

English Policy

At Downview, we aim to inspire children to develop a love of language and equip them with the ability and skills to read, write and communicate with confidence.

Writing-Jess Seary / Kara Alder
Reading-Jess Franklin / Lisa Jackson
Spring 2014

If we all do it right,



look what they can achieve!

"The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well." **Anne Fine, Author.**

What is this Policy for?

This policy is a statement regarding the aims, principles and strategies for the teaching and learning of English at Downview Primary School.

At Downview Primary School we believe that literacy and communication are key life skills and that through the English curriculum we can 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. They will develop skills in speaking, listening, reading and writing. We also intend to help children and inspire them to enjoy and appreciate literature and its rich variety. The study of English enables pupils to become enthusiastic and critical readers of stories, poetry and drama as well as appreciating non-fiction and media texts. It can also assist pupils' understanding of how language works by examining its patterns, structures and origins. By acquiring this knowledge, pupils have the power to choose and adapt what they say and write in varied contexts and situations.

"English is the language of the future, the language of the computer. English is the most important tool you'll ever need, no matter what career you choose. You have the right to English." **Benjamin Zephaniah poet, writer, actor, TV and radio presenter.**

At Downview Primary School, it is our belief that every child has the right and is entitled to a broad, varied and defined English curriculum. Regardless of ability, we aspire to provide the acquisition and enjoyment of language and literacy in the fullest sense, for all our children. They are not only empowered by this but they are also enriched.

Rationale

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

Aims and Objectives.

The children will:

- **Read and write with confidence, fluency, accuracy, enthusiasm and understanding.**

Children read and write using a wide selection of **genre**, including fiction, poetry and non-fiction. Children use a full range of **reading cues**, including phonic, graphic, syntactic and contextual. Children have opportunities to develop and explore their **imagination**, inventiveness and critical awareness through shared and guided activities. Children are taught how to **structure** their writing through teacher modelling and demonstration.

- **Use a fluent and legible, joined handwriting style.**

Children and parents are given clear guidance on the correct letter formations and joining techniques. Children take part in regular formal handwriting sessions.

- **Use talk to explore, create and question ideas and speak with clarity and confidence.**

Children are involved in many fun and exciting speaking and listening and drama activities as part of the English lesson, cross-curricular themes and other subjects, e.g. P.S.H.C.E.

- **Spell confidently most of the words that they are likely to use frequently in their writing and make a sensible attempt to spell words they have not seen before.**

Children have the opportunity to explore and investigate spelling patterns and rules through focussed word activities. Children are provided with a print-rich environment, including word families, key words and spelling rules.

- **Achieve the best possible progress within all areas of English regardless of gender, race, ability, need or difficulty.**

Children have equal access to a broad and balanced curriculum and are provided with resources, materials and equipment to facilitate their learning to the full.

The Bigger Picture:

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading for life.
- To encourage pupils to have fluent and legible handwriting;
- To provide opportunities for pupils to communicate ideas through the use of ICT
- To provide opportunities for role-play and drama.

How is English taught at Downview?

At Downview, we follow The **Primary Framework** for the planning and teaching of English.

We believe that children learn best through a **cross-curricular, first hand experience, varied teaching style** approach ensuring that explicit English objectives are taught, supported by the use of **Key Quality Texts**, within meaningful and creative contexts.

Coverage:

5x 1 hour English/cross-curricular lessons per week. (To include all aspects of English, 10-15 minutes of phonics, spellings and/or grammar, opportunities for shared reading and writing, teacher demonstration and guided writing.) These sessions may be blocked.

Weekly Guided Reading with an adult.

1 or more 20 min Formal handwriting per week. (Nelson Handwriting) Children write in pencil until they have a fluent joined style. Pens are then introduced in Years 3,4, 5 and 6 when the children are ready to use them.

KS1 use Jolly Phonics every day.

