GRESHAM PRIMARY SCHOOL

ENGLISH POLICY

April 2026

Rationale:

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate theirideas and emotions to others and through their reading and listening, others can communicate with them...pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually...All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak,read and write fluently and confidently are effectively disenfranchised."

National Curriculum for English (September 2014)

English unites the important skills of reading, writing, speaking, listening and reflection. Speaking enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of theprocess through which pupils read and compose texts. At Gresham, we are aware thatthe National Curriculum for English deals mostly with knowledge and skills, our aims also reflect the imaginative, spiritual, moral and cultural.

We intend to cover all the objectives as set out in the National Curriculum for English (2014), for children between the ages of 5 and 11 years and those set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014.

Children will also learn and reinforce English skills through other National Curriculum subjects taught in the school.

Aims for teaching English at Gresham

We aim for our children to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues, initially through the teaching of synthetic, systematic phonics in EYFS and Y1 followed by syntactic, semantic and contextual cues which will enable pupils to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetryand understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts; plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;

- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

In addition to the above, at Gresham, we would like:

- to prepare children for all the language experiences they will encounter in life by teaching them to function confidently within the day to day demands of spoken language and of print and by enabling them to write clearly and effectively for a variety of purposes;
- to develop children's thinking and expand their imaginative and aesthetic lives through experiencing and responding to literature and drama;
- to enable children to understand the particular demands of different subjects, so that they can operate effectively in all curriculum areas;
- to teach pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience;
- to provide interactive opportunities for pupils to practice using language in relevant, 'real life' contexts;
- to provide opportunities for pupils to communicate independent views and opinions, respond imaginatively and creatively and express feelings through spoken and written language;
- to enable pupils to make critical responses about the language which they read and hear in a variety of media;
- to provide an integrated approach to reading and writing, speaking and listening; to develop language skills in all curriculum subjects;
- to recognise the language experiences of pupils at home and in the wider community and to foster pleasure and enthusiasm for the written and spoken word;
- to increase pupils' understanding of how language is used in the world beyond school;
- to use their knowledge and understanding of the English language creatively across all curriculum subjects.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the English Curriculum (2014) and in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014.

The English programme of study is based on 4 areas and gives detailed guidance of what should be taught at each Key Stage in the following areas:

- Spoken language
- Reading (Word reading and Comprehension)
- Writing (Content & Composition, Handwriting and Presentation)
- Spelling, grammar and punctuation

The Curriculum is divided into 3 Key stages: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and understanding specified in the relevant programme of study.

Spoken language runs through the national curriculum programmes of study for English and all seven areas of learning and development in the revised Early Years Foundation Stage statutory framework. (Reading Framework, January 2022)

Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. (Education Endowment Foundation)

At Gresham Primary School, we aim to develop children's understanding of the spoken word and their capacity to express themselves coherently and confidently in a variety of different situations.

Aims for Speaking & Listening

We encourage children to:

- speak confidently, clearly and audibly in a wide range of contexts using a wide vocabulary;
- adapt their use of language, varying use and register in relation to purpose and audience;
- develop proficiency in Standard English as well as a respect for other languagesand dialects;
- listen with concentration to a wide range of spoken language in real contexts, suchas: assemblies, radio, television, film;
- participate in group discussions, debates and individual presentations;
- reflect on their own and each other's use of language;
- take part in drama or any other interactive opportunities to develop their abilityto express feelings and emotions through the spoken word;
- speculate and hypothesise through mathematical and scientific investigations;
- listen attentively and with understanding in a variety of situations including information conveyed orally, stories read to them or the line of an argument in a discussion;
- carry out instructions correctly after listening carefully;
- listen sensitively to the thoughts, feelings and opinions of others;
- listen responsively to poetry and prose and enjoy the sound of language;take part in whole school assemblies and/or school productions.

In the Foundation Stage (Reception):

At Gresham, children are taught to speak, listen and represent ideas in their activities by;

- communicating and modelling correct spoken language
- providing a narrative for what children are doing
- using communication, language and literacy in every part of the curriculum
- becoming immersed in an environment rich in print and opportunities communicate;
- role-playing;
- inviting speakers into school to talk about topics they may be studying encouraging children to explore and share ideas verbally;
- encouraging children to recall events or learning and ask questions.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say; they learn to read and respond to texts with enthusiasm; they learnto use language to explore their own experiences and imaginary worlds. A wide range of approaches are used including the teaching of new vocabulary, modelling and extending children's language and thinking during interactions and activities. Children are given opportunities to speak and listen throughout all subject areas; collaborative activities also provide pupils with opportunities for wider learning through talk and skills such as social awareness, relationship skills and problem solving are developed.

At Key Stage Two (Years 3 - 6) children learn to change the way they speak and write to suit different situations, purposes and audiences. As recommended by the EEF, they take part in collaborative learning activities where they can share their thought processes; they read a range of texts out loud and discuss them and they articulate their ideas verbally before writing; they explore the use of language in literary andnon-literary texts and learn how the structure of language works; high quality dialogue takes place between the teacher and pupils to support their thinking and use of language; pupils' vocabulary is extended by explicit teaching and repeated exposure of new words and providing opportunities for pupils to use these in their writing too.

Oracy

The government's 2025 curriculum review is actively embedding oracy, with final reforms due in 2027 for teaching in 2028. With this is mind, we have begun training and actively embedding oracy in the curriculum with medium term plans and progression maps in place, ready for September 2026.

Aims for Reading

I realized in a whiplash burst that those children, all mine for one year, might never reach their full potential as human beings if they never learned to read.

Maryanne Wolf (2018) 'Reader, Come Home. The Reading Brain in a Digital World'

At Gresham we believe that reading is a quest for meaning which requires the reader to be an active participant. We recognise that the skills of decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) are necessary for confident and competent reading, but that neither is sufficient on its own. We also recognise that a love of literature contributes not just to language and literacydevelopment, it is also of immense personal and social value.

We encourage children to:

- read a variety of literary forms and styles independently with fluency and understanding;
- read for pleasure for sustained periods in and out of school, in the hope that they may find a lifelong enjoyment in reading;
- use a variety of strategies in their reading, including the Little Wandle Letters and Sounds systematic phonics program in the Early Years and KS1 and once the phonemes are embedded, graphic, syntactic and contextual clues to obtain meaning;
- select the appropriate book for their purpose, whether that be for reading for pleasure or to obtain information;
- appreciate the ways in which writers convey meaning effectively and to understand the different conventions used for different types of texts;
- read a wide range of written material in both book and non-book form, including labels, signs, media and IT text so that they become aware of the essential part reading plays in everyday life;
- develop the high order skills of skimming and scanning and use all the organisational devices of non-fiction books to extract information;
- become discriminating readers by making a critical response to what they read and justifying their opinion by referring to the text;
- read a wide range of modern and classic fiction including poetry, myths, legends and traditional and modern stories drawn from a variety of cultures and traditions to increase their understanding of the thoughts and emotions of other people, races, cultures and times;
- read for information and other purposes in all national curriculum subjects

How reading is taught at Gresham

Early Years Foundation Stage and Year 1:

We use Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics programme to teach early reading and spelling. In Reception and Year 1, pupils have daily, discrete phonics lessons where they are taught 4 new sounds per week, including alternative sounds and tricky words. These are further reinforced in our reading sessions using the Collins Big Cat reading scheme where they are taught to read words with the new phonemes, how to read with expression and intonation (prosidy) and simple comprehension skills. The books are fully decodable, are matched perfectly to the Little

Wandle progression and support all the Letters and Sounds phases up to and including Phase 5, by which time, children are thoroughly prepared for the Phonics Screening Check in the Summer Term of Year 1. If pupils have still not met the required standard by the endof Year 1, they will be given intervention support in Year 2 and, if still required, in KS2. We also ask the children to take home the books they have read in their reading sessions in school so that they can practice and reinforce their skills at home. In addition to the above, they are also given a 'sharing' or 'bedtime story;' these books are not fully decodable and are specifically for an adult to read to their child and enjoy together. We want our children to become lifelong readers and so we recognise how important it is for them to read for pleasure too. We also encourage children to visit the library regularly, share books with with each other and the class as well as listen to adults reading stories.

