



English Policy

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Purpose of Policy

English is a core subject in the National Curriculum. This policy will outline the purpose, nature and management of how English is taught and learned in our school and will inform new teachers of expectations. Churchfields Junior School follows the Renewed Primary Framework guidelines for English and National Curriculum guidance.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with Staff and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the Policy via the school's server via the Teacher's Drive. Parents are also able to access a copy of the policy via the school website.

Overall Aims and Outcomes

- to enable children to speak clearly and audibly and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings;
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work;
- to enable children to be aware of the grammatical terminology and the impact this can have on their writing.

English and the Primary Curriculum

English is a core subject in the National Curriculum and the National Primary Framework for English is the basis for implementing the statutory requirements of the programme of study for English. The National Primary Framework (Renewed Framework) details objectives taught long-term, while the yearly teaching programme identifies the key objectives in English that each teacher will teach with purposeful cross-curricular links with other subjects.

The Renewed Primary Framework for English is structured through the use of units or blocks of learning. Each unit of work is focused on either narrative, non-fiction or poetry and these are arranged across the year to support progression in learning and forge strong cross-curricular links. This is because the skills taught through daily English lessons are not isolated to this area of the curriculum, and different 'aspects of English' exist. The skills taught during English lessons need to be acquired in meaningful contexts, and therefore opportunity for further development is promoted in all subjects areas. The progressive objectives of the Primary Framework provide a clear, but flexible scaffold, organised into twelve key strands of knowledge, understanding and skills. These can be grouped to form the following key areas: sentence structure; punctuation; text structure and organisation; creating and shaping texts; word structure and spelling; presentation and handwriting.

These are often closely linked and simultaneously contribute to a child's understanding of both the reading and writing process. Teaching blocks are custom designed by clustering learning objectives taken from the twelve strands, and can vary in duration from two to six weeks. As a result, a highly personalised learning experience is provided.

The medium-term and short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define areas taught, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

Each child keeps all English work within English books, this allows progress to be monitored and targets for the child to be set. Books will be monitored continually through teacher assessment and areas of need for children will be identified.

Guided reading occurs daily at the beginning of the English session and is based on a whole class guided reading activity that occurs each day, lasting for a minimum of 20 minutes. The guided reading will be linked to the class book within English, or the topic unit if no book is being used. Various activities will be used within the sessions, ranging from

comprehension, to answering a big question about a text, to identifying features of a particular genre of book. All children will have the opportunity to participate within the lesson and record their work within a guided reading and spelling book. Staff will regularly share ideas and discuss good practice to ensure guided reading sessions are up to date and have a variety of enriching activities that stimulate and involve all children.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Within English, the expectations are stuck into the front of each book and at the start of each term revisited with the children to ensure they are being followed. The teacher also models correct joined cursive handwriting within the lessons and opportunities for children to practise are provided within early morning work.

Spelling, Punctuation and Grammar (SPaG) is to be taught both discretely and integrated throughout the curriculum. It is taught discretely at the beginning of each English lesson with a focus that links to the piece of writing attempted through the week. It is thus a tool to support and raise achievement within writing as well covering the content domain provided in each year groups file. When opportunities arise, SPaG will be taught within both topic and science work to maximise impact.

English is taught both discretely and integrated throughout the curriculum. Topic based lessons will also be taught alongside English. English is taught discretely through units based on the Renewed Framework. English is timetabled for five hours per week; additional work may be covered in cross curricular topic-based lessons.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Planning

Long term planning is based on the units of work set out in the Renewed Framework for English. The order for teaching these units is chosen by the year group team and planned for the year.

Medium term planning is also detailed in the Primary Framework, with individual units of work detailing objectives that are covered. Each unit has a suggested time frame for completion and gives details of 'Phases' that should be covered across the time given.

There are 3 phases to each unit;

Phase 1 is generally centred on reading texts, discussing, comparing and re-enacting.

Phase 2 is generally centred on rereading and analysing texts, discovering features of writing and developing sentence work.

Phase 3 is mainly modelling writing and extended writing.

Short term planning is completed by teachers using the format suggested by the Renewed Framework and is carried out weekly. Objectives are clearly set out for each unit and teachers choose appropriate texts to ensure children have the chance to achieve these objectives. Most objectives are revisited throughout other units for the year group, so children have the time to achieve and consolidate objectives, before moving to the next year group. The Renewed Framework also links objectives from neighbouring year groups as an aid for extending or supporting pupils. The planning will vary slightly for each individual class, so that it is designed for the individuals in mind.

Speaking and Listening

Children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions.