KS2 continue practice of speed sounds according to need and ability and within interventions

Planning

- Downview School's Long Term **Curriculum Map** states cross-curricular links within each year group and **key quality texts** are chosen to compliment the objectives to be covered.
- We use **Unit Planning** for Medium Term Plans where the objectives are taken from the **Literacy Framework** and covered within a unit of work containing a series of short-burst skills tasks that lead to a **quality end result**. A unit of work can last from 1-6 weeks, depending on the text and focus. The philosophy behind unit planning is **Quality over Quantity**.
- When **Short Term Planning**, each year group team completes a Weekly/Daily Lesson Plan. This plan details whole class shared reading and writing, text, sentence and word level work, as well as Guided and Independent Tasks and use of **adults** in the classroom. All of these tasks are **differentiated** to suit the range of pupils' needs. The Weekly Planner also details the objectives and activities for the daily **Guided Reading** session. (This may be on a separate sheet.)
- Samples of planning, examples of work and half termly year group targets are kept in the school by the English Co-ordinators as a record of the coverage in English in all classes.

Visits, Visitors and Special Occasions.

- At Downview, we place very high importance on first hand experience and to enhance the teaching and learning of English, visits and visitors are regularly welcomed into the school.
- Regular English focus weeks are held allowing each year group to participate in many practical and fun engaging activities related to books. The children work in house groups allowing for mixed age ranges to share ideas. Many different genres of writing across the school are produced and often collated in to a book.
- World book day is held annually and acknowledged by all members of staff and children by dressing up as book characters, bringing in favourite books or objects relating to a book. A Catwalk is held so that the whole school can show off and present their book characters costumes and objects.

- Puffin Book magazines have been introduced to allow parents to purchase quality literature to share with their children.
- Visitors such as authors, storytellers, librarians and drama groups are invited in to help raise the profile of this subject amongst pupils and staff.
- Pupils visit places that are linked to their topic which give them first hand experiences and motivate them as speakers and writers.
- Rainbow Theatre Group annually visit different year groups and present drama that is specifically linked to the topic the Year group are covering. They present drama based on many different topics such as World War 2, The Tudors and The Victorians. This drama provides the children with an enriching experience as well as a great foundation for quality drama, speaking and listening and writing.
- Members of the public who are trained in a specific field or who have first hand experiences of a particular period in history share their knowledge with pupils. This offers the children the opportunity to listen and respond to and use another superb foundation for quality writing.
- Dressings up days, linked to topic-based work are also incorporated into every Year group's planning. All teachers provide opportunities for children to dress up, and have fun engaging in practical experiences. Dressing up days include: WW2, The Tudors, The Greeks and The Victorians. Yet again, these creative events are another fantastic stimulus for speaking and listening, drama, role- play and writing.

WRITING

Teaching styles and strategies for Writing.

At Downview Primary School we use an ALPS approach in our teaching of Writing as we recognise that not all children have the same needs nor learn in the same manner. Our growing desire is to motivate children and inspire them to learn and we believe by incorporating ALPS into our teaching this will enhance and support our goal. We are also very aware that children learn faster and more effectively if their brains are stimulated through different teaching styles and techniques.

What does ALPS stand for?

ALPS stands for **Accelerated Learning in Primary Schools**.

What does ALPS mean?

ALPS aims to cover the same content of work more effectively and in a shorter term.

What strategies do we include in our teaching of Writing?

At Downview Primary School, we stimulate children through very different teaching techniques. These include:

- A **multi-sensory** approach making use of **visual, auditory, kinaesthetic** or a mixture.
- An awareness that we all have our own **preferred learning styles**.
- Use of **brain gym - breaks** in work when children are asked to do other activities which re-energise their brains - when they return to their original task they are refreshed, thus utilising quality time.
- Use of **review** - when children are given the opportunity to talk about what they have learned.
- Use of **connectives** - when starts of lessons connect to previous learning.
- An awareness of and enabling pupils to transfer learning from **short-term to long-term memory**.
- **Self-esteem** - if we raise children's self-esteem and work on their many positive attributes they feel better about themselves and perform better.
- Lots of **talk, Think-Pair-Share** opportunities when children can talk through their ideas with a friend before they write.
- Giving the children a **sense of purpose** for their writing, an audience.
- **Drama strategies** to explore a theme, ask and answer questions. For example Frieze Frame, Hot Seating, Thought Fists, and The Echo Game. These can all lead to writing.
- Giving the children **first hand experiences** through trips, visits and visitors.
- Read aloud from a book or from their own work within group/class situations.
- Perform in assembly, plays and productions.
- Debate ideas and persuade others of their opinions.
- Solve problems together and discuss issues.

