Policy:	English Policy

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Date:	September 2026-2028
Last Version:	December 2025

Key changes/notes: Use of colourful semantics for scaffolding writing and changes to Yr English lessons in Term 1 and 2 Assessment – use of standardised assessments using Smartgrade
There are no material changes from the previous version from 2022

Statutory Requirement:	No
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Head Teacher
Policy Section:	Curriculum

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16) This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

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Introduction

At St Mary's CE Primary School we believe that the development of language and Literacy skills is of the highest priority. Whilst we value all languages our aim is for all children to develop the necessary skills to become effective users of the English language.

It is our intention when teaching the English Curriculum that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our children receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in St. Mary's CE Primary School and beyond. It is our intention to immerse children in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our English Curriculum.

This policy summarises our approach to the teaching of English at St Mary's CE Primary School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results and pupils leaving St Mary's CE Primary School as confident, independent and literate learners. Our policy recognises the current thinking on the 2014 National Curriculum, as well as harnessing aspects of other creative and innovative approaches including Destination Reader, the CLPEs Power of Reading and different learning styles and intelligences in order to provide a broad and balanced scheme of work which provides for all children at their own level.

Our aims

We aim to:

- Offer an exciting and accessible curriculum.
- Develop the skills of each child to the highest level.
- Produce confident children able to understand and use appropriately the varieties of language available to them.
- Nurture confident children who leave the school with a passion for reading and English itself.

The National Curriculum

The National Curriculum clearly outlines what must be taught within each Key Stage. St Mary's CE Primary School teaches children to understand a range of genres, building on children's understanding year after year, ensuring continuity and progression in the teaching of English.

Our Nursery and Reception class at St. Mary's, adopt a topic-based approach to English with quality texts as a starting point. To ensure children develop the necessary skills, knowledge and attitude to achieve fulfilling lives. To be involved in all aspects of a broad, balanced and stimulating curriculum personalised to meet individual need. All children have personalised next steps.

At Key stage 1, we have a combined approach using quality texts from CLPE's Power of Reading and traditional tales and other texts from Pie Corbett's Talk for Writing.

At Key stage 2, we also use quality texts from CLPE's Power of Reading. Wherever possible, these are linked to topic-based texts to ensure English is developed through History and other curriculum subjects.

Accelerated Learning and Teaching for Understanding

St Mary's recognises the importance of looking at *how* children learn. Within a lesson there will be clear Learning Objectives, Steps to Success, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment, including opportunities for the children to make decisions on future learning. We ensure that children are offered learning opportunities that allow for visual, auditory and kinaesthetic learning.

Literate Pupils

Literate pupils should be able to read, write and converse with confidence, fluency and understanding. St Mary's achieves this by ensuring pupils engage in: Shared, guided, whole class and independent reading

- Shared, guided and independent writing
- Spelling, phonics and handwriting
- Speaking and listening

While we believe that all aspects of the teaching and learning of English are closely interconnected, for purposes of clarity we have divided this policy into separate subject sections as in the National Curriculum – Reading, Writing, Spelling and Handwriting, Speaking and listening.

Reading

Reading is a skill essential for life and at St. Mary's we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

Components of Reading

Shared Reading:

Teachers read with pupils a range of texts, not only stories, focusing on comprehension and enjoyment. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For shared reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. This is evident during story times, Talk for Writing, Power of Reading and Destination Reader.

Guided Reading:

We aim to have guided reading lessons, outside of English lessons, usually daily in Key stage 1. Each child should have a session supported by their teacher and a follow-up activity as well as stimulating and meaningful activities linked to reading in those sessions where they are not working directly with the class teacher.

In Nursery and Reception children are given the opportunity to explore books as a whole class and in small groups. This may involve books without words where the children are encouraged to tell the story, learn how to handle books, discover the directionality of print, look at and learn high frequency words and talk about familiar stories in preparation for Guided Reading later on in school. Guided reading sessions are introduced during the Reception year.

In KS1 children are grouped according to their ability. It is expected that they will read a text at instructional level, i.e. a text that they can read independently at 90% accuracy. The teacher will introduce the text and the learning intention for the session and discuss and/or model the strategies for reading which the children are working on. The children will then read the text independently while the teacher moves around the group and listens to individuals read. The group will then come back together for a discussion that allows the teacher to check comprehension and to promote discussion that reinforces the learning intention for the session. A follow up activity is then provided for the children to do independently during a session when they are not working directly with the teacher.