Year 2

Year 2 pupils continue to receive while class phonics lessons in the first term to recap and reinforce what they have learned in the previous 2 years. Those pupils who have not passed their Phonics Screening Check (PSC) at the end of Year 1 will continue to receive daily Rapid Catch Up sessions to ensure that they are ready to pass their PSC at the end of the year.

Once pupils have progressed through all the phonics phases of the Little Wandle programme, we provide a variety of reading books to meet all needs which include fiction and non-fiction texts. These books have been carefully selected and grouped to provide progression through 8 stages from very simple texts (Stages 6, 7, 8 & 9) for pupils who are secure in their phonics and are building up their confidence in the application of their skills, and for fluent, confident readers (Stages 10, 11, 12 & 13). Most children will progress steadily through the stages. We reinforce to parents that children must be **secure and consistent** in the skills in each stage before they are moved onto the next stage. In Year 2, Pupils are encouraged to choose a new book at least twice a week. This is monitored to ensure that pupils are changing their books regularly and are being supported with their reading at home.

As well as the above, pupils take part in early morning reading (VIPERS) sessions in which they learn to distinguish between the different reading skills required to answer comprehension questions. These skills are outlined below:

Vocabulary: Pupils draw about their knowledge of vocabulary to understand the text.

Inference: Pupils learn the technique of finding answers from clues and from prior knowledge rather than directly

Prediction: Pupils predict what they think will happen based on the information they have been given.

Explanation: Pupils explain their preferences, thoughts and opinions about the text.

Retrieval: Pupils identify and explain the key features of fiction and non-fiction texts such

as: characters, events and information.

Sequencing: Pupils sequence the key events in the text.

In KS2 pupils reading comprehension skills are further developed through daily reading (VIPERS) sessions, sometimes linked to the class text used in English lessons. Pupils also experience increasingly challenging texts and questions in a variety of genres. Furthermore, they are also taught the further skill of *'summarising'* in which they learn to summarise the main points of a denser text with more than one paragraph.

Reading across the curriculum

At Gresham, reading does not only happen in discreet reading lessons as highlighted above. Reading happens all the time in every lesson. As well as in our daily English lessons when we read aloud from our class text, reading takes place across the curriculum from historical and scientific research to web-based texts and finding out about different religions in RE.

We highly value the involvement of parents of pupils in all year groups, especially in listening to children read at home and this is an essential part of our Home Learning. We provide parents with curriculum materials e.g. types of questions to ask when reading, booklists for each year group and information about the development of reading skills. We believe that free access to books of all kinds is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have book corners in Reception and KS1, 'reading areas' in KS2 or book displays and collections related to ongoing topic work. In addition to this, children are encouraged to use the school library, not just for research but also to choose books to read for pleasure. Pupils are also encouraged to use the library as a resource when researching work for topics and as a quiet area to sit and enjoy books. Each class has a weekly timetabled session, which may be used.

Pupils' reading is monitored and assessed on a regular basis. Teachers tell pupils what skills they are working on before a reading session, whether it is a whole class 'VIPERS' session or in a small group. Pupils take part in peer and self-assessment, in line with our feedback policy and this is monitored closely by teachers. Summative assessments in the form of comprehensions also provide feedback for pupils and teachers so that areas of weakness are highlighted.