- Hanging inflatable writing checklists for all KS1 and KS2 classes -These include 'A Capital Letter', 'A Finger Space' and 'A Full Stop'.

Strategies used to ensure best practice:

- Emphasis is placed on oral composition before recording.
- Teachers recognise the need to help pupils collaborate their thoughts and articulate what they want to write before actually committing their ideas to paper.
- Personal whiteboards are used to record ideas and practise composition.
- Teachers have good subject knowledge, understand the purpose of guided writing and how to teach it and know the requirements of the Literacy Framework.
- Quality key texts are used as models for the pupils' writing.
- Unit planning is thorough and covers pertinent writing activities.
- Writing tasks are focussed on a specific skill or genre.
- Teachers demonstrate what is expected within each genre.
- Connections are made between word and sentence level work and the process of composition.

Writing Frames

Writing frames are a useful teaching strategy to support and guide pupils' writing. They are used to support the scaffolding stage of the writing sequence.

<p><u>They provide:</u></p> <ul style="list-style-type: none"> • a genre structure; • the links which hold separate parts and ideas together; • a varied vocabulary of connectives, sentence and paragraph openings; • help in ordering their responses; • likely success in writing; • an alternative to a blank sheet of paper; • children with a view of the whole task. 	<p><u>Writing frames:</u></p> <ul style="list-style-type: none"> • should not be used continuously; • may only be needed by some pupils; • are often just starting points; • are particularly useful when children lack experience of the style of writing; • can be amended to and added to by pupils.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Writing opportunities at Downview.

1. Teacher Demonstration.

- ❖ Teacher writing in front of the class and talking aloud.
- ❖ Modelling specific features, e.g. a story setting.
- ❖ Re-reading and changing sentences if necessary.
- ❖ No contributions from the class at this point.

2. Supported Composition (shared writing)

- ❖ Using whiteboard to compose collaboratively as a class.
- ❖ Limited amount of text sharply focused upon a specific objective.
- ❖ Creating word banks of connectives, adjectives etc.
- ❖ Inviting individual children to demonstrate with the support of the class.

3. Guided Writing

- ❖ Teacher/TA working with group of any size
- ❖ Teaching children strategies/rules needed for specific types of writing
- ❖ Guiding children with composition without doing the work for them.
- ❖ Group discussion - What do we need to think about next?

4. Independent Writing

- ❖ After input from teacher, children put the skills into practice independently
- ❖ Using resources around the room to help them
- ❖ Write for a given amount of time without interruption.

Improving Pupils' Writing

At Downview we give the children every opportunity to improve their writing. To do this we try to ensure that:

- Each classroom promotes an environment that supports and encourages children's writing.
- Enough time is given to writing.
- Teachers know precisely what aspects of writing need to be improved.
- Parents are encouraged to help pupils improve as writers and are regularly informed about how to do this.
- Teachers look ahead to what is expected of pupils' writing at the end of each year and Key stage.
- The Subject Leader ensures that progress towards the targets set is monitored each term and takes action when progress is too slow.
- Teachers use examples of quality writing to give an insight into what 'a good piece of work' looks like.
- Marking and feedback is pertinent to their individual needs and progress.
- Teachers have the opportunity to develop their expertise through INSET and workshops led by the Subject Leaders and the LEA's Literacy Advisors.

- Writing Booster Groups are carried out in Year 2 and Year 6 for those pupils who may need more help and support with developing their Writing skills.
- Interventions are planned in each year group to support children who are not achieving the expected level and reviewed and adjusted each half term.

Writing Portfolio

- ❖ An unaided timed writing assessment takes place every $\frac{1}{2}$ term in a writing portfolio.
- ❖ Writing is linked to the topic/key text and is assessed against the APP criteria.
- ❖ 1 profile child per class has a cross-section of writing evidence retained and is assessed against the APP criteria.
- ❖ Areas of achievement are highlighted in a year group colour and a level is recorded on the child's work .
- ❖ Writing portfolios begin in Foundation and are used until the end of Key Stage 2.
- ❖ Writing portfolios are moderated by all members of the teaching staff in our termly agreement trialling and PPA.
- ❖ A range of genre is covered across each year, for example:
 - A personal recount
 - A factual report
 - A narrative story
 - A poem
 - A persuasive letter



Assessment procedures in Writing at Downview

Unaided piece of writing in writing portfolio (every $\frac{1}{2}$ term).



Assess and level writing against APP.



Set child-friendly writing targets.



Child-friendly writing targets displayed in back of Learning Journals.



(KS1)/ (KS2) Targets shared with parents with child-friendly targets identified at parents evening



Targets assessed and monitored (ongoing) - verbal and written feedback in marking.



Unaided piece of writing in writing portfolio.

READING

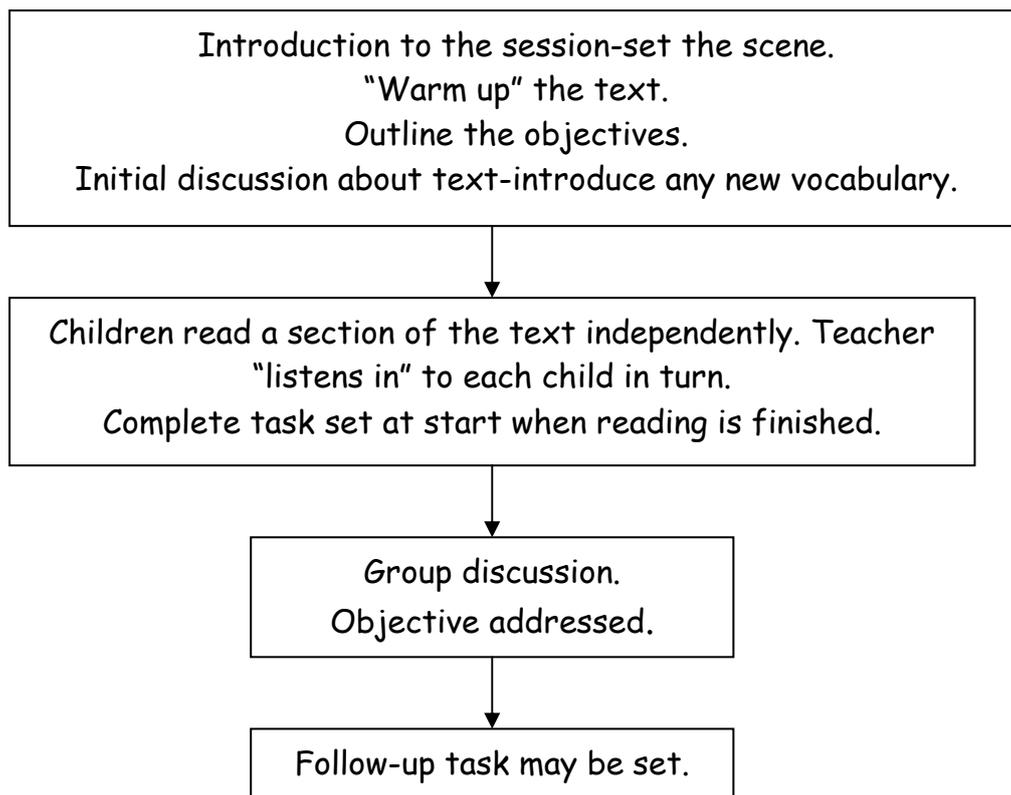
Reading Opportunities.