In KS2 Destination Reader blends a range of learning behaviours and reading strategies which, brought together, allow children to explore and understand texts independently, at a deeper level. Firstly, children are introduced to three key learning behaviours which foster both engagement and independence. Once these learning behaviours have been embedded, the children learn 7 key reading strategies in turn which help them deepen their understanding of texts. By concentrating on one strategy at a time, teachers are able to support and challenge children to develop their skills through high expectations of oral and written use of the strategies.

Each Key stage has a collection of materials for the teaching of reading. The collection is levelled and kept in colour coded boxes in the area outside the classrooms. The levels correspond with the nationally recognised Book Band system. In KS1 both reading books to take home and guided reading books are levelled using the Colour Band System. Children will usually be reading at a slightly higher level in guided reading where they are being challenged and supported by the teacher.

Independent Reading:

Children should engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Teachers and TA's keep a record of what the children are reading. In KS2 the 'Start Reader test' assigns each child to a level appropriate to their reading age. Children choose a text within a specified range. On completion of the book they take a quiz to assess their understanding of what they have read. This allows the teacher to monitor their progress. Each year group has different expectations as to the minimum amount of times children should read at home each week.

Books to take home

In Reception reading books to take home are initially those without words to encourage re-telling and discussion of stories through the pictures. These are followed by books containing simple repetitive sentence structures which allow children to practice pointing carefully to each word, begin to recognise some basic keywords and use picture cues together with their knowledge of letter sounds to solve the one or two new words on the page. Once children have learnt to recognise a range of letters and know the sound they make, they are introduced to phonically decodable texts allowing them to sound out and blend to solve unknown words.

In Key stage 1 children initially continue to use phonically decodable texts but are then able to access other reading schemes which are colour banded according to the nationally recognised Book Band system. The school has also invested in a range of 'real books' by varied authors that have also been colour banded in the same way. This encourages breadth of reading and reading for enjoyment alongside the reading scheme books. In Key stage 2 children take home an Accelerated Reader.

Reading is a habit and we can reinforce this by ensuring that all children:-

- Read regularly at home.
- Have a St. Mary's Book Bag in Key stage 1.
- Bring their Reading Diary to school every day with their book.

Interventions

Reading Recovery

We have a qualified Reading Recovery teacher at St. Mary's. Reading Recovery is an intervention programme for children in Year 1 who have difficulties reading and are not meeting expected standards for their age. Up to 8 children can be targeted in one year. The children receive a half hour one-to-one reading 'tutorial' every day for up to 20 weeks throughout the year. Upon finishing the programme they are monitored throughout the rest of their time at St. Mary's to ensure their progress continues.

All Teaching Assistants in Key stage 1 and Key stage 2 are trained in BRS (Better Reading Stamina). An intervention to improve the accuracy and fluency of their reading.

Both Key stage 1 and Key stage 2 have a teacher who withdraws Pupil Premium focus groups to deliver writing interventions.

In Reception 'NELI' (Nuffield Early Language Intervention) is being used to develop children's oral language skills.

One Teaching Assistant is trained in 'Partners in Literacy' – this intervention is linked to Reading Recovery and supports individual children with both reading and writing.

Writing

At St Mary's we believe that good teaching reinforces the close relationship between reading and writing. It is difficult to separate the two, as both should be combined to form a well-balanced Literacy programme. The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting and that children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of *real* audiences.

The Power of Reading teaching sequences and Talk for Writing set out clear overall learning aims for a variety of writing styles and skills to be covered, that are drawn straight from the 2014 National Curriculum and Early Years Foundation Stage Statutory Framework 2017.
Each teaching sequence, from Foundation through to Year 6, gives teaching staff an English Scheme that ensures coverage of different writing genres.

During Terms 1 and 2 Year 1 focus on securing the skills needed to write a grammatically correct sentence that uses correct punctuation and accurate phonetically plausible spellings. Each week a picture from their class chosen Power of Reading book will be used as inspiration for the weeks writing. Each week is broken into:

- Monday- discussions about the image.
- Tuesday- simple labelling of the image using nouns and adjectives.
- Thursday- rebuilding 1 to 3 cut up sentences that the Class teacher has provided them with.
- Friday- independent writing about the image.

Opportunities for Writing

There are many opportunities for writing assessments to be carried out at the end and throughout the teaching sequences.

Foundation and KS1 Writing Outcomes include:

Shared journals
Thought and Speech bubbles
Messages
Caption writing
Shared Poems
Information writing
Bookmaking
Labelled drawings
Letter writing
Short recounts in role
Story writing
Story maps

KS2 Writing Outcomes include:

Story boards
Note taking
Written arguments
Newspaper reports
Poetry
Diary entries
Write a commentary
Reviews
Letter Writing
Script writing
Story writing
Annotated drawings

Fact files
Writing in role

Persuasive writing
Writing in role

Components of Writing

Shared Writing: This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Guided Writing: Children are ability grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as they arise. It is important that Guided Writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing: Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children should be given the opportunity to self assess and peer-assess writing, based on Steps to Success linked to the Learning Objective and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria). Ideally, time to review pupil and teacher comments should be built into future lessons to allow children to learn from them and input advice into future pieces of writing.

Creative Writing: In order to encourage creativity and the imagination, opportunities for Creative Writing are offered every 2 weeks for Key Stage 1 and every week for Key Stage 2. Teachers are encouraged to use a wide range of activities to stimulate thought and talk for writing including story sacks, pictures, artefacts, sounds, and journeys. It is an opportunity to celebrate individuality and to develop literary criticism in a supportive environment. This is an ideal opportunity to foster children's enjoyment of using writing to express themselves in creative ways. It is also an opportunity to incorporate word and sentence level work into learning by exploring how words work (such as poetic features like alliteration, simile and metaphor) and have fun with them together as a class. Throughout the year, KS1 and KS2 take part in the Young Writer's creative writing competitions, where the children have the opportunity to have their work published in a book.

Spelling and Phonics:

St Mary's School values spelling and phonics and uses a direct teaching approach which is oral and interactive. From Reception onwards children follow the Floppy's phonics International programme (See Phonics Policy for more information). From Year 3, children follow the Assertive Mentoring spelling programme. These programmes are taught daily for 15 minutes. Children are assessed every day by writing the spelling patterns learnt, alongside sentences with HF words for their year group, in books. Once the scheme has been completed, teachers should recap the units that need further teaching (this is done through assessment and gap analysis).

Spellings within each unit are taken home weekly to practise, which coincide with the spellings that are being taught in phonics/spelling lessons.

Handwriting: At St Mary's, children are taught to write legibly, fluently and at a reasonable speed. From Year 1 pre-cursive handwriting is taught leading to continuous cursive in every class from Year 2 onwards. We believe that correct letter formation must be taught as early as possible. Handwriting should be taught and practised every day from Nursery to Year 2 in lined exercise books, where the lines are the same size as the books that they write in for their other lessons.
Children must be watched closely to ensure that every letter starts in the right place and that errors can be corrected before they become habit. In Years 3 to 6 children should have at least 3 separate handwriting lessons a week which should include spelling patterns and phonic digraphs to support spelling. Individual groups of children may be targeted for letter formation and joins if required and should be supported by Teaching Assistants. Joined handwriting should be encouraged in every piece of writing through all lessons to ensure neat, well presented writing in all books.

For further information please see the Handwriting Policy.

Colourful Semantics:
At St Mary's we use Colourful Semantics in Nursery through to Year 6 as a tool to build skills in writing grammatically correct sentences, as well as using it as a tool to learn new vocabulary. At the start of each new focus book all children are given a pop out symbol dictionary (chosen words with a Widget symbol to match) which provides them with key vocabulary that they will need to learn from the book. These are colour coded: orange for who, green for what, yellow for what doing, blue for where and grey for adjectives. For individual lessons Colourful Semantics can be used in a variety of ways such as word banks, individual cards to build sentences with, or individual cards used to label an image. To help the children transition from building sentences to writing sentences we use smaller word banks and coloured word lines that match the word bank to encourage the children to still build sentences but write it rather than stick it together. This allows the children to express their ideas without pressure to get the spellings right or find the right vocabulary for their work. When the Class Teachers can see that the children are ready to move on the children will then be given a smaller word bank and they will be encouraged to write their own sentences but without the coloured lines.

Speaking and Listening

At St Mary's, we believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to varied audiences. This is a taught skill and teachers need to put aside time to ensure that children acquire and practise necessary verbal skills. Teachers should model appropriate syntax for children to use and always expect children to speak/answer in complete sentences.

Speaking and listening is an integral part of not only Literacy lessons but the whole of the school day. All children throughout the school are given regular opportunities to engage in creative role play and drama within each classroom, which are linked to cross-curricular topics.

Some starting points to teach speaking and listening:

- Speaking Frames
- Drama and role play
- Story Time / Taped Stories
- Hot Seating
- Language Games and Puppets
- Collaborative Work

Circle Time
Conscience Alley

English as an Additional Language

For those children at St Mary's that speak English as second language, it is expected that teachers will ensure that the curriculum offered is accessible to all pupils. Teachers are expected to plan and deliver their teaching in a variety of ways that are accessible to those children at the early stages of learning English. This may include ensuring that lessons are supported by the use of artefacts, computers and visual materials as well as encouraging other children and adults to interpret and translate.

Organisation of English

KS1

English is taught each day, usually for an hour in the morning. Children in Reception receive at least an hour Literacy learning a day but this is spread over the whole school day into manageable lengths of time for the children. In Year 1 and 2 the children follow the Power of Reading Programme, Pie Corbett's Talk for Writing.

KS2

English is taught every morning through the Power of Reading.

Grammar, Handwriting, Guided Reading, Destination Reader and Creative Writing receive time in addition to this on the weekly timetable.

Grammar

At St. Mary's, we have introduced a whole school SPaG Starter System: a comprehensive whole school resource to support the teaching of SPaG from Year 1-6, effectively and consistently.

The SPaG Starter System is built around a daily 5-10 question SPaG Starter activity, that pupils can access each and every day of the school year. The system covers every year group. Each year group's activities are closely aligned to the National Curriculum's expectations for grammar, ensuring the pitch and progression of each series of documents. The resource has teaching and learning theory built-in, with regular opportunities for space retrieval. Each resource works with a three or four week cycle. Weeks 1, 2 and 3 have specific grammatical objectives to focus on, then week 4 overviews the three previous weeks of learning, providing a mini-assessment of pupils' understanding. Discussions have been had between Key Stage leads to determine its impact and success in the classroom. As an outcome of this, KS1 have reduced the amount of daily questions to 5; KS2 are continuing the 10 questions daily, adapting the order of the grammar objectives to fit in with their planning across each term in order to close and gaps in pupils' learning.

Planning and Cross Curricular Links

In Early Years and Key Stage 1 the cross-curriculum links are more evident because of the less formal timetable. The main focus of most teaching at this stage is Literacy.

Reading and writing are linked to other curriculum areas under the umbrella of half-termly topics, based around the Power of Reading text. The genres to be covered over the course of each year are mapped to the topics to which they are most appropriate. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. It is of utmost importance that core Literacy skills are not lost in this process, however. Teachers must plan very carefully to ensure coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre.
Each Power of Reading teaching sequence shows cross curricular links, which should be evident on Medium Term planning.

Class teachers should use the school medium term 'outcomes' (half-termly) and weekly planning sheets to show clearly what the Literacy objectives and learning activities are. On the weekly plans independent tasks are expected to be differentiated and varied in the skills they require, utilising the application of multiple intelligences in order to support accessibility for all children.

Every lesson should have a well-planned plenary session which can be used for any number of learning activities. A successful plenary is a very important part of the teaching and learning process. It can be a chance for:

- Sharing and celebrating
- Addressing misconceptions from the lesson, or earlier in the week or term.
- Groups reporting to their peers on learning they have been doing that week.
- Editing writing in pairs or groups and provide feedback and ways to move forward.
- Introducing new learning to be continued the next day, perhaps with a challenge to be completed.
- A combination of two or more of these purposes

Story Time

All classes are expected to have a relaxed reading time at some time during the day. It is a chance too for teachers to expose their children to a range of material from books and poetry to newspaper articles and leaflets that children would not always be able to access themselves in order to develop their love and experience of books. Teachers can choose to have this time as separate from the rest of the school day or to link it with the wider curriculum.

Children and teachers should also be able to engage in individual book reading time for at least 10 minutes per day. To encourage children to see the enjoyment that reading brings.

Resources

The use of ICT is also highly valued and every class has an interactive whiteboard (IWB) and visualiser. The IWB can be used to support Literacy teaching in a multitude of ways: displaying shared texts for reading and editing; providing a more interactive shared writing experience, offering rich visual and audio stimuli for writing; accessing internet programmes and resources. (Year's3, 4, 5 and 6 have their own I Pads.)

Assessment, Record Keeping and Monitoring

At St Mary's CE Primary School, we recognise the importance of purposeful assessment. We see assessment as an important part of the teaching and learning process, allowing us to match teaching and learning to the needs of the children.
(See policy for more detail)

Foundation Stage

In Reception children are assessed at the beginning and end of the school year with the Initial Phonemic Assessment Test. This provides useful information regarding a child's potential to read and progress over the year.

KS1 and KS2

Writing
Children are assessed formally by their class teacher at the end of every unit of writing (1-6). Writing is moderated, in School, with every year group, 6 times throughout the year and Cluster moderation takes

place 3 times a year. A record of all moderated writing is given to the relevant teacher and a copy is kept in the English Coordinator Subject File.

Self and Peer-assessment:

At St. Mary's, self and peer assessment are important aspects of assessment for learning (AfL) practice. Pupils assessing their own work or that of others can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment.

It is important to establish from the beginning, that the purpose of peer assessment is to help children gain an understanding of assessment and what constitutes progress and success in their writing.

All teachers at St. Mary's are to teach 'Peer assessment' using examples of work from unknown pupils, modelling the type of constructive feedback that might be given both verbally and through marking. This allows pupils to become accustomed to the process before they are asked to evaluate and comment on the work of their classmates. Examples of work can also be used from a school resource –'Teacher's Moderation Toolkit'.

All teachers will then teach 'self-assessment' using the same principles from 'Peer assessment' but with the pupils' own work in their books. Following any self-assessment, activity pupils should be given sufficient time and opportunity to make improvements.

Other Opportunities for Assessment

Opportunities for more informal assessments occur frequently, including observing children as they learn, questioning them, listening to child discussions and marking completed work during the lesson using 'verbal feedback' and a 'live marking' approach. 'Green' highlighters are used as a powerful motivator and concise praise. 'Pink' highlighters are used for improvements. E.g. How could this sentence be improved?

Plenaries and misconceptions are to be addressed using 'Whole Class verbal feedback/Live Marking' – looking at a child's piece of work as a good example or one that can be improved. Live marking is a method of providing effective feedback on pupils' work while they are still in the process of completing it. This is in contrast to 'traditional marking', where the teacher marks all of their pupils' books outside of the lesson.

The idea is to give pupils instant feedback on their work. It enables them to make adjustments and improvements while they are still engaged in the learning process.

Children's learning is regularly marked following the marking policy and feedback given for improvement/scaffolding to support understanding. Extended pieces of writing require detailed marking that involves highlighting successes and areas for improvement. The children should be given an opportunity to carry out this improvement. Children should have the opportunity to self-assess and peer assess extended writing, especially where it is an outcome of a unit of work, in order to show they understand what makes a 'good' piece of writing in the specific genre.

Guided reading, writing sessions and Destination Reader journals allow teachers to make regular assessments of children's development and to set appropriate targets. Teachers also keep notes when they hear children read and change the learning focus as needed.

We have introduced the idea of standardised assessments, using Smartgrade - an online platform for schools, that provides standardised assessment, grading and data analysis. These are carried out from Year 1 through to Year 6, in Reading, Grammar and Spelling.

At the end of the academic year, assessments for all pupils can be viewed on Smartgrade by the next class teacher. Additionally, the English and Assessment Coordinators can access children's assessment results at the end of the Autumn, Spring and Summer term on Smartgrade, providing objective, reliable data, that tracks pupil progress and uncovers specific learning gaps.

Targets

Targets are set according to results in assessment twice mid termly and one at the end of the year.
Parents receive copies of these targets with copies of their child's mid termly report. Teachers set individual targets and discuss them with the children, which are readily available to the children. Children can then use these in conjunction with self-assessment to promote ownership of their progression in learning.

High Achievers

Gifted children are identified and fully supported through the guided reading and writing groups, which are based on individual needs

Inclusion

At St Mary's we aim to fully include all pupils with SEN in daily lessons allowing them to participate with their peers.

Where necessary teachers will, in consultation with the Inclusion Manager, draw up an Individual Education Plan (IEP) for a child. When planning, teachers will take IEPs into consideration and simplify or modify tasks or use a classroom assistant to support.

Home Learning

Children are set regular spellings to learn at home based on their phonics, high frequency words and spelling patterns. Book bags go home every day with a book at the child's level to be read at home. Parents are encouraged to read with and to their children every day. Written pieces of homework are also set through homework tasks on a termly basis. This includes a variety of English based tasks linked to current topics as well as tasks linked to other areas of the curriculum.

Reporting

Teachers meet with parents during parental surgeries to discuss their child's progress and to set new targets for the child's development and progression. At the end of the academic year, parents receive a written report on which there is a summary of their child's effort and progress over the year. The child's current level of performance is also indicated and parents are informed of the meaning of this level in terms of national targets.

Display

At St Mary's we recognise the importance of display in the teaching and learning of Literacy. Every class should display Literacy work celebrating a variety of children's writing and representing a range of different genres. The process of writing is as important to display as finished pieces of work – a 'working wall' and 'washing line' can support children in seeing the journey their learning is taking towards a final outcome. Topic words are displayed in the classroom so that children have easy access to vocabulary they may need in their speaking and writing. Phonic displays in Key stage 1 support the children with their spelling.

Equal Opportunities

As a staff we endeavour to provide equal opportunities for all pupils in Literacy. We aim to take-into-account cultural background, gender and SEN, both in our teaching attitudes and in the published materials we use

with our pupils. We believe that it is our mission at St Mary's CE Primary School, to enable pupils to meet confidently the challenges of adulthood, by striving for academic success and developing strong relationships based on the Gospel values of trust and respect and our Christian values of Thankfulness, Respect, Resilience, Honesty and Love.

COVID 19 Statement English

Addressing gaps and misconceptions following school closure:

Following the recent school closures during the COVID 19 epidemic, many children at St Mary's have been affected by a full or partial break in learning. Early assessment in the Autumn term highlighted the gaps in learning in the key areas of reading, writing and spelling across all classes and pupil groups.

St Mary's is committed to ensuring the curriculum remains broad whilst maximising opportunities for the revision of basic skills in reading, writing and spelling. It is vital that rapid progress is made by all pupils to return to their pre-lockdown levels of attainment.

This will be achieved by:

- The quick identification of gaps in children's learning through assessment
- Rapid action to address gaps both in class, through pupil conferencing and interventions
- Tailored tutoring for specific children with gaps in learning
- High expectations of all learners with tasks aimed at age appropriate levels and scaffolded for those with gaps and misconceptions
- The continued teaching of a broad and balanced curriculum following St Mary's School curriculum documents with extended opportunities to apply those skills through writing

Instant access to high quality home learning in the event of full or partial closures

In the event of full or partial school closures due to the coronavirus outbreak St Mary's CE Primary School recognises the need to continually deliver high quality education to minimise the disruption to pupils' education.

This will include:

- A daily Power of Reading lesson which will cover a sequence of learning from the appropriate year groups curriculum via Zoom.
- A daily Phonics/Spelling Patterns session, which will include opportunities to revisit and revise key spelling patterns and high frequency words as appropriate
- Destination Reader lessons are being taught 4 times a week via Zoom, using break-out rooms to enable to pupils to continue reading with a partner
- Opportunities to use online programmes
- Handwriting is being taught up to 3 times a week via Zoom
- Resources from Power of Reading/Destination Reader – worksheets to be sent in PDF version via emails, to enable children to open it on any device
- English work will be submitted to the class teacher by Emails and teachers will give feedback