In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

All members of staff have the responsibility to ensure that all children are empowered to speak and express their ideas. Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Children will also learn the skills of justifying and explaining themselves through talk. In conjunction with the SEND co-ordinator and the teaching and learning lead, strategies to improve talk within school are being discussed within a pedagogical club taking place weekly within school. The results of the discussion are shared with the rest of the staff to ensure effective talk is taking place within the classroom.

Every child will get the opportunity to speak in every English lesson. Below are some ways in which Speaking and Listening is promoted and encouraged.

Year Group Expectations (Speaking and listening)

YEAR 3

Speaking and listening, as well as being critical skills in their own right, underpin reading and writing skills across a broad and rich curriculum. Children meet a wide range of oral and written language and develop their use of vocabulary in English.

- Children will engage orally with their peers and familiar adults, talking coherently and sustaining conversations with others.
- They will listen attentively and join in whole-class and small-group discussion.
- Speaking and listening activities, drama and role-play allow children to create a sense of community and shared experience.
- This aforementioned drama and role play will allow the children to verbalise what they want to say which consequently improves their writing. If they can't say it, they can't write it.
- Children share their ideas and strategies with their talk partners and in groups, and learn to use the language of reasoning to justify choices.
- Working in pairs and groups helps children to develop their social skills as they share their ideas and thinking.

YEAR 4

In Year 4 speaking and listening, as well as being critical skills in their own right, continue to form the foundation of reading and writing skills across a broad and rich curriculum. Carefully planned collaborative group work provides social opportunities to develop speaking and listening skills in a structured context. In Year 4 most learners are beginning to understand that people can hold alternative viewpoints and this understanding is developed as a priority.

- Children explore how talk varies according to different contexts, purposes and audiences in drama and role-play.
- They compare and comment on the different contributions of music, words and images, for example through watching performances and short extracts from TV programmes.
- When working in groups, children take different roles and use language appropriate to those roles.
- They are learning to make effective use of time and resources to secure effective group working, for example by sharing tasks, checking on progress and amending plans.
- Children create roles showing how behaviour can be interpreted from different viewpoints, and they develop scripts based on improvisation, exploring these differing feelings and viewpoints.
- Speaking and listening activities, drama and role-play allow children to create a sense of community and shared experience.
- This aforementioned drama and role play will allow the children to verbalise what they want to say which consequently improves their writing. If they can't say it, they can't write it.

YEAR 5

Speaking and listening, as well as being critical skills in their own right, continue to be the foundation of reading and writing skills. Collaborative group work continues to provide opportunities to develop speaking and listening skills in a structured context.

- Children refine their understanding of the role and responsibilities of different participants in group tasks.
- They plan and manage group tasks and understand different ways to lead and support others within the group.
- They understand how to move towards decision making in a collaborative way.
- When solving problems, children discuss how to and why they select the information and resources and decide on the approaches they plan to use to engage with the problem.
- They experiment with ways of using spoken language to persuade and influence an audience in debates and role play.
- Children have opportunities for performing both improvised and scripted performances, plays and poetry, as well as watching live and media performances.
- They describe and reflect on dramatic conventions, authors' style and effects.

YEAR 6

Speaking and listening, as well as being critical skills in their own right, continue to underpin reading and writing in a broad and rich curriculum.

- In Year 6 work on persuasion informs whole-class debates.
- Improvised and scripted drama reaches a high standard of polished performance, using a range of dramatic techniques and conventions acquired from play-reading and watching live or recorded performances.
- Group work provides social opportunities to speak and listen in a structured context, developing the ability to give and receive constructive feedback.
- Negotiating, resolving conflicts and reaching agreements using effective communication skills are key aspects of speaking and listening in Year 6, practised in formal and informal situations.

Informal Activities to Promote Speaking and Listening

- involving children in clubs
- shared play (work) areas
- reading, English and maths games
- shared reading of information texts, atlases, etc.
- interactive displays

Structured Activities to Promote Speaking and Listening

- drama activities
- circle time
- show and share/tell time
- oral dictations (spellings)
- shared and guided reading
- telling or reading a story to/with a class
- class debates
- speeches and persuasive arguments/discussions
- play scripts
- school productions and assemblies
- P4C (philosophy for children) lessons
- partner talk

Many of these activities will be delivered as part of their English lesson. However, other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Reading

Year Group Expectations According to the National Curriculum

Lower KS2 - Years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper KS2 – Years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the

Years 3-4 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. 	<p>READING Word reading</p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.</p>
<p>READING Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 	<p>READING Comprehension</p> <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>
<ul style="list-style-type: none"> 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 (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one 	<p>They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need</p>
<ul style="list-style-type: none"> paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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. 	<p>to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
Years 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>READING Word reading</p> <p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or falling in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>
<p>READING Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide 	<p>READING Comprehension</p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend</p>

pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <ul style="list-style-type: none"> understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<p>are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style and effect</i>.</p> <p>In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.</p>
<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 	<p>their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>