Guided Reading:

- ❖ The teacher/adult works with a focus group on a specific learning objective taken from APP.
- ❖ Each child will work with the teacher/adult once a week.
- ❖ The rest of the class work on independent activities, which may be rotated throughout the week.
- ❖ Where possible, these sessions are linked to the topic, theme or key text.

- ❖ The children work in ability groupings.
- ❖ The teacher/adult focus group can use multiple copies of the same text or share the same quality text (Some Guided reading in Reception, the children listen to an adult read and talk about what they have heard).
- ❖ The text is matched to the child's reading ability.
- ❖ The same text may be used for a number of weeks, particularly in the case of independent readers.

The Guided Reading Session:



Home Reading:

- ❖ Parents receive guidance and support with hearing their child read at home through **The Downview Home Reading Booklet** and support from class teachers and **Parent Workshops**.
- ❖ In KS1, the core Reading scheme is **Oxford Reading Tree**, which is supplemented with other schemes such as **Rigby Star**, **Big Cat** and **Literacy Links** books.
- ❖ These books are organised according to the **Book Banding** system:



Colour Sticker	NC Level	Approximate W.S. Continuum Phase
Grey	ELG	Role-Play Reader
Pink	ELG	Role-Play Reader
Red	ELG/1c	The Emergent Reader
Yellow	1c	The Emergent Reader
Blue	1c	The Emergent Reader
Green	1b	The Developing Early Reader
Orange	1b	The Developing Early Reader
Turquoise	1a	The Developing Early Reader
Purple	2c	The Early Reader
Gold	2b	The Early Reader
White	2a	The Early Reader

- ❖ In KS2, the **Fiction** books are organised in the School Library according to our own grading system.
- ❖ All of the books have been catalogued according to the content and level of difficulty.
- ❖ The levels are approximate and should be used as guidance only.
- ❖ The children are trained in the "5 finger test" to help them select appropriate books for their ability.

Type of book.	Colour Sticker
Early Picture Books	Pale Blue
Older Picture Books	Cream
Quick Reads	Dark Blue
More challenging Quick Reads	Pink
Longer Stories	Brown
Older Stories	Red

- ❖ **Non-fiction** books are organised using the **Dewey System** in line with County Libraries.
- ❖ Children are encouraged to read a **range** of books.
- ❖ Children are encouraged to re-read **familiar** texts.
- ❖ Children are encouraged to sometimes choose a book that someone else could read to them.
- ❖ When taking books home, they are encouraged to keep them for a few days and discuss the content with adults at home. **Home Reading Diaries** are kept in FS and KS1. **Reading Journals** are kept in KS2. At KS1, these are

mainly for parents / carers and in KS2, for the children to record their reading. Teachers will only write in these if contact needs to be made with a parent. A stamp may be used to show they have been heard read in school.

- ❖ **Individual Reading Records** are kept in school to monitor individual, 1:1 reading with an adult during the school day. This may be with the Teacher, for assessment purposes, a Teaching Assistant or Parent Helper.

Paired Reading

- ❖ Provides the opportunity for younger children to read with an older child, usually once a week.
- ❖ The older child is supportive and helpful, giving praise and help where needed.
- ❖ The younger child gains experience in reading aloud and an opportunity to talk about what they are reading.
- ❖ The older child gets the opportunity to read aloud to their partner, choosing a book from the Book Corner.

Teacher Reading to the class.

- ❖ **Shared reading** takes place during the Literacy or cross-curricular lesson, where the Teacher may be modelling reading or the class may read some text together, related to the topic or lesson theme.
- ❖ **Quality Texts** that support the theme or topic allow the teacher to expose the children to rich language.
- ❖ **Complimentary texts** are used to support the theme or topic.
- ❖ **Longer, quality texts** are read to the class which may be above their own reading ability to immerse the children in a rich and varied reading experience and hear reading aloud modelled by an adult. Teachers aim to read to the children on a daily basis, recognising the importance of this.

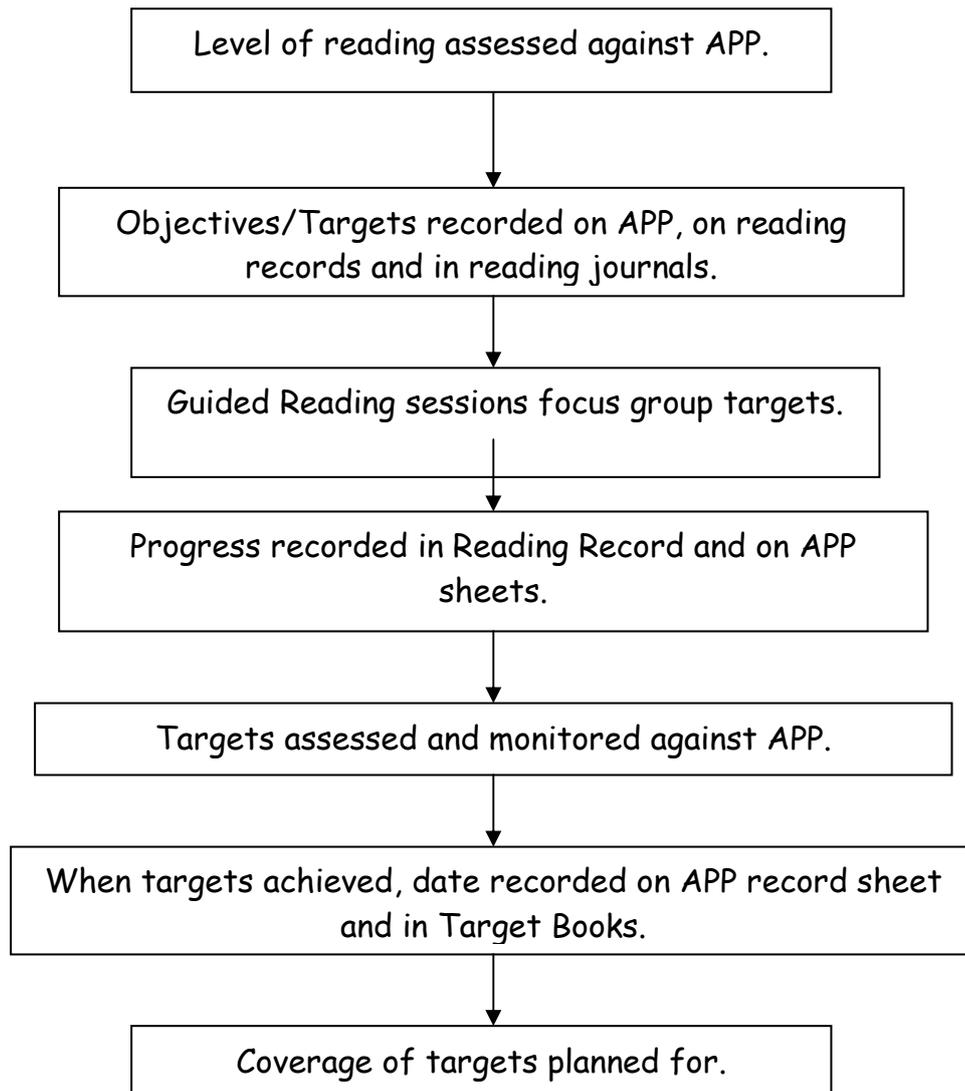
Children's own work.

- ❖ Children are encouraged to read their own writing to check for errors, or to present their work to the class or in assembly.

Reading in the school environment.

- ❖ Signs, labels, captions, displays, notice boards etc. around the classrooms, corridors and hall.
- ❖ Reading in class **Book Corners**.
- ❖ Reading in the **School Library**.

Assessment Procedures for Reading.



SPEAKING AND LISTENING

At Downview we provide so many opportunities for children to verbalise their thoughts. This ensures clarity of thinking, particularly before writing. We cover all the objectives set out in the Literacy Framework through a cross-curricular approach. Children are taught to listen and respect the views and opinions of others.

Children have the opportunity to:

- Use drama and role-play as a stimulus for writing or to express ideas and opinions. (Mime, Freeze-frames, Hot-seating)
- Share ideas with a partner (Think, Pair-Share)
- Communicate within teams and groups to plan ideas and solve problems.
- Answer questions and explain their thinking within a small group or class situation (Hot-Seating, Thought Fists, maths problem solving)
- Read aloud from a book or from their own work within group/class situations.
- Perform in assembly, plays and productions
- Debate ideas and persuade others of their opinions.
- Solve problems together.
- Talk and listen during Circle Time.
- FS and KS1 "Show and Tell" sessions when children talk about things brought in from home.

We encourage:

- ❖ Clarity of opinion or view.
- ❖ Expression and intonation.
- ❖ Volume.
- ❖ Listening to others' opinions.
- ❖ Looking at the speaker.



SPELLING

- "Jolly Phonics" is used, as a starting point, to teach phonics in the Foundation Stage and through Key Stage 1.
- Pupils in Key Stage 2 work on spelling-based tasks based on the Downview Spelling and Grammar scheme of work. These tasks involve children investigating spelling patterns and rules.
- **Look, Say, Cover, Write and Check** are also used to practise key words/tricky words.
- **Handwriting** linked to spellings.
- "**Chunking**" of words into smaller parts is encouraged to help learn longer words.
- Children are set topic-related homework, which could have an English link.
- We regularly assess the children's spelling.
- Spellings are best investigated within a meaningful context related to work linked across the curriculum and through using a multi-sensory approach.

Children have the opportunity to take part in:

- ❖ Daily phonics/spelling or grammar as part of or outside the English/Topic lesson.
- ❖ Spelling work within Guided and Shared Reading and Writing.
- ❖ Key Word practise.
- ❖ Exposure to Key Word displays and word walls.
- ❖ Range of Learning Styles to investigate spellings, e.g. visual, auditory and kinaesthetic.
- ❖ Games and investigations to explore and practise spelling patterns and HFW.

How is Spelling Assessed?

- ❖ Through the children's ongoing work.
- ❖ Within $\frac{1}{2}$ termly assessed piece of writing in portfolios.
- ❖ During spelling lessons, on whiteboards or in books.
- ❖ Within phonic or grammar sessions-verbal feedback.

HANDWRITING

Teaching Handwriting.

- ❖ **The teacher models how to form the letters and joins.**
- ❖ The focus will be on a particular letter formation or letter string when learning to join and form letters correctly.
- ❖ Children continue to practise the patterns, incorporating words that contain the letter string.
- ❖ Teaching initially follows the **Jolly Phonic** guidance in FS.
- ❖ Teaching then follows the **Nelson Handwriting** scheme for joining, from Year 2, if ready.
- ❖ Teaching strategies follow a VAK approach-visual, auditory and kinaesthetic. Initially children practise in the air with big arm movements, on the table, on each others backs, on whiteboards, paper and/or in handwriting books.
- ❖ For most children in KS1, handwriting takes place during literacy, including; phonics, fine motor skills and handwriting sessions 3-5 times a week.
- ❖ Children write in pencil in FS and KS1. Pens are then introduced when children can form most letters correctly.
- ❖ For most children in KS2 handwriting will be practised at least twice a week. Children needing additional support will receive focused interventions where necessary.

Assessment

- **APP**
Pupils' progress in reading is assessed using the APP materials.
Progress in writing is assessed through APP. These documents help identify individuals' and group needs and enable teachers to set targets in line with these.
- **National Testing**
In Year 6, the children take part in SAT's (Standardised Assessment Tasks) for reading, writing and spelling and are assessed in line with the National Curriculum levels.

In Year 2, tests are used as an indicator to re-enforce teacher assessments. The results are reported to parents, Governors and the LEA.

- **Optional Tests**

In Years 3, 4 and 5, teachers may use the optional tests for reading. **Writing is assessed through our own assessment procedures.** These assessments are used as a means of tracking individual progress in English.

- **Foundation Stage**

Pupils in The Foundation Stage are continuously assessed on the objectives in The Foundation Stage Profile. This includes reading, writing and speaking and listening.

An analysis of all the results is conducted to identify gaps in the pupils' learning. This analysis informs future planning and curriculum targets are set for each year group.

Parent and Community Involvement.

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

- Sharing information - newsletters, parents' reading and writing booklets, home reading diaries.
- 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 CRB checked community volunteers are welcomed into the school to support children in English.

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 Writing and Reading Action Plans.

The Reading and Writing Co-ordinators will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the Reading or Writing Co-ordinator organises or leads school based training.

The Reading and Writing Co-ordinators will work alongside other teachers or visit other classrooms as an observer. They will also share good practice and support NQTs.

Special Educational Needs

Pupils with special needs are supported by differentiated learning strategies based on individual needs. This applies to children who need additional support and also those who are high fliers. Support is usually given in class but sometimes groups and/or individuals are withdrawn for a particular focus. Support/targets detailed in interventions/IEPs and provision maps are used to inform differentiated planning

Resources for learning

We have the following resources in school to support our English teaching:

To support speaking and listening:

- Resources for role-play areas in Foundation, Key Stage 1 and 2
- TV Programmes/Videos
- Puppets and small world
- IWB's
- Themed resources for P.S.H.C.E
- Visiting adults e.g. Police and Fire fighters
- Various drama techniques e.g. freeze framing, hot seating, echo game, pair-share, mime.

To support Writing:

- Quality texts to immerse, excite and involve the children
- Book making materials
- ICT-Microsoft Word, Photo Story and other Programs
- IWB's
- Digital cameras and microphones
- Fasel for shared writing

- Individual white boards and pens
- Different frameworks and models for the children's own planning of their writing
- Various Drama activities
- Group and individual child-friendly Writing targets
- Writing prompts and reminders
- Writing checklists (Visual and hanging)
- Posters of different genres of writing
- Word walls
- Writing booklet for parents
- Writing booklet for teachers
- Drama booklet of activities for teachers
- Various Websites
- Role-plays
- Writing Corners
- Tape recorders and headphones

To support Spelling and Phonics:

- Jolly Phonics
- Classroom dictionaries and thesauruses-
alphabet friezes
- Phonic games
- Fiction books which support phonics
teaching
- High frequency word displays and prompt
cards
- Phonic posters and displays
- Magnetic letters and boards
- Individual white boards and pens
- Phonic fans
- Collection of objects/pictures for specific phonemes/writing sets



To support Handwriting:

- Pencil grips
- Handwriting books
- Nelson handwriting scheme
- Fine motor activities (hand gym) to strengthen finger

To support Drama:

- Range of costumes and props
- Stage blocks
- Resources for role-play areas in Foundation , Key Stage 1 and 2
- Stage lighting
- Puppets
- Microphones
- Performing Art's Club
- Drama booklet of resources
- Links with FCC to watch Secondary School to watch Key Stage 3 and 4 Drama

Professional resources for teachers include:

- Books containing practical activities for speaking and listening, reading, writing, poetry, handwriting, phonics and drama
- Files of photocopiable sheets for reading, handwriting, writing, phonics etc.

Monitoring and Evaluation of the Policy

The effectiveness of the policy will be monitored during the year through:

- Monitoring and evaluating of teaching and learning by the SMT and Reading and Writing Co-ordinators.
- Visits from the inspectorate or advisory team, consultation with staff.
- Sampling of pupil's work.
- Target setting across year groups.
- Pupil interviews.
- Views of parents.

The following criteria can be used as a measure of success:

1. Have the sampling targets been achieved?
2. Have standards improved?
3. Is there whole-school consistency?
4. Has any part of the policy been difficult/impossible to achieve?

Date for review Summer 2015