Where pupils are working below age appropriate objectives, an intervention programme will identify additional opportunities to read with an adult or practice reading comprehension skills. In Early Years and Year 1, Little Wandle Revised Letters and Sounds supports 'on the spot' assessment opportunities and immediate catch up sessions in addition to a half-termly assessment focus where any gaps in phonics are identified quickly and intervention programmes are planned. This also applies to any KS2 Pupils who have not passed their Phonics Screening Check in KS1 or may have gaps in their phonics knowledge; pupils are assessed, identified and provided with daily phonics catch up sessions using the Little Wandle Letters & Sounds Rapid Catch Up programme and resources.

Equality, Diversity and Inclusion

At Gresham, we believe it is so important that children and young people see themselves and each other in the books they read. We ensure that pupils have access to texts that reflect the diversity of our communities. We know that books create a sense of belonging therefore, it is vital that the books our children read in their formative years reflect the rich diversity of the society we live in

Diversity, inclusion, and tolerance are topics where books can prove to be an invaluable aid in helping to teach children about different cultures and experiences and understanding a character's point of view. We know that children need to learn about all aspects of diversity and feel empowered to discuss what makes all of us unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs. The books we use in lessons (including PSCHE and RE lessons) as class readers and in our book corners aim to reflect the rich diversity of the world we live in and provide teachers with suitable texts to help generate discussion, empathise with diverse characters, and provide a stimulus for written work.

Aims for Writing

"In every writer, there is a reader. Give them reading. Let them lift the words off the printed page to enrich their own written work"

Louise Johns-Shepherd, Chief Executive, CLPE.

Writing is closely related to reading - the two activities reinforce each other. As with reading, it is important that children learn to write independently from an early stage. We encourage children to think of themselves as 'writers' as soon as they enter school.

We want the children to:

- see writing as an enjoyable as well as purposeful activity;
- use writing increasingly as a tool for extending and clarifying their thoughts; develop their skills in punctuation, grammar, spelling, choice of vocabulary and composition through a variety of activities and reinforce these through all areas of the curriculum;
- write in different forms for different purposes (5 purposes of writing – inform, persuade, discuss, entertain and explain) and audiences.
- write coherently about a wide range of topics, organising their writing in a formand style appropriate to the purpose, content and audience by providing models of each style;
- produce writing that is increasingly different from speech and understand that ithas its own distinctive conventions, structures and vocabulary;
- write with increasing technical accuracy;
- compose writing using different formats and layouts to present work;

- discuss and respond critically to their own and other pupils' writing, analysing strengths and how to make improvements;
- plan, draft, revise, proof read and redraft their written work to improve and develop content, style and accuracy of writing;
- develop their own independent, distinctive and original styles;
- develop a legible, joined and fluent style of handwriting and to take care over presentation
- present their ideas in various ways, including the use of ICT to reflect the increasingly technological world we live in.

Spelling, Grammar and Punctuation

In addition to this, English skills including writing, composition, handwriting, spelling and grammar are developed through the use of fiction, non-fiction and poetry books which the children use as a starting point for their writing. Provision is made for children who require extra support through intervention (booster groups) and differentiated class teaching (see section on Inclusion).

We view spelling, grammar and punctuation as part of the formal conventions of the writing system, along with punctuation and handwriting. Pupils are taught spelling strategies both discretely and through learning across the curriculum and they undertake aweekly spelling test using words from the English Curriculum words list and spelling patterns from their year group.

At Gresham we enable children to:

- understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing;
- understand the conventions of English spelling in order to be able to encode and spell independently and accurately;
- be creative, take risks and use ambitious vocabulary and proof read their work accurately.

The spellings and aspects of grammar for each year group are taken from:

- The National Curriculum for English (2014)
- The Statutory Framework for Early Years Foundation Stage (2014)
- Little Wandle Letters & Sounds Revised

Every class is taught the conventions of spelling, punctuation and grammar whether discretely, if the class teacher feels it appropriate, for example, if they feel a particular skill needs reinforcing, or as part of a writing or reading lesson where pupils are given the opportunity to investigate spelling patterns and conventions, increase their awareness of grammatical structures as well as know the terminology for these structures as set out in the 2014 National Curriculum. They have opportunities to practice punctuation skills by proof-reading texts, re-drafting their own work and dictations. They will also be given a weekly spelling test; children

are given a list of no more than 10 words (although this can be flexible according to the pupils' needs) from the spelling lists and spelling patterns, as set out in the English Curriculum, which they will be tested on during the following week. These are reinforced throughout the week through spelling sessions or through opportunities for extended writing in both fiction and non-fiction forms. At Gresham, we recognise that children learn spellings in many different ways and that spelling tests are not the single, most appropriate way for children to learn spellings. We ensure thatspellings are taught through a variety of strategies and that those who find spellings difficult are given opportunities to find ways to retain spelling patterns which are suitedto their individual needs (see section on Inclusion).

The contribution of English in other Curriculum areas

Support for Parents

As with reading, we value the involvement of parents highly and most especially in helping our children to practice and learn spellings at home.

Parents are supported to help their children learn at home via:

- parent meetings at the start of the year;
- curriculum workshops (e.g. SPaG, reading and maths)
- targeted materials for use at home e.g. spelling lists, book lists
- Home Learning on google classroom

Handwriting

In Reception, letter formation is taught as part of the Little Wandle Letters & Sounds Revised programme. We teach letter formation using the formation phrases, which make a link between the mnemonic and the letter. We also make time to teach handwriting outside the phonics lesson.

Once the children have established letter formation and when teachers feel pupils are ready (usually by Year 2) pupils are taught pre-cursive script. Individual letters are taught with the entry and exit stroke and teachers model this to children. Daily handwriting takes place from Year 1 to Year 6. Teachers provide opportunities to practise and improve their handwriting and encourage pupils to develop a fluent legible style. As well as discrete handwriting practise, children also take part in a dictation weekly to practise handwriting in sentences. As well as applying their handwriting skills in English lessons, there is also a focus on improving presentation. It is up to individual teachers to assess their pupils' handwriting needs and plan accordingly if children need any addition help with their handwriting.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. Teachers will seek to take advantage of opportunities to make cross-curricular links with other subjects. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen

in English books.

Principles for Inclusion

At Gresham, we recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

- asking questions and setting tasks which are open-ended and can have a variety of responses;
- setting tasks tailored to the abilities of the different children, i.e. based on the individual and small group teaching that those children have participated in;
- where possible, using teaching assistants to support, lead and challenge the work of individual children or groups of children.

Where particular pupils have learning requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of lack of progress in English, a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by:

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the English curriculum in the classroom;
- Ensuring that very specific and measurable targets, are used for every child who is working below the expected standard for English, (whose progress will not necessarily be shown using a statistical measure) by means of 'Small Steps Trackers' and/or teachers' individual records of these pupils and that these are updated regularly and are used to feed into the pupils' Passports for Learning.
- Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.
- Providing booster group sessions either before school or during assembly times, as appropriate.

Special Education Needs

Children's special educational needs in English will be identified and met, as far as possible, by the class teacher. The Special Educational Needs and Disabilities coordinator (SENDCo) will also advise and give practical support.

Intervention programmes

In the event that we identify children who are falling behind their peers and we believe could catch up with some targeted support, we will endeavour to provide specific and appropriate interventions. In this case, we will strive to facilitate the release of a trained adult to implement that programme on a regular basis for the prescribed duration. The programmes we use to raise attainment include: Croydon Literacy Support, one to one English tuition and one to one Speech and Language support with appropriately trained Teaching Assistants.

Pupils in receipt of the Pupil Premium Grant (PPG) are subject to close monitoring of their progress and attainment and their progress is tracked every term. Funding is used to help close the gaps via additional support from teachers, support staff and outside agencies where necessary.