The Reading Corner

Children should be provided with an environment that promotes reading. Every classroom should have a book corner, which is used by the children, and a display that promotes their work. The reading corner needs to be themed (e.g. jungle, forest, under the sea) and organised by the children. This ownership will give children awareness of the different books available in their classroom. To ensure different books are easy to find, book shelves should be labelled and sorted according to ability levels or different genres/authors. There should also be a range of non-fiction texts available to the children. The display needs to include different questions for the children to think about when they read silently. As well as these permanent fixtures, the display should also be a working wall, showing work in line with children's reading e.g. book reviews done in English lessons or 'wow words' they have found during guided reading sessions. Furthermore, each week a topic from the current text should be prominently displayed to improve understanding of the book and consequently to improve the writing. Examples of this could be character or setting descriptions. These parts of the display should be a working progress and show progression in standards across the school. The books within the book corner should also reflect this progression. There also needs to be a wide range of books available for the children, including multi-cultural resources.

Guided Reading

Guided reading should take place each day for at least twenty minutes, daily, a whole class lesson and activity planned for. As children move KS2, they are required to become more analytical as readers. They need to be aware of authorial intent and the implication of historical and cultural context on a piece of writing. These difficult skills need to be modelled and taught by the teacher. A whole class guided reading session will allow all children to access the curriculum and be subject to the high expectations present throughout Churchfields Junior School. Differentiation, where appropriate, should be present within the lessons to ensure all children can access the text and the tasks that are set whilst challenging themselves.

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

How is guided reading taught?

Each day a focus is chosen for the lesson that will link and support the topic book in English. Each focus will link to one of the AFs which are needed to be understood in order to meet the content domain (see above). These will be planned

for throughout the week and on the plan, the content domain that the lesson meets should be clearly stated. This will allow monitoring to ensure children are given the opportunities to practise all of the key skills required. Present within each year groups folders, are example questions and suggested activities from each of the strands of the content domain. These should be used to support planning to ensure high quality tasks are taking place. Some examples can also be seen at the bottom of this section.

By reading as a whole class, challenging questions can be asked that the whole class can hear and discuss; tricky vocabulary can be discussed and then implemented into the childrens' writing and the whole class remains on task and engaged. Furthermore the outcome of the lesson is mostly written in their pink guided reading books, better preparing the children for the expectation of written responses at the end of KS2.

Once a week, the children are given the opportunity to look an answer comprehension questions. The teacher will differentiate the questions where necessary and model explicitly how to answer the questions. Once every 2 weeks, examples of these should be seen within the Writing books.

The fact that Guided Reading, Spag and Writing are all interlinked and support one another, ensures greater depth and mastery of the text from the children. They will then be able to understand the various requirements in reading to a greater depth as the skills can be explicitly taught daily to all. Consequently, this will dramatically improve the writing of the children.

Example Questions

Guided Reading Assessment Focus Questions

AF 2 Literal retrieval	AF 3 Deduce, infer or interpret information, events or ideas	AF 4 Identify and comment on structure and organisation	AF 5 Writers' use of language	AF 6 Writers' purposes and viewpoints and effect on reader	AF 7 Social, cultural and historical contexts and literary traditions
What does ... mean?	Why did ... ?	What is the purpose of ... ?	Explain why ... is used.	Was this text trying to ... ?	In what ways is ... like ... ?
Can ... have more than one meaning?	What does the word ... imply about ... ?	How does the layout help?	Why does the writer choose ... ?	Does the author like ... ? How do you know?	Which features could ... like?
What happened at ... ?	What ideas are we given about ... ?	Why is ... in ... ?	What does ... tell you about ... ?	How were the purposes of the texts different?	Give two pieces of evidence that ... ?
What did the ... do?	Why are ... used?	Why has ... ?	Why did the author use ... ?	What can you tell about the viewpoint of the author?	How did you know ... ?
Which word told you that ... ?	Why is it easier to read ... ?	Why is it easier to read ... ?	How does ... help you to understand?	Why are ... used?	What is it about ... that ... ?
Where did ... go?	How was ... different after ... ?	Why does the author choose to ... ?	How was the choice of words creative?	Look at the descriptions of people. Who is most likely to be the ... ?	Could ... be described as ... ?
Describe ...	Why is ... important?	Why does the author choose to ... ?	What do phrases such as ... tell you?	What kind of magazine would you expect to find an article like that?	What else might make ... sad / angry?
Which paragraph tells you ... ?	Why are ... ?	Why did the author choose the events ... ?	Why did the author choose the events ... ?	Why were ... included?	What other reason could there be for ... ?
Why do ... ?				Which text do you think is more effective?	

