children are considered carefully when planning and teaching English at Hedon Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. More able and greater depth children are identified and suitable learning challenges are provided.

Equal Opportunities

At Hedon Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Role of the Subject Leader

Our subject leader for English is Mrs Hawkings. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- o Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision.
- o Taking the lead in policy development.
- o Auditing and supporting colleagues in CPD.
- o Purchasing/organising resources.
- o Keeping up to date with developments in English.

Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. Parents are kept up to date on day to day activities in school via our school Facebook and Twitter pages. The parents also have the opportunity to be part of Seesaw to support their child's learning. On Seesaw, they can see photographs and updates about their child's learning, as well as ideas for how learning can be continued at home. In EYFS, parents are updated via their virtual classroom. They are invited to view pictures, work and observations and to make comments on them to further their child's learning.

One of the parental favourites at Hedon Primary School are the 'Stay and ...' sessions held in every class. These sessions are held every term and can be linked to any subject but the most popular across the school is 'Stay and Read'. Parents are invited to come and get involved with their children's reading, whether it just be lots of big books and activities or

some of their whole class reading work. This opportunity allows the parents to build relationships with the class teachers and see what is going on in the classroom.

At the start of each school year, parents are invited to a session in which they meet their child's new teacher and find out about expectations in English for the upcoming year. They are provided with information about the English curriculum, how it will be taught in school and what they can do to support their child/ren. The importance of regular reading and writing is highlighted at these meetings.

Parents are welcomed into school on various occasions over the course of the year to see presentations of their children's writing. This is usually linked to a festival or celebration such as Harvest or Easter.

Parents receive termly progress reports giving them information about their child/ren's progress, attainment and effort in Reading and Writing. There are termly parents meetings in which these reports are discussed with the class teacher. Additionally, parents receive a full school report in the summer term, detailing their child's achievements in English alongside other core curriculum subjects. The results of statutory assessments are reported to parents in accordance with government legislation.