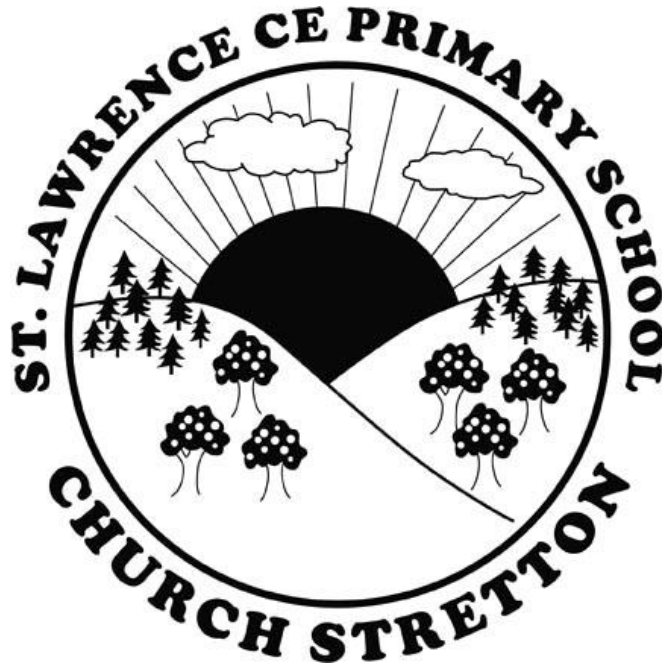


# St Lawrence C E Primary School



**English Policy**

**January 2022**

## **Vision & Values**

At St Lawrence Primary School, we believe that communication, language, and literacy are key life skills. Through the English Curriculum, we help all children to develop the skills and knowledge that enable them to communicate effectively and creatively through spoken and written language and equip them with skills to become lifelong learners. We want pupils to enjoy and appreciate literature and its rich cultural variety. Literacy is at the heart of all pupils' learning, it is central to pupils' intellectual, emotional, and social development and has an essential role across the curriculum that helps pupils' learning to be coherent and progressive.

We believe that pupils at St Lawrence Primary School should strive to be the best they can be, encouraging others, showing respect towards others and living in community with each other and the environment. This is supported by providing a learning environment in which every child can be cared for spiritually, morally, socially, culturally, intellectually, and physically. As part of our commitment to providing every pupil in our nursery and school with this experience, we recognise that literacy is a fundamental skill that needs to be nurtured, encouraged and celebrated at every stage of development.

We recognise that the skills of reading and writing impact across the whole curriculum. Being able to critically evaluate texts, forms part of the fundamental basis of life-long learning. We are committed to raising pupils' aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offering a range of experiences, as well as broadening understanding of the global community. Wherever appropriate, English work is linked to other areas of the curriculum.

## **Aims**

At St Lawrence Primary School our aim is to ensure all children become effective, competent communicators and good listeners.

High quality interactions and effective communication are prioritised from when a child starts in our nursery or reception class. We encourage children from an early age (2 years +) to:

- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- To play with language using rhymes, songs and games.
- To listen and engage with, enjoy and understand a range of text types and genres.
- To engage in social interaction and communication with peers.

- To distinguish between different sounds, recognising similarities and differences.
- To articulate a range of sounds, words and sentences.
- To manipulate mark making tools to create letter shapes and 'write'.

We build on this pre-school language-rich experience to implement a systematic phonics programme to explicitly teach children a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. We aim to:

- Provide a learning environment that supports children to apply their phonics and generalise new literacy skills and knowledge across the curriculum, and in different contexts when reading and writing.
- Develop powers of imagination, inventiveness, and critical awareness in all areas of literacy.
- Introduce a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.
- Use grammar and punctuation accurately.
- Understand spelling conventions.
- Produce effective, well-presented written work.
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- Be able to write in a variety of styles and forms showing awareness of audience and purpose.

At St Lawrence Primary School we promote a love of reading by creating cosy reading areas in classrooms, the development of two well stocked libraries alongside rewards and certificates to celebrate success. We organise special book linked events (BookFest, Author Days and annual World Book Day Events).

We teach children strategies for monitoring their reading comprehension and writing. These include prediction, questioning, clarifying, summarising and acting on prior knowledge. We encourage children to:

- Engage in conversation about a text, sharing opinions, preferences and participating in dialogic book talk.
- Prepare for reading/writing using playful activities to introduce the text, new vocabulary and set the context.
- Practice critically evaluating the text using strategies such as drafting, editing and revising the content.
- Sharing texts in drama, performance or through guided reading groups.
- To read a wide range of texts, including text on screen both for pleasure and for information
- To engage with and respond to what they read

We promote fluency in both reading and writing by encouraging extensive and purposeful practice and explicitly teaching spelling. Spellings are taught that are relevant to the text or genre being studied. We aim to do this through:

- Purposeful practice, supported by effective feedback.
- Ensuring children are engaged and motivated in the topic and have a 'growth mindset' as they strive for improvement in their reading and writing.
- Collecting detailed information about what each child knows and can do, with a focus on exactly what each pupil needs to progress.
- Use of high-quality structured interventions in one to one or small group situations to help pupils who are struggling.
- To develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
- To feel valued as writers and to appreciate the writing of others

Feedback is essential to help children move forwards as readers, or writers. With younger children, feedback on their work will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer marking approaches, identifying both strengths and potential improvements.

## **Approach**

**Learning Environment:** The classrooms and outdoor environments throughout St Lawrence Primary School are designed to maximise opportunities for social interaction, learning language and practicing literacy skills in engaging and purposeful ways. We seek to develop each child's speaking and listening skills and wider understanding of language in meaningful contexts. We encourage a love of books and of reading by providing a rich reading environment within our classrooms.

**Training:** All staff need to have the pedagogical skills and content knowledge to support children's language and literacy skills effectively. We offer staff professional development and training to develop their expertise, implementing whole school approaches to planning and implementation of the curriculum. Where possible, the Class Teacher and Teaching Assistants access online training courses together so that expertise can be planned, shared and cascaded across a cohort or key stage. We work closely with specialist services (Speech and Language Therapists) to gain specific knowledge of intervention programmes including the use of visual support, makaton, TalkBoost and NELI.

**Engagement:** English lessons are engaging and are enjoyable to teach. A range of provocations (digital media, texts, drama, and visits) are used to stimulate pupil's curiosity and interests. Teachers can access ideas from a wide range of resources including websites such as Literacy Shed, Booktrust and The Literacy trust. We work closely with Shropshire Libraries to access books linked to topics and themes, arrange visits and showcase children's' work.

**Responsiveness - Assessment for Learning:** All children are assessed on entry into school and are then monitored using both formative and summative assessment data. Detailed assessments in early years are used to monitor progression in listening, attention, social interaction and speaking skills. The key developmental stages of reading and writing are also assessed and monitored throughout the EYFS. In Year 1 the phonics screening test is used alongside PIRA tests and teacher judgements. Children in Year 2 to Year 6 complete PIRA tests twice a year, SATS tests alongside regular spelling, comprehension, reading and writing assignments. This enables teachers to check if learning can be accelerated or extra support is needed; specific capabilities, interests and talents may be identified or difficulties which can be addressed when planning for future learning.

**Progression:** Key texts are identified for each age and stage to ensure that pupils access a wide range of high-quality texts which are fiction and non-fiction and represent different genres, authors, and contexts. In this way staff were able to avoid repetition of texts and ensure that content and vocabulary was linked across the wider curriculum. These texts are designed to enrich the curriculum, stimulating a particular line of enquiry or setting the scene for future learning.

**Adaptation:** At St Lawrence Primary School we recognise that some children may need additional support and adaptation to access the English curriculum, so teachers and teaching assistants are able to incorporate personal support plans, interventions, and resources to support and adapt the delivery of lessons. The school SENCO works with staff to identify resources and programmes to meet each child's needs. Specialist assessments can be carried out by the SENCO (e.g. Language Tests, Dyslexia Screening) and referrals can then be made to specialist services (e.g. ELSAT and Speech Therapy).

## **Reading at St Lawrence Primary School**

Our finely banded reading scheme runs from the beginning of foundation stage through to the end of year 6. In the reception class, pupils are placed on the reading scheme according to their phonic knowledge and early language skills. All pupils in EYFS regularly take-home books, parents are invited to a workshop in school to find out how to support their child's reading at home. Information is also made available via the website.

All pupils at KS2 are assessed to place them correctly on the reading scheme. All pupils take reading scheme books home and are encouraged to change their books as often as needed. Reading diaries are used by all pupils to record their reading at school and home. Recently, a programme of reading challenges has been introduced to motivate and incentivise. All pupils have access to their class library which is well stocked with age-appropriate texts across a variety of genres. Shropshire Library Service books enhance this provision and are changed termly. Via our online learning platform (Bug Club), all pupils have access to a wide selection of books and comprehension challenges at home and in school. ERIC, Every Child Reading in Class takes place throughout the school for 15 minutes daily. All classes share quality texts as class reading books. These are read aloud by the teacher each day. All pupils have guided reading sessions using Bug Club resources. At KS2, reading comprehension is taught regularly as part of our English lessons. It also forms an integral part of our homework.

### **Spelling at St Lawrence Primary School**

All pupils start learning phonics in EYFS and continue with daily phonics lessons in KS1. Pupils are grouped to ensure they make rapid progress moving through six letters and sounds phases. The LDP programme links directly to book bands so that children can also access reading books which enable them to practice the sounds that they have been taught in reading contexts. Staff have access to a wide range of phonics resources to complement their teaching – online phonics programmes, flashcards and word games.

At KS2, spelling is taught using the spelling resources and via the school's online platform, Seesaw. From year 2 onwards, all pupils are assessed in their progress with the high frequency words and expected vocabulary from the NC spelling appendix. All pupils are given individual spelling lists for class practise and homework. These are tested each week and progress monitored.

Class investigations, personal logs and topic word banks are also part of the wider spelling programme. Spelling strategies continue to be taught throughout the school. Dictionary use is encouraged when appropriate and dictionary skills are taught to the children as part of the spelling programme.

### **Handwriting at St Lawrence Primary School**

At St Lawrence Primary we use the Nelson handwriting scheme and resources to support handwriting development in our school. Letter formation is taught in reception and most children start cursive handwriting from Year 1. Pen licenses are given to pupils in Year 3 + and are designed to motivate and encourage children to improve their handwriting, a consistent whole school focus on handwriting and presentation ensures that there are high

expectations and standards across the school. We teach writing using the objectives from the National Curriculum, incorporating the 'Talk for Writing' principles. Teachers regularly model writing in shared and modelled writing sessions and we provide regular opportunities for children's writing to be shared, displayed, published and celebrated in class or for a wider audience.

Throughout the year children will be taught to write in a range of genres, nonfiction and poetry, according to class/year group. Teachers are encouraged to develop their own teaching units depending on the theme studied and other cross curricular links – eg poetry following a visit to a castle, persuasive arguments based on a local issue etc.

## **Expectations and Outcomes.**

### **EYFS/KS1/KS2**

#### Spoken Language

All pupils need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
  - Listen to the views, opinions and ideas of others with increased interest
  - Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

### **KEY STAGE 1**

#### Reading

By the end of Key Stage 1, pupils will be expected to:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check reading makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read.

#### Writing

By the end of Key Stage 1, pupils will be expected to:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g., or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.

## **KEY STAGE 2**

### Reading

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

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - Identifying themes and conventions in a wide range of books
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - Discussing words and phrases that capture the reader's interest and imagination
  - Recognising some different forms of poetry [for example, free verse, narrative poetry]
  - Understand what they read, in books they can read independently,
  - Retrieve and record information from non-fiction



- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Writing

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

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters, and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
  - Use verb tenses consistently and correctly throughout their writing
  - Use the range of punctuation taught at key stage 2 mostly correctly (e.g., inverted commas and other punctuation to indicate direct speech)
- Spell correctly all words from the year 5 / year 6 spelling list
  - Maintain legibility in joined handwriting when writing at speed.

## **Reporting to Parents**

Parents receive regular informal or verbal feedback as to their children's progress in Literacy. Each child throughout the school has a reading record book to record progress in reading at home and school. This is monitored regularly by the class teacher. The practicing of spellings and other written work may be set in accordance with the Homework Policy. In addition, parents also have a termly opportunity, to meet with the staff to discuss progress and to see work.

Parents receive an annual written report at the end of the spring term. This includes details of their children's progress and areas for development. Where appropriate the SAT results are reported at the end of the summer term.

## **Inclusion**

All pupils receive quality first literacy teaching over four taught sessions each week. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programs will be implemented.

In order to show the progress of pupils with SEND or an EHCP, Personal Support Plans have specific targets to enable them to show how they are progressing. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Marking is in line with the school Marking and Feedback Policy

### **EQUAL OPPORTUNITIES**

- All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equality Policy.
- Children whose second language is English receive appropriate support as necessary.

### **Children with EAL**

- Children are supported with extra sessions, and use of dual language picture books.
- Advice and support can be sought from Shropshire Council Multi-cultural and EAL Service.
- Further support and resources can be accessed from Shropshire Library Service.
- In Speaking and Listening sessions, teachers plan for individuals, using a range of stories to develop speaking in English.

### **Spiritual, moral, social, cultural understanding**

The English curriculum provides many opportunities for pupils to develop their spiritual, moral, social, cultural understanding as well their understanding of the fundamental British values as stated below.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary systems and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **SUBJECT MONITORING AND EVALUATION**

In order to monitor standards and progress the following systems are in place:

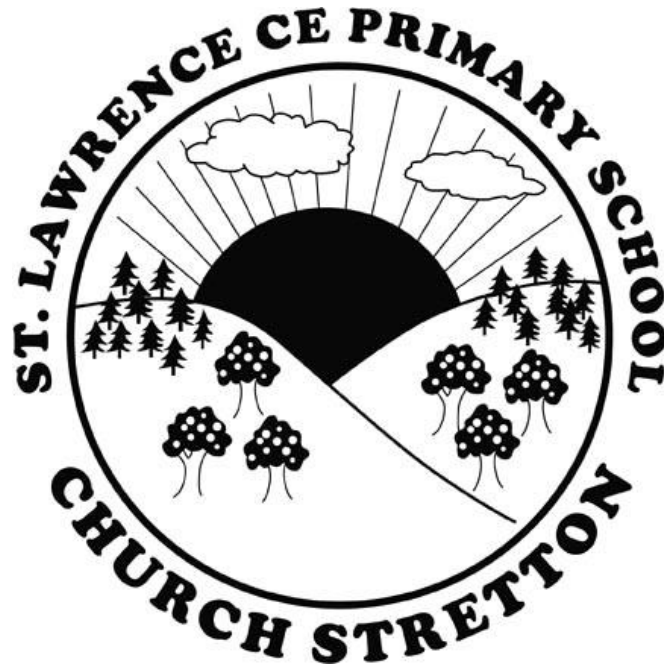
- Pupil Progress meetings take place in non-contact opportunities outside of PPA with the class teacher.
- The Literacy Subject Leader is given time to observe lessons and give oral and written feedback, and to see children's work.

- Staff meet regularly to engage in whole school moderation and Key Stage Moderation to ensure consistency from Foundation to Year 6.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each term

### **Resourcing**

The Literacy Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

# St Lawrence C E Primary School



## Phonics Policy

January 2022

## **Vision & Values**

At St Lawrence Primary School we want all children to become fluent, skilled and attentive readers. In our school we have used The Reading framework - Teaching the foundations of literacy (Jan 22) to design a systematic, synthetic phonics (SSP) programme that is in line with government recommendations.

In this way we can ensure that we:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

We recognise the importance of early language, even before children encounter a book for the first time, and our nursery provision has been set up to promote early language skills building on each child's early childhood experiences at home. We are able to offer targeted placements for families in need so that children can start in nursery from the age of two. Transition documents and 'on entry' processes into Nursery take into consideration the lived experiences and quality of parents' talk, and the prevalence of risk factors so that any delay in early language development is noticed and understood.

Phonics is a way of teaching children how to read and write and we have revised and strengthened our approach in line with recent government guidance, Education Endowment Foundation (EEF) recommendations and the National Literacy Trust.

At St Lawrence Primary School and Nursery, we help children to hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they are combined will help children decode words as they read.

We believe that

“Good literacy floats on a sea of talk” (James Britton, Educationalist)

To be a confident reader you need to be a confident talker.

## **Aims**

Our aim is to systematically teach pupils the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics

emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

Our Phonics programme aims to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them.

At St Lawrence Primary we:

- use a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence
- train staff to ensure they have the necessary linguistic knowledge and understanding
- carefully monitor progress to ensure that phonics programmes are responsive and provide extra support where necessary
- carefully consider any adaptations to systematic programmes that might reduce impact

We consider pupils wider reading skills and identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies. Our inclusive approach to teaching phonics enables us to draw on the expertise of Speech and language therapists, and the ELSAT to adapt the phonics programme for children with specific language or sensory needs.

### **Approach**

#### **We prioritise the development of language in early years.**

We promote high quality adult-child interaction by ensuring that all staff in EYFS and Key Stage 1 can access training in early language. We believe every adult has a vital role to play in modelling effective language and communication. We use a wide range of approaches including shared reading, storytelling, commenting, modelling and explicitly extending children's vocabulary alongside their play.

We use songs, rhymes and games to help children develop their phonological awareness, listening and attention. Children are encouraged to play with language. Story bags, puppets and musical games are used to stimulate and motivate children from an early age.

#### **We encourage children to develop 'reader' and a 'writer' learning behaviours in early years.**

Children are encouraged to practice being a 'reader' or a 'writer' in nursery; a wide range of books are available in a cosy enclosed book corner area, mark making tools are offered across the provision. Children are well motivated to read and write before they start on the SSI programme.

Through play-based activities children develop their pencil grip, hand-eye coordination, fine and gross motor skills which will enable them to participate and get maximum benefit from an SSI when it starts. Children in the early years are monitored closely so that they can be baselined and grouped in the first six weeks of the autumn term in the reception class.

### **Supporting parents/carers to understand how to help with early reading.**

Parents are introduced to the systematic synthetic phonics programme through 'Parent Information Events' at the beginning of the school year. These are usually run as workshops where parents are able to watch a model lesson and view resources and games used in the classroom.

Information is available on the website, and bookmarks with helpful ideas to support reading phonetically decodable books at home are available in the KS1 library.

### **Systematic synthetic programme of phonics Reception – Key Stage 1**

We have recently revised our teaching of phonics in line with government guidance. Letters and letter sounds are taught following a sequential programme identified in validated SSP programmes (Bug Club Phonics/Twinkle Phonics).

Weekly lesson plans break down the learning during each daily session into activities designed to:

- Revisit and Review
- Teach
- Practise
- Apply

There is ongoing daily assessment by teachers to monitor whether children are keeping up with the fast daily pace. Where Teaching Assistants lead a phonics group, they are required to feedback to the class teacher regularly, highlighting any child that needs to move to a different group.

(See Green File in KS1 Library)



Children in reception and key stage 1 are grouped for a daily short 20-minute session (9.10 – 9.30 every morning) to ensure a high adult: child ratio with flexibility so that children can be moved across groups according to the pace and phase they are learning. This approach addresses our local context (children coming into school with a wide range of early language experience) and ensures all children are given the right level of challenge and support.

Our reading scheme and guided reading books at St Lawrence have all been reorganised in line with our SSP programme so that children access phonetically decodable books in line with the sequence of taught letters and letter sounds. New resources from Bug Club have been purchased to supplement the early stages of phonetically decodable reading books.

Every child throughout school takes books home on a regular basis and can access reading, phonics and comprehension activities through their home/school login to Bug Club. Homework activities are also posted on Seesaw for KS2.

### **High quality assessment**

To ensure all children make good progress and children who are struggling receive the right type of support; and time is used efficiently by avoiding rehearsing skills or content that children already know well we use assessments to inform, not replace, professional judgement.

We use online programmes (Phonic tracker), Twinkle and Phonics Play resources to support fast paced recall of letters and letter sounds. All classes have whiteboards and pens which are used to practice writing graphemes, words and sentences.

Teachers monitor children's sensory needs to ensure they do not impede learning. Where appropriate writing grips, writing slopes, large print text or visual support are provided alongside additional verbal and physical prompts.

This term we have introduced an after school 'Reading Club' led by EYFS and KS1 teachers. This extra tutoring has been funded through covid recovery and catch-up programmes. The additional tutoring provides targeted support for children in Year 1 and Year 2 who are not making expected progress in reading and phonics.

### **Expectation and Outcomes**

At St Lawrence Primary School our intention is for every child to leave the school as a competent, fluent reader and writer.

A phonics screening test in the summer term of Year 1 provides us with data which can be used alongside PIRA tests, Book Bands and teacher judgement to monitor progress.

Progress in phonics and in early reading is monitored across each cohort throughout EYFS and KS1 to identify any child that may be struggling. The class teacher works with the SENCO and Subject Coordinator to put a programme of support in place. Summative data is shared termly with the Head and Senior Leadership Team.

Children who do not pass the phonics screening in Year 1 take part in interventions recorded in a Personal Support Plan and must retake the screening test in Year 2. Any child who fails the test in Year 2 continues with a personalised programme of SSP working in a small group or 1:1 with an adult. Occasionally we work with children with an EHCP who cannot learn to read using SSP. We work closely with the SENCO and Speech and Language Therapists to devise an alternative programme. We never give up in our aspirations for every child to be a competent, fluent reader and writer by Year 6.

## **SUBJECT MONITORING AND EVALUATION**

In order to monitor standards and progress the following systems are in place:

- Pupil Progress meetings take place in non-contact opportunities outside of PPA with the class teacher.
- The Literacy Subject Leader is given time to observe lessons and give oral and written feedback, and to see children's work.
- Staff meet regularly to engage in whole school moderation and Key Stage Moderation to ensure consistency from Foundation to Year 6.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each term

## **Resourcing**

The Literacy Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of Phonics. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.