Think of a question to research using the topic books – what do you want to find out? Research it.			
Write a letter to the author describing your opinion on a matter discussed in your book.			
Write a new blurb for what you have just read.			
Design a new front cover for the text you are reading.			
Summarise the chapter you have just read in 30 words.			
Write a list of your favourite words and phrases from your book.			
Draw a picture of the main character in your book – write adjectives around the picture to describe this character.			
Draw the outline of a character. Inside, write how the character feels. Outside, write how other characters see him/her.			
Write a diary from one of the character's perspective.			
Write a review of the book you have just read.			
Design a persuasive poster encouraging people to buy your book.			
Make a storyboard/story map of the main events.			
Draw a picture of one of the settings in your story.			
Compare your book to another book you have read – draw up a table of differences and similarities.			
Imagine you are a journalist and you witnessed one of the main events in the story. Write a newspaper article to describe it.			
Write a list of emotions a character of your book is feeling in the part you just read.			
Write a 'show not tell' paragraph to describe one of the emotions the character in your book has felt			
Create a family map / tree for the characters in your book			
Write a script on your scene			
Act out the last piece of the story you have just read			
Make up questions about the text you have just read to ask a partner			

Reading outside the Guided Reading Sessions

As well as guided reading sessions, teachers should ensure children to take home books they have borrowed from the school, or local library. Each morning the children are to bring in their bookmark with the date and the pages they have read that night. The teacher will reward children who have read a lot to encourage all children to read. When children have finished their book and got their bookmark signed by their parents, they can get a stamp in their reading passport. Teachers should play a key role, when checking out children's books in the school library, in advising children on books to take out to make sure the level of challenge is appropriate. However, each child should have the opportunity to choose a book for themselves to coincide with this guidance. Advice is also given to parents on how to support quality reading during parent's consultations and other arranged meetings. The English co-ordinator will run parent workshops to advise how parents can support reading at home.

Class-based reading will take place in English lessons as teachers plan units in line with texts / books. Teachers are also expected to read class novels to the children so they are able to access books above their current reading level. This modelling of reading should help to teach children to add vocal expression, punctuation and dramatic affect to their own reading. Therefore, this should take place in all classes.

Other optional methods for promoting reading

- fiction / non-fiction book of the week
- book reviews – oral or written
- favourite authors / author visits
- books on tape at listening stations
- CD ROMs
- library visits
- class books of children's work

Reading for Pleasure

Reading for pleasure is actively encouraged and is a part of every child's educational achievement. The 'Churchfields Express' has been designed and implemented to build on extensive reading and exposure to a wide range of texts with the aim of making huge contributions to students' educational achievement. It celebrates the importance of reading as a pleasurable activity in its own right.

CJS Reading Express

- 1) Children choose a book from the CJS Reading Express Map. This book may be from home or from the classroom, school library or library outside of school. The colours on each line graduate with books suitable for Year 3 and 4 on each line in a lighter colour than the books more suitable for Year 5 and 6.
- 2) Child on their bookmark writes the name of their book. As they read the book the children record which page they are up to. They may choose to decorate the bookmark too.
- 3) When the book has been read, a parent or carer signs to confirm this on the bookmark. The teacher stamps the corresponding page in the child's reading passport and the child colours in the station on the reading map in their passport.
- 4) The child then chooses another book, ideally from another line and repeat steps 1 to 3.
- 5) If the children want to read a book in the same series or another book on the same line, they can collect more than one stamp per line.
- 6) If children read a book not on the CJS Reading Express Map, they still get a stamp that corresponds to genre of the book
- 7) Rewards given for reading all the books on a line or reading a book from all 16 lines.
- 8) Each week as part of their reading homework, children choose a task from the list based on the book they are currently reading. It is not necessary to complete a task for every book.

Writing

Children should be given opportunities to write and the links between reading and writing should be made explicit. Consequently, all reading and grammar activities should support the writing process. Children should be made aware of the importance of planning their writing. In the earlier stages this may be telling the teacher what they are going to write, whilst in more developed cases it may involve a planning grid and/or draft copy.

In the early stages, children should be encouraged to use emergent writing and any phonic knowledge to write freely (Emergent Writing), but should also see writing modelled by the teacher in Shared Writing sessions and when necessary, phonics lessons. When entering year 3, children should be writing independently and should begin writing in a variety of genres, for a variety of audiences. To facilitate and support extended writing we have opportunities for longer writing activities. Before children are able to write, they will need to see the process modelled and it is necessary that this is happening in the classroom during the English lesson.

Writing occurs throughout the entire curriculum. Cross-curricular writing for example, is used with story writing in Religious Education, non-fiction writing in Science, History and Geography. It is the expectation that rules and strategies for writing will be used in all subject areas. I.C.T. has strong links to English and should be taught cross curricular when best suited.

Year Group Expectations: Writing

Year 3

At the start of Year 3, the majority of children are on the brink of independence in English. The confidence gained in Year 2 needs to be sustained as they move into a new key stage, to build enthusiasm, interest and motivation. Children are encouraged to be experimental as writers. All the time, children are made aware of the effect of their language choices on the reader. Planning through talk and oral rehearsal are key skills for Year 3 as children develop as writers.

- In narrative writing story structures are developed, with learners varying their openings, linking a series of events and becoming aware of the effects of different endings.
- Familiar stories are used as models for their own writing.
- Settings, character description and dialogue all develop in range, with the use of lively, imaginative detail.
- In non-fiction writing, instructions and first-person recounts based on real-life experience continue to develop.
- Most children make decisions about the form and purpose for their writing and with guidance from their teacher, develop success criteria against which they can evaluate their work.
- The majority of children become secure in using simple and compound sentences, extending their use of subordinators such as 'if', 'so', 'while', 'though', 'since'.
- Children are encouraged to constantly read their work as they write, revising and improving as they go.
- They use basic punctuation with increasing consistency, and will begin to experiment with a wider range of marks with varying degrees of accuracy.
- Through listening, reading and specific teaching, they will meet complex sentences. Some children will begin to experiment with these in their own writing.
- They use interesting and more specific vocabulary, for example 'poodle' for 'dog', and vary the use of adjectives and verbs for impact.
- Year 3 is a critical year for moving from a primarily phonics based spelling approach to one that takes more account of word structure.
- The accuracy of spelling high frequency words increases.
- The majority of children use the four basic handwriting joins taught in Year 2 in independent writing.
- They write with consistency in size and proportion of letters and spacing within and between words.
- They develop accuracy and speed when using the keyboard to type, edit and re-draft their writing.

Year 4

As in reading, Year 4 is marked by growing confidence, control and fluency in writing fiction and nonfiction. Children are aware of features that writers use to provoke reactions in readers and they have gained confidence in selecting forms of writing for different audiences and purposes. They have begun to use success criteria in evaluating their own writing. Talking and oral rehearsal are still essential planning skills for writing in Year 4. Reading as they write is now an established skill, enabling children to check for meaning as they compose, adapt and make changes as they go along.

- Narrative writing develops both in length and in structure, using good models from personal reading and stories read aloud.
- Clear chronological stages begin to be organised into paragraphs.
- Learners are increasingly using ambitious vocabulary and varied sentence construction to engage the reader.
- They create realistic or imaginative settings for stories, developing character through action and dialogue, and deliberately create effects such as suspense or foreboding.

- With an increasing awareness of others' viewpoint, the Year 4 writer is conscious of how vocabulary and grammatical choices affect the reader. Their word choices show more careful selection, for example through use of more appropriate or effective adjectives.
- In Year 4, non-fiction writing continues to develop through recounts and reports and extends into persuasive and discussion texts.
- Controlling structural organisation of non-fiction text-types through paragraphs and devices such as headings and subheadings is a major task for Year 4.
- Learners also master internal organisational features such as tense, pronoun agreement and connectives, which guide the reader to clear understanding of information, argument or point of view.
- They are becoming confident in using connectives and subordination in order to show why, when or where something happened.
- As children learn to use a variety of complex sentences, punctuation using commas within sentences develops.
- They begin to use the possessive apostrophe accurately.
- Year 4 spelling is marked by increasing accuracy of high frequency and phonically regular words and the ability to apply a range of strategies to unfamiliar words. When spelling unfamiliar words with long vowels, children enter Year 4 with sufficient information to make an accurate choice, and for many fairly common words will correctly decide, on visual appearance, between two alternatives.
- They distinguish between the spelling and meaning of common homophones with increasing accuracy.
- By the beginning of Year 4, children have had a lot of practice in reading and spelling verbs with the inflected endings *-s*, *-ing* and *-ed* and plural nouns. These will need further revision in Year 4 and be extended to include verb stems ending in *y*, for example 'marry', 'married'.
- Children use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.

Year 5

Year 5 is marked by growing confidence, control and fluency in writing fiction and non-fiction. Talking and reading continue to provide the foundation for writing. Teachers emphasise the purpose and audience for all forms of writing. As extended writing develops, cumulative rereading over several writing sessions, sometimes with partner support, is an essential skill.

- Children are increasingly confident in organising their work through paragraphs, extending into correct layout and punctuation of dialogue and reported speech.
- Extended writing allows time for developing consistency and complexity in characters, using a range of techniques experienced through hearing good models, storytelling and drama.
- In poetry and narrative, children use ambitious vocabulary and vary sentence construction and sentence order to engage the reader and create specific effects.
- They review the features of different non-fiction text-types, and choose and adapt forms to fit the purpose and audience.
- Children learn to make notes to support their reading and writing.
- They explore persuasion and its use of emotive language in depth, comparing it with the more balanced, rational style of argument, with its presentation of differing viewpoints.
- They are increasingly confident with the structure and internal organisation of different nonfiction text-types including explanatory texts, further developing paragraphing, sentence construction and connectives to provide coherence and cohesion.
- Children learn to manipulate sentences in a controlled way to achieve particular effects and to adapt their sentences to the needs of differing readers and purposes.
- They learn to use a wide range of subordinators within complex sentences.
- Systematic teaching of spelling and punctuation conventions and strategies continues, and these are applied in all writing across the curriculum.
- Children use joined handwriting for all writing, including drafting. They concentrate on increasing handwriting speed and continue to develop increasing speed and accuracy in typing.

Year 6

Year 6 is marked by confidence, control and fluency in writing fiction and non-fiction. Talking, firsthand experience and personal reading continue to provide the foundation for writing. Writing still needs to be firmly located in a relevant, motivating context including those in other curriculum subjects and themes. Emphasis is placed on the purpose and audience for all forms of writing. When writing, children give most of their attention to what they want to say and how they can express it most effectively.

- Children are encouraged to be experimental and adventurous and, wherever possible, given choice and control over the content and organisation of their writing.
- They have opportunities to use ICT and a range of multimodal devices to create both fiction and non-fiction texts.
- By the end of Year 6, the majority of children are secure in the different stages of the writing process and can review their own work critically.

- They independently choose different planning tools for a range of writing tasks.
- They understand the need for re-drafting at organisational level for a whole text as well as surface revision of spelling and punctuation.
- Narrative structure continues to develop in an adventurous way, for example including stories within stories, flashbacks, beginning in the middle or at the end of events.
- Year 6 writers are confident in organising their work through paragraphs, including correct layout and punctuation of dialogue and reported speech.
- Extended writing allows time for developing complexity in narrative structure, characters and settings, using a range of techniques experienced through hearing and reading good models, storytelling and drama.
- Children are competent in the main non-fiction genres and extend their range into journalistic writing, biography and autobiography.
- This is the year for gaining control over the use of a range of complex sentences and their internal punctuation to create subtle effects of meaning.
- Children revise the grammatical features of non-fiction text-types and ways of ensuring coherence through paragraphs and cohesion through connectives.
- They write consistently and with the appropriate degree of formality for their purpose and audience.
- They learn the difference between the active and passive voice.
- They use conditionals to signal or hint at possibilities, uncertainty, doubt or ambiguity.
- In Year 6, the majority of children routinely spell the majority of words correctly and have a range of strategies to apply to difficult or unfamiliar words.
- They use dictionaries, spellcheckers and ICT confidently to proofread their work.
- They have developed a personal, legible handwriting style which they can adapt to suit different purposes.

Grammar and punctuation

Children should be encouraged to consider grammar and punctuation whilst writing. It is also important that children are given reasons for grammar and punctuation (a comma is a short breath when reading what is written) and that these reasons are closely linked to reading and speaking and listening.

The Renewed Framework, which is supplied in each year group's folder, outlines the objectives for Sentence Structure and Punctuation for each year group and highlights which units will cover them. Staff also will use Alan Peat's exciting sentences to ensure the children have a fun way of remembering different strategies of incorporating a variety of sentence types within their writing. They will further use Pi Corbett's talk for writing sentence games to build a vast range of strategies to encourage talk for grammar.

Spelling

The spellings taught within school have been taken directly from the Primary National Curriculum 2014. They are broken down into upper (Years 5 and 6) and lower (Years 3 and 4) Key Stage 2. As well as the statutory list, there is also some flexibility with time throughout the year for teachers to add to these lists, according to what is needed for their class. The full list of the statutory spellings can be found on the Churchfield's website (for children, parents and carers) and also on the T:drive/Literacy/Spelling/Guided Spelling (for teachers).

Guided Spelling

Children should have Guided Spelling sessions in class, within the school day. These consist of ten to twenty minutes of spelling activities and allow children to investigate and learn the rules, strategies and meanings behind the words taught each week. For all spelling activities, children should be encouraged to use joined-up handwriting – this allows the brain to memorise the movement and pattern in writing as well as the remembering the lettering itself.

The Guided Spelling week, within class, is broken down into three elements:

- Guided group – a teacher-led activity
- Dictionary work – independent work
- Choice activities – independent work

Guided Group

Once a week, children will have the opportunity to work directly with their class teacher in a group. During these sessions children discuss the rules behind the spellings, the phonics and also have an opportunity to look for any exceptions to the rule. The general structure, which will be adapted according to the group of children and the weekly spellings, is as follows:

1. Independently (with the teacher overseeing it), children look at a group of spelling words, discuss patterns and sounds, then categorise them according to the discussion
2. Then, with more input from the teacher, they talk about the spelling rule, additional words they could add to the groups and other ideas they have come up with to help them remember the spelling patterns
3. The teacher can then choose an activity to test children's understanding – e.g. mini-assessment within the group using whiteboards

Dictionary and Thesaurus Work

As well as a teacher-led activity, once a week the children must complete dictionary work to help understand the meaning of the words they are looking at. They must first find the meaning, using a dictionary, before writing sentences that put the words into context. Children should also be encouraged to use their spelling words in their writing each week. Children should be given the opportunities to use a thesaurus regularly to build up a rich vocabulary.

Choice Activities

On the other three days of the week, children continue to work with the same spellings, completing activities that allow them to grasp an understanding of both the context in which the words are used, how they are spelt and in some cases the origin from which they came. There are a number of different activities that children should choose from (making sure they rotate between tasks throughout the week), taken from the working list below:

- **Spelling battle:** partner work – mix up the letters from one of the week's spellings – can your partner solve the conundrum? What other words can they find?
- **Pictionary:** in pairs, one partner draws one of the week's spelling words, breaking up big words to help them. The partner has to guess the word and write down the correct spelling on a mini-whiteboard.
- **Charades:** in pairs, one pair acts out one of the week's spelling words – they can break down syllables if necessary – partner writes the correct spelling onto the mini-whiteboard. Then switch. Dictionaries available to help them with meanings.
- **Sing and Spell:** independently, children make up a song/rap to help memorise the week's spellings/the week's spelling rule.
- **Spelling Muddle:** using scrabble letters or bananagrams, see how many spelling words you can make
- **Change one letter:** use a spelling word from the week and add or take away one/two letter/s at a time to make new words.
- **Wordsearches and crosswords:** find this week's spellings in a wordsearches and crosswords
www.amoredpenguin.com/wordsearch/

- **Hidden words:** in pairs, one partner reads out one of the week's spelling words. The partner jots down the spelling and they both check it. Then they both challenge each other at the 1 minute challenge – how many words can they find within that one word in one minute?
- **Spelling cards** - a number of different tasks for memorising spellings
- **History of words** – use iPads to research the history of words

Differentiation

The words the children learn are the same for all members of the class. Therefore, the differentiation must come from the teaching and resources made available as outlined below:

- **Ability grouped** – children should be ability grouped for the teacher led activity – this allows the teacher to adapt the task at hand according to that group's needs. The groups should also be no more than six children to allow for further individualised learning as necessary.
- **Mixed-ability** – during the other activities, children have the opportunity to work with children of all abilities, allowing for peer support.
- **Pre-teaching** – the spelling words are available on Fronter for parents to use with their children at home; use of an LSA for pre-teaching can also be beneficial
- **Teacher led activity** – the spelling programme does not fill every week of each term – this allows some flexibility for teachers to teach words in line with their topics or those words that children continue to struggle with

Assessments

Every three weeks children to be tested on their knowledge in an informal spelling test. This test should be a random selection of words from the spelling rules that the children have been learning. The words need to be placed into sentences for this type of assessment. The results should be informally recorded by teachers to allow them to continually assess the children's progression.

Spelling outside Guided Spelling

As already mentioned, children should be encouraged to use their spelling words during writing sessions. They should also be encouraged to enhance their vocabulary with the use of a dictionary and thesaurus during editing sessions. When incorrect spelling is used within work it needs to be underlined with a wavy line and children should write the correct spelling underneath their next steps (see presentation policy for further guidance).

Handwriting

The teacher should model joined writing whenever possible. Throughout Year 3 and 4 children will be expected to join their writing in English lessons, and by Year 5 and 6 children should be joining their writing all the time. It is important that the children do not just copy from the interactive white board, or a sheet, but that the teacher models writing in a fluent joined style, highlighting difficult joins and accurate ascenders and descenders.

Methods for Promoting Quality Handwriting

- Labels around the classroom and on displays
- Example of children's writing prominently displayed
- Books written by children
- Books written by adults around the school
- Modelling from teacher, both in marking and writing on the white board.

The role and responsibility of the subject leader

- to support and guide the classroom practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of English teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the English budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- to review regularly the contribution made by English to a meaningful curriculum.
- To prepare and lead parent workshops

Teaching and Learning

Children should:

Reading

- develop a knowledge and appreciation of reading;
- have the opportunity to participate in guided reading everyday;
- have differentiated work that is appropriate for their learning and enjoyment;
- Have a chance to share their enjoyment of the text through discussion.

A variety of teaching strategies are used to engage and gain the interest of children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These could include:

- investigative work;
- presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences and making it relevant to their lives;
- demonstration of skills and techniques and provision of time for practice;
- opportunities to communicate their ideas to each other and with teachers including discussions and presentations;
- use of books and other reference materials;
- use of information technology and other emerging technologies;
- use of visual stimuli, including video clips and television programmes;
- visits and workshops provided by visitors;
- Independent research.

Display

Every class must display the daily teaching objective. The children should also have access to word banks and dictionaries to further support children with their English skills. A display of vocabulary, connectives, openers and punctuation (VCOP) is on display in every classroom. To widen each child's vocabulary, a display of 'Wow Words' should be used in each class. The 'Wow Words' should be a word that the majority of the class does not know. It then should be looked up and added to the 'Wow Word' display. Encouragement to use it within everyday usage should be given. This will enable children to build up a wide vocabulary.

Assessment, Attainment and Progress

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Teachers endeavour to make assessment purposeful, allowing each teacher to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Teachers own plans should indicate the focus for each unit of work (base tasks) and assessment opportunities will be identified. The assessment opportunities will be in the form of a written task which will be clearly identified in the planning and in the child's book. This will be commented on by the teacher through agreed marking procedures based on the level of descriptions in the National Curriculum. These will provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

A school portfolio containing examples of children's work (three pieces from each class from Reception to Year 6) is accessible on 'T' drive within the 'ENGLISH' folder under 'Levelled Work'. Teachers unsure about a level will be able to use this resource to help them become more confident in their decisions.

Assessment is carried out on three levels.

Short term assessments are an informal part of every lesson and are closely matched to the teaching objectives. These tend not to be recorded because they are for the teacher's immediate attentions and actions; however, pertinent comments from adults within the classroom are recorded on short-term planning sheets, with next steps/problems encountered accompanied with individual names or groups. Children are given feedback and targets through marking and discussion.

Medium term assessments are carried out every term. The children will complete writing and reading comprehension assessments. Through those assessments, a level is awarded and recorded on a tracking sheet. These are added to Raise Online and the tracking sheets allow the class teacher, SLT and English Co-ordinator to identify children with differing needs or issues.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets. These will be made through statutory KS2 SATs in Year 6. Years 3 – 5 use PIRA tests. This information will then be passed to the child's next teacher. Teachers will mark work using the agreed age related expectations to build evidence of a child's level and progress made whilst at the school.

Assessment, Recording and Reporting

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, looking at their drawings, models, diagrams, plans and written work, by photographing and recording their finished products.

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. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use Marking Ladders to assess work and set future targets.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

The English Leader monitors teaching and progress in English by:

- Informal discussions with teachers, LSAs and children
- An annual resource audit
- Assessing work, planning and progress
- Observing lessons

Resources

Most English resources are accessible via the "T" drive and installed on each teachers' class computer. New resources are purchased when funding is made available. The English Leader is responsible for completing an annual financial bid for the maintenance and development of the subject, in which new resources are highlighted.

Children are given instructions in the safe and considerate use of resources, including taking care with consumables and materials that are not easy to store. When engaged in practical work, children should behave in a considerate, responsible manner, showing respect for other people and the equipment.

Children will have the opportunities to use the following resources: style, word mats, classroom' books, guided reading books and topic loan books.

All children should have opportunities to use I.C.T, including the internet, video cameras, sound effects and a variety of different programmes to help present their work.

Equal Opportunities and Inclusion

As teachers we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published material we use with our pupils and this policy is informed by these respective policies. Big books, posters, books and teacher resources support multicultural aspects.

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society: Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Parental involvement

The school encourages parents to be actively involved by:

- holding parent-teacher evenings twice yearly to discuss the progress of their child, where targets are discussed and agreed;
- inviting the parents into school in the summer term to discuss the yearly report;
- inviting parents to curriculum workshops or circulating information via online newsletters;
- hosting Book Fairs and participating in Book Clubs;
- Inviting parents to read with children each morning in the library.

Review

This policy is reviewed by staff and governors at least every three years. Parents are most welcome to view copies on the school's website and comments are invited from anyone involved in the life of the school.