English as an Additional Language (EAL) and Ethnic Minority Achievement (EMA)

These children are supported in language and classroom work, as far as possible, by the class teacher and where particular needs are identified, by an assigned teaching assistant.

Equal Opportunities

The full and effective participation and progression of all pupils is achieved by:

- acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils and using such differences constructively to raise confidence and self-esteem;
- ensuring access to learning at an individual level, through differentiated teaching and learning strategies;
- setting high expectations and providing appropriate learning opportunities for pupils from all social backgrounds, ethnic groups and for those who are disabled;
- providing texts from a range of cultures and which are free from discrimination and stereotyping;
- providing resources to support specific learning difficulties.

Planning

Clear and careful planning is important to the success of the teaching and learning of English at Gresham. Lessons are planned with reference to the objectives contained within the National Curriculum for English. We use a broad range of resources, books and websites as the basis for implementing the statutory requirements of the English Curriculum. These include: CLPE Power of Reading, The Literacy Shed, Pobble 365, TES Elements, Twinkl, Classroom Secrets etc.

The English Curriculum details long-term teaching objectives. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists

the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught and their differentiated challenges.

Planning also includes groups of children whom teachers, along with the English subject leader, have identified as pupils who are in need of specific, targeted support. These will vary from class to class and may include a group of pupils who need to be challenged to reach 'Greater Depth' or pupils who are lacking in confidence in a particular area and need some specific support in order to make accelerated progress.

We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also ensure progression in the schemes of work, so that there is an increasing challenge for the children as they move up through the school.

Record-keeping and Assessment

See Assessment Policy.

Assessment for Learning (AFL)

See Assessment Policy.

Monitoring and Evaluation

This will be done through a variety of ways which include:

- INSET, staff meetings and informal discussions to share ideas, review progress and highlight areas for development;
- The monitoring by the Headteacher/Deputy Head and English leader of pupils progress data which will inform discussions in termly pupil progress meetings;
- Classroom observations by the Headteacher/Deputy Head and/or English leader and working alongside colleagues to help identify strengths and areas for development and to provide support to individual staff as appropriate;
- Results of both internal and external testing
- Teacher's own evaluation of lessons;
- Examining samples of children's work;
- Talking informally to children to gain their view of their own progress and involve them in self-assessment;
- Regular monitoring of resources;
- Looking at classroom organisation;
- Reviewing of assessment outcomes and data to evaluate the quality of learning in English throughout the school;
- Checking that within a key stage there is coverage of the full English curriculum in line with national curriculum requirements.
- Checking that there are appropriate opportunities to raise multicultural and gender issues;
- Ensuring that the time spent on the teaching of English is in line with national

recommendations;

- Looking at LEA inspectors reports, OFSTED and reports/comments of other visitors (governors, visiting teachers, advisers etc.)
- School Governor oversees standards in English
- School Governors review attainment and progress on a termly basis and visit the school to monitor effectiveness e.g. via Learning Walks, Governor Days and conduct Book Looks.

Developing English at Home

We recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer.

- Parents/Carers are informed of when their child has moved up a reading stage and the Home Learning policy is linked to developing English skills at home.
- Teachers provide guidance, at formal and informal meetings, on what families can do to extend their child's competence in using spoken and written language
- Parents/Carers are informed of how to reinforce what is taught at school at home through Curriculum Workshops, Parent Evenings and a written overview (Half-Term on a Page) of what will be covered throughout the half term.
- Pupil books are sent home throughout the year to make parentsmore aware of their children's targets so that they are in a better position to helpthem reach these.

Guidelines for marking and feedback in English

See Assessment Policy.

Review date: April 2024
Next review:

Confirmation that the policy for English, in respect of Gresham Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Chair of Governors: .....Date:.....

Headteacher: ..... Date: .....

Approved at the Governing Body Meeting on: