

# THE WILLOWS PRIMARY SCHOOL



## ENGLISH POLICY

### Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: ENCO  
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At The Willows Primary School we recognise that English is a core subject within the National Curriculum and that an important part of all our teaching is to develop pupils' ability to use language to think, explore, organise and communicate meaning in a range of different situations.

### **Aims**

- To enable pupils to develop basic literacy skills in order to access all other curriculum subjects
- To enable pupils to acquire the language skills to express themselves correctly and appropriately.
- To enable pupils to read accurately and with understanding.
- To enable pupils to understand the relationship between reading and writing.
- To provide pupils with learning opportunities which integrate reading, writing, speaking and listening
- To provide real contexts for language learning in English and across the curriculum.
- To encourage pupils to have an interest in words, their meaning and a growing vocabulary.
- To develop the thinking skills of pupils to help them on the path to becoming reflective, independent learners.
- To provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing.
- To recognise the importance of having a consistent view of language learning across the wider curriculum.

### **Curriculum Organisation**

Teachers work together to plan the overall English programme, ensuring balance and progression across the school, using the 2014 National Curriculum objectives as the core scheme of work. This is supported by the long term overviews and school unit maps planning documents.

Each year group uses the long term unit overview as their basis for planning and teachers work together in teams to develop the required units of work and complete their weekly plans. These units identify appropriate teaching and learning strategies required to cover the teaching objectives and ensure the needs of all pupils are met within a variety of organisational learning. Regular assessment will also inform next steps planning for pupils' needs and ensure progression for all.

Pupils are taught as individuals, pairs, in groups, and as a class. We provide teaching which is challenging, interactive and develops thinking skills in pupils. Pupils work with their own class most of the time but can be grouped by ability where appropriate in order to cater for the full range of children's learning styles.

### **Spoken language**

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making

their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Spoken language and listening experiences at The Willows Primary School include:

- Drama
- Group discussion and interaction – collaborative group work
- Presentations
- Speaking for different purposes and audiences
- Listening and responding
- Debating

## **Reading**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading experiences at The Willows Primary School include:

- Teachers reading to pupils
- Modelled reading
- Shared reading
- Guided reading
- Paired reading
- Performance reading
- Independent reading
- Cross curricular research

Multimedia/on screen reading

- Promoting outside opportunities for reading such as Scholastic Book Fair and Reading Gladiators
- Comprehension activities
- Reinforcement and application of phonics where appropriate

In KS1, daily Guided Reading sessions are planned in addition to literacy lessons.

In KS2, we use the text immersion model where the children are immersed within the text type before writing in order to provide a clear understanding of the text type, access to relevant vocabulary and a model for writing. There is regular text immersion (at least once a week) in every class to enrich comprehension and response. Reading provides models for writing with regular opportunities for oral/written comprehension of text. Text Immersion lessons in KS2 includes both shared and guided reading.

Guided reading texts are chosen appropriate to age, ability and interest. Shared and guided reading should improve fluency, comprehension and response. There is a continued focus on the use and application of phonics for struggling readers, including diagnostic assessment/intervention where necessary to enable them to tackle unfamiliar words.

Class novels are read regularly (minimum 3x per week) and displayed within the classroom to show progression over time.

### **Writing Composition**

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing experiences at The Willows Primary School include:

- Modelled writing
- Shared writing
- Guided writing
- Independent writing
- Cross-curricular writing

### **Spelling, Vocabulary, Grammar and Punctuation**

Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Pupils should be taught to control their speaking and writing consciously and to use Standard English.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Grammar is taught within literacy lessons. The grammar focus for any lesson is relevant to the text type and purpose for writing. Children will be given opportunities to apply the taught grammar skills within their extended writing as well as within specific activities. In KS2, children are given regular opportunities to become "Fluent in Five" with their grammar skills.

### **Using Spelling Dictionaries**

In LKS2, the children will use their spelling dictionaries in Literacy and IPC lessons. They will be used to record any spellings highlighted to them by their teacher in written work (main focus being on high frequency words) as well as key words based on their IPC topics to support vocabulary retention and the correct transfer of spellings into independent writing.

In UKS2 the children will take ownership of their own spelling dictionaries. They will be used to log any spellings highlighted to them by their teachers in written work (main focus being statutory words, HFW) as well as words they are struggling with in weekly spellings. The children will be encouraged to review their spelling dictionaries in morning challenge time. At the end of the week, children will be given some reflection time to test each other on up to 5 words. Modelling, feedback and peer testing are motivational features of this process.

### **Handwriting**

Handwriting is a means of recording language on paper, using a generally understood system of symbols. It is an important life skill as a functional tool for expressing language and as part of self-image and expression of personality.

Despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life. Writing also depends on fluent, legible and, eventually, speedy handwriting.'

As a school, we recognise that children's ability to write well for the rest of their lives, depends on firm foundations of taught skills in their primary years.

Our aims in teaching handwriting are:

For all children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is:

- Legible
- Presentable
- Comfortable
- Fluent
- Flexible
- Fast
- Automatic
- Sustainable



### **Special Needs and Classroom Support**

The class teacher will ensure that pupils have work planned to meet their individual needs. Teaching assistants will provide support for children's learning as directed by their class teacher and focussed on their learning outcomes as recorded in their individual learning passports. There are intervention programmes in place for pupils who require regular, additional support with literacy.

### **Monitoring and Assessment**

Pupils' skills, knowledge, understanding, progress and attitude will be assessed regularly and children will be monitored both individually and in groups as part of ongoing teacher assessment.

Class targets are set for each unit of writing, based on the genre and the writing skills that are the focus for that unit. Summative assessments are carried out at the end of each term and formal statutory testing takes place at the end of Key Stage 2 in line with National Curriculum assessment requirements. Parents are provided with annual written reports to ensure they are informed of progress, including strengths and weaknesses. Parents are invited to attend both formal and informal parents' evenings throughout the academic year.

### **Cross-Curricular Opportunities**

A cross-curricular approach is developed through IPC subjects, science, computing and RE, where links are made to ensure children can apply their literacy skills in a relevant, meaningful and purposeful way.

## **Reading and Comprehension**

The 2014 National Curriculum states that Year One **pupils should be taught to:**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

The 2014 National Curriculum states that Year Two **pupils should be taught to:**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## **Writing Composition**

The 2014 National Curriculum states that **Year One pupils should be taught to:**

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils



- read aloud their writing clearly enough to be heard by their peers and the teacher.

The 2014 National Curriculum states that Year Two **pupils should be taught to:**

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

### **Spelling, Vocabulary, Grammar and Punctuation**

The 2014 National Curriculum states that Year One **pupils should be taught to:**

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Develop their understanding by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

The 2014 National Curriculum states that **Year 2 pupils should be taught to:**

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Develop their understanding by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English

## **Handwriting**

The 2014 National Curriculum states that **Year One pupils should be taught to:**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

The 2014 National Curriculum states that **Year Two pupils should be taught to:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

## **Reading and Comprehension**

The 2014 National Curriculum states that **LKS2 pupils should be taught to:**

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 – identifying themes and conventions
- 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 fairy stories, myths and legends, and retelling some of these orally
- 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, by:

- 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 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating 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 Composition**

The 2014 National Curriculum states that **LKS2 pupils should be taught to:**

a) Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

b) Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- creating settings, characters and plot in narratives
- using simple organisational devices (for example, headings and sub-headings) in non-narrative material

c) Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- proof-reading for spelling and punctuation errors
- d) Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### **Spelling, Vocabulary, Grammar and Punctuation**

The 2014 National Curriculum states that **LKS2 pupils should be taught to:**

Spell by:

- using further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Learn how to:

- extend their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

### **Handwriting**

The 2014 National Curriculum states that **LKS2 pupils should be taught to:**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

## **Reading and Comprehension**

The 2014 National Curriculum states that **UKS2 pupils should be taught to:**

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly 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
- 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

Understand what they read by:

- 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, and justifying inferences with evidence
- 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
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- distinguishing between statements of fact and opinion
- retrieving, recording and presenting information from non-fiction
- participating 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
- explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary to provide reasoned justifications for their views

## **Writing Composition**

The 2014 National Curriculum states that **UKS2 pupils should be taught to:**

a) Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

b) Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- c) Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, choosing the appropriate register
- d) Proof-read for spelling and punctuation errors
- e) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Spelling, Vocabulary, Grammar and Punctuation**

The 2014 National Curriculum states that **UKS2 pupils should be taught to:**

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (for example, knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3/4 letters of a word to check spelling, meaning or both in a dictionary
- learn how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use semi-colons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list
- punctuate bullet points consistently
- use and understand grammatical terminology accurately and appropriately in discussing their writing and reading.
- use a thesaurus.

## **Handwriting**

The 2014 National Curriculum states that UKS2 pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.



# THE WILLOWS PRIMARY SCHOOL

## SUBJECT LEADER Roles & Responsibilities

### **To monitor the subject and be able to comment on**

- Standards throughout the school
- Progression of skills throughout the school

### **Gather evidence on the quality of provision within the subject through monitoring/evaluation**

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

**Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff**

### **To be able to identify the quality of provision in the subject**

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

**To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2**

**To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school**

- Order replacement/new resources in liaison with HT

### **Report on your subject to the HT**

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

**Co-ordinate Governor visits, when requested, following liaison with the HT**

### **Maintain CPD of yourself and other staff with a focus on your subject area**

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

### **Maintain the subject policy for the school**

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

**To advise and assist staff with the teaching and learning of the subject**

### **Maintain a Subject Leader file**

***In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand***