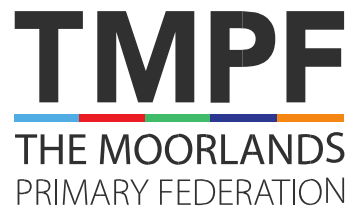




English Policy 2024/2025.

Reading, Writing, Spelling and Phonics.



Adopted: November 2024
Review date: September 2025.

English Policy

Organisation and methodology

At The Valley Primary School, English is a core subject of the National Curriculum. Reading, writing and spoken language are its three main focus.

The curriculum states that study of reading at Key Stages 1 and 2 consists of two dimensions: Word Reading and Comprehension.

Similarly, writing is to be taught considering two dimensions: Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing considering spelling, vocabulary and grammar).

It is essential that teaching develops pupils' competence in both dimensions.

Speaking and Listening is developed through:

- Story telling;
- Describing and listening to events and experiences;
- Speaking and listening appropriately to different audiences including peers, teachers and other adults;
- Speaking and listening appropriately in a variety of contexts across the curriculum;
- Group discussion and interaction;
- Drama and role-play activities (see Performing Arts Policy);
- Reading aloud;
- Debate and presentation;
- Recital of poetry;
- Music.

The Valley Primary School Reading Policy

The Importance of Reading

At The Valley Primary School, we recognise that reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Guidelines for the Teaching of Reading

The school identifies two important phases in reading development: *learning to read* and *reading to learn*. Teaching strategies are employed that recognise children's needs in each phase.

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book Day and Parent Information Sessions are used to emphasise the importance of reading and encourage children to read at home with their parents/carers, other adults or elder siblings.

Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching

activities also reflect the need for children to engage imaginatively with texts, empathise with characters, and develop their specific interests in the world around them through their reading.

A variety of teaching strategies are employed to teach reading both inside and outside the English lesson.

Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts across the curriculum.

The 'Pathways to Read' scheme is used in whole class and small group guided reading sessions. The texts are supplemented by high-quality planning, resources and delivery of guided reading materials that provide access to different sentence structures, lay-out and styles of writing. Each unit of work is expected to last a half term. There are 6 whole class reading sessions provided per unit. One whole-class shared reading lesson is recommended to be taught per week with time following this for a more bespoke grouped read with a smaller number of pupils. In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term. There are follow-on reading tasks to enable pupils to evidence the skills they have mastered independently.

Whole Class Reading Session:

- The whole class session should always be taught to all pupils before the grouped read or follow on tasks.
- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It should be taught at a fast pace.
- Reading aloud by the teacher should be modelled at a suitable pace (age-appropriate) with timers set for pupils to answer questions quickly with a partner.
- A variety of ways to read should be practised and adapted for the needs of the class. In autumn, teacher modelling intonation and pace of reading is planned more regularly. As pupils move through the programme, more paired and independent reading in the whole class section will be practised. It would also be appropriate for teachers to facilitate timed speed reads to develop pace.

Home-school reading materials are drawn from a range of reading schemes. In EYFS and Key Stage 1, the children have a reading book which matches their phonetic reading ability and also a shared reader. The shared reader may be above the child's reading level but is to be jointly read with an adult to enable the children to read a range of texts, share books with adults and to further foster a love of reading.

Once the children are secure in their phonic knowledge, home reading books are levelled to match the TMPF reading level of the children. The children's reading ability will be matched as close to their reading ability as possible, with an element of challenge where other untaught phonics sounds will be accessed, supported where necessary. Whilst, when able, allowing the children to choose their own reading books, we ensure that the children have access to a range of genres and reading materials.

Key Stage 1

Aim:

To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left-to-right, regarding the illustrations as an integral to the story, turning the pages singularly etc.

Children build a sight vocabulary from the structured scheme whilst concurrently following the phonics-based Read, Write, Inc. programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

Each child takes home a scheme book every day (Collins Big Cat) with a reading record. The children share their books with an appropriate adult at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

The school library is open to pupils on a daily basis; all pupils are encouraged to choose a library book from the school library each week.

Reading Comprehension activities are planned weekly within the English lessons and/or Guided Reading sessions.

When appropriate, children are introduced to reading VIPERS to introduce key skills of:

- **V**ocabulary;
- **I**nference;
- **P**rediction;
- **E**xplanation;
- **R**etrieval;
- **S**equencing.

The Read, Write, Inc. phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Year 1. In Year 2, the children move to learn the spelling patterns as laid out in the National Curriculum. We follow the spelling scheme 'Twinkl', and this is maintained through Year 2 and into Key Stage 2. Any children who need additional phonics teaching, have this delivered through targeted intervention which continues into Key Stage 2 as necessary. It focuses on phoneme/ grapheme recognition and the strategies of blending to read and segmenting to spell. Children in Key Stage 1 receive daily focussed teaching sessions. Regular assessment ensures children who are not working at an appropriate level, access intervention groups for regular pre- and post-teaching of the required set. Fresh Start, a programme through Read, Write, Inc, is delivered to children in Year 5 and 6 who require further support with reading and spelling. Toe by Toe is the reading intervention we use for our Year 3 and 4 pupils who require support with segmenting and blending.

Reading is discussed at parents' evenings as well as reported to parents in termly reports. Regular parent information sessions are held and at least once a year these will focus on phonics or reading. Parents/carers are also invited into schools* for events such as World Book Day and

parental workshops. Reading targets are also shared with parents/carers. These are sent home in the in the children's report on a termly basis and are discussed at parent consultation evenings.

Key Stage 2

Aim:

For the children to be able to read a range of texts fluently for pleasure, information and with comprehension.

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Children take a reading book home daily and will read in school daily either through individual, whole class, or shared reading. These reading opportunities will take place across the curriculum and we encourage new vocabulary to be introduced.

Reading is taught at Key Stage 2 through a mix of small group guided reading, whole class guided reading, and individual reading. During all of these approaches, questioning and activities are differentiated.

Reading VIPERS are used to teach the children the key skills of:

- Understanding new **V**ocabulary and how this is used within a text;
- **I**nference;
- **P**rediction;
- **E**xplanation;
- **R**etrieval;
- **S**equencing and Summarising (for Key Stage 1 – **S**equencing).

The 'Class Reader' is also continued into Key Stage 2 and these are chosen to introduce the children to a range of authors, genres and styles of writing.

Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture, comprehension and rewriting text from a different viewpoint.

STRATEGIES USED TO TEACH READING

1. Phonics

The school uses *systematic synthetic phonics* to teach reading; materials from *Read, Write, Inc.* are used. These materials provide a rigorous, systematic framework in which to teach children to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.

Teachers follow the handbook guidance carefully to organise the teaching sessions; they use partner work, *Fred talk* and *Fred fingers* etc.

2. Individual Reading

At the *learning to read* stage, teachers and support staff listen to children read individually regularly. Children are also involved in the *Read, Write, Inc* guided reading sessions, 3 times a week. This focuses on green and red words as well as comprehension style questions to check the pupils' understanding.

The school actively promotes the support of parents/carers in this process by hearing their child read each evening and recording this in the home-school record. Children will follow a levelled reading scheme, where the children will access an age-appropriate text. The children will be assessed through the Salford Reading Test and modelled reading to reinforce what the child's reading age is in relation to their chronological age. At the end of each level the children read and a further assessment will take place to ensure they are ready to move forward. The reading levels range from Lilac to Pearl Level.

Texts are chosen from the school's graded reading scheme linked to the Collins Reading Scheme.

Children will also have a library book to support their reading.

Individual reading will be used to:

- Teach reading strategies and behaviours at the instructional level of the child;
- Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for the child to practise her/his decoding skills;
- Explicitly support the child in her/his application of comprehension strategies;
- Monitor the comprehension and application of reading skills of the child.

3. *Shared Reading*

Shared reading will be used to:

- Demonstrate how to read a wide variety of different genres and text types;
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Provide a secure environment for learning to read;
- Provide a context for explicit teaching about reading;
- Enable teachers to model the skills and strategies used by effective readers.

4. *Guided Reading*

- Pupils who have learned to decode text are at the *reading to learn* stage. Guided Reading is used as a key teaching strategy for pupils at this stage;
- Pupils will have access to two whole class guided reading sessions a week as well as a group read;
- Teachers and Learning Support Assistants will work with each Guided Reading group on a weekly basis for one twenty-minute session - these sessions are mainly outside the English lesson.

Guided Reading will be used to:

- Teach to the group's learning targets;
- Teach reading strategies and behaviours at the instructional level of the group;
- Provide an opportunity for pupils to practise their reading skills independently;
- Provide a context for pupils to share responses and understanding of different text types and genres with others;
- Explicitly support pupils in their application of comprehension strategies;
- Monitor the comprehension and application of reading skills of individuals.

5. *Independent Reading*

- Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

READING MATERIALS

Reading has a very high status at The Valley Primary School and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides the following schemes for pupils who are learning to read.

Key Stage 1

- this material is based around Read, Write Inc. Our 'Collins Big Cat' books act as a phonetically decodable reading scheme. Other material is added to broaden the range of sentence structures, genres and grammar that the children are exposed to and promote a love of reading through shared readers.
- Once the children are secure with their phonic knowledge they move onto graded reading books which are taken from a range of reading schemes including: Rising Stars and Read, Write, Inc.
- *Read, Write, Inc.* is chosen to provide a systematic and structured approach to phonics teaching.

Key Stage 2

- the texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages and maturity of the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read: facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.
- Children have a reading journal and a spelling journal, along with working walls to log useful words and ideas to support their writing. Children are also encouraged to read books from the individual class libraries and the school library. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read in their own reading record books.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating;
- Information Skimming;
- Scanning;
- Making notes.

Comprehension

Reading for comprehension involves work based on the ability to recognise and recall.

Literal

- Facts;
- Main ideas;
- Sequence of events;
- Comparisons and contrasts;
- Character statements and reasons.

Authorial – Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Inferential – Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

Evaluate – Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Appreciative – Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

Deductive – The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives to us.

HOMEWORK

Children in Key Stage 1 are expected to read at home to an adult at least three times a week. This is recorded within the reading record card and monitored by the class teacher.

Children in Key Stage 2 are expected to read at home independently/to an adult five times per week and update their reading record diary with the number of pages read.

READING ASSESSMENT

Alongside ongoing teacher assessment taken from Guided Reading, Whole Class Reading, Reading Journal activities, comprehension activities etc. On a termly basis, the children will complete the Head Start Reading Assessment. The Head Start test produces a standardised score and an age-standardised score. At the end of Key Stage 1 and Key Stage 2, the children will complete the statutory SATs reading papers.

Phonics Assessment

Phonics assessments which use the activities provided within the phonics programme should be recorded on the school's phonics tracker and shared with the School Leader/English Leader termly. Any children requiring support will be referred to the Phonics Intervention Group for the following term.

To achieve our aim at both Key Stages we need to:

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading/ shared reading/ guided reading/ class reading/ class stories and poetry/ use of school and class libraries.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable.
- Use record-keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs and Disabilities as appropriate, providing stimulating texts which are age-related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

The Valley Primary School Writing Policy

Writing

- The provision of a wide range of purposes for writing, including communication with others, exploring experience, and organising and explaining information.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- Teachers will provide writing opportunities across the curriculum and ensure a wide-range of text types are introduced and practised in a variety of contexts.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.
- Teaching pupils to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and language as stipulated by the curriculum
- The classroom is to be a language-rich environment to enable the children to develop an increasingly broad vocabulary to suit a wide purpose and audience.
- Marking will follow the Feedback Policy and staff will ensure their marking facilitates the child's development. Good points will be acknowledged and next steps identified and communicated to the pupils. Pupils will be given the opportunity to respond their feedback in the form of 'Fix it Challenges'.
- Modelling the highest standards of both spoken and written English by all adults.

As part of our implementation of these key principles, we use the methodology of 'Pathways to Write'.

Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short-burst writing with an extended written outcome built up to by the end of each unit.

Each unit of work is expected to last 4-6 weeks. Teachers adapt the programme to meet the needs of each class and individual pupils. Each unit is text-based and is usually based upon a picture book. From Year 2, a class reader in the form of a longer novel rather than a picture book, will run alongside each unit and is chosen to fit with the theme of the unit text. In EYFS

and Year 1, the children will listen to and discuss other relevant texts around the same theme of the main unit text.

Planning follows the following sequence:

Session 1: Gateway

This is an opportunity to *hook* the pupils into the context of learning and to assess previously-taught mastery skills. A short writing task is set at the end of this session to assess the application of *Gateway* skills (the focus is on assessment of previously-taught skills and is not intended to assess pupils on skills or genres that they have not been taught before). Where pupils are struggling to apply and to use *Gateways* keys, these will be built into the planning of the unit to ensure more personalised learning.

Sessions 2-11: Pathway

In this section, the *Mastery* skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

Sessions 12-15: Writeway

This final section of the sequence comprises of 4 sessions. It begins with sectioning and sequencing texts using a model. At least two sessions will be allocated for the writing of the text in the *Writeway*, but this may be extended depending on the year group and what is being written. How sessions are structured will be responsive to pupils' needs. Within the *Writeway*, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

The keys are listed at the start of each unit.

- **Gateway keys** are the skills that should have been previously taught.
- **Mastery keys** are the main skills that will be focused on throughout the unit.
- **Feature keys** are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Working Walls

Each class has an English working wall, which is used to display and build-up the features covered in each unit. Along with the feature keys, new vocabulary will be displayed and referred to. Working walls are updated regularly and the children are taught how to use them to support their learning. The children will be involved in developing the working wall and will have ownership of it.

Targets

Each child will have access to their focus targets for each unit of teaching and learning to support the application of their learning in all writing. These are shared with the children regularly. Teachers will choose the most age-appropriate and class-appropriate method.

Vocabulary

At The Valley Primary School, we believe that developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories (taken from Pathways to Writing):

Tier 1 – Day-to-day vocabulary usually spoken in the simplest form e.g. *bag, table, run, shop*.

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently e.g. *satchel, desk, sprint, grocery store*. They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Alongside key writing skills, at The Valley Primary School we build in extensive opportunities to develop and apply vocabulary across the whole curriculum. Combined with the introduction of new vocabulary based on the tier system outlined above, opportunities to apply words from the statutory word list for each year groups are incorporated.

Our classrooms and school environment are word rich and adults model the highest standards of spoken English.

Planning

The Valley Primary School use the unit plans from Pathways to Write, which are personalised to meet the needs of our pupils. Any additional unit plans written follow the methodology of 'Pathways to Write'.

A Long Term Plan outlines the genre coverage and progression in learning across the school. This is reviewed regularly to ensure full curriculum coverage and that the children have an opportunity to experience a wide-range of writing opportunities in different contexts.

Where possible, links to other curriculum areas are made and across the curriculum the children will have the opportunity to enhance, practise and revise skills taught in English lessons.

Spelling

Every pupil will be assessed on their understanding of letters, sounds and patterns used in word-building. They will spend five sessions per week working on patterns based on the 'Read, Write, Inc.' programme and National Curriculum (Foundation Stage and KS1), or at least three sessions per week working on the patterns identified in the National Curriculum (KS2).

From Year 1 to Year 6, The Valley Primary School follow the 'Twinkl' programme following a fully comprehensive scheme of work for teaching staff and learning support assistants to access and deliver confidently.

The 'Twinkl' programme has been designed. Twinkl Spelling not only covers all of the statutory exception words and spelling rules from the National Curriculum, it is also fully integrated with the Twinkl PlanIt Spelling scheme. Twinkl Spelling helps learners to practise and reinforce spelling skills taught at ages 4 to 11.

Phonemic knowledge – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words.

Orthographic knowledge – the letters or groups of letters that are used to represent words including the look of a word, letter shapes and the order.

Morphological knowledge – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word.

Etymological awareness – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with *ch* rather than *sh*.

A weekly spelling test will check the children's understanding of the patterns taught that week and regular spelling checks and tests will be carried out over the year to monitor progress. The children's application of spelling when writing will also be assessed.

Children will be given to opportunity to correct spelling errors within their own work and, when able, the children will use a dictionary to support in spelling unknown words.

All children will have their own spelling 'Spelling Log' prompt sheet. This will be used to 'have a go' at unknown spellings through the application of known spelling patterns and rules, before asking an adult for support.

Spelling patterns and spelling displays will be present in all classrooms.

Data will be shared with all members of staff to support the next steps in planning and to ensure each pupil is given the appropriate levels of support. Where needed, intervention programmes can be put into place to aid the progress of individual children.

Handwriting.

- Teachers will model a cursive style of handwriting and teach pupils letter formation regularly throughout the week in Reception, Key Stage 1 and Lower Key Stage 2, and as necessary in Years 4, 5 and 6. Pre-cursive handwriting is introduced in Year 1 and children will be taught to join from Year 2, depending on the pupil's development.
- Where necessary, individual children will have targets related to developing the formation, orientation and sizing of letters and interventions put in place where necessary.

All pupils take part in a daily English lesson, which covers the objectives for English as set out in the National Curriculum. Extra opportunities for pupils to practice and extend their skills will be provided and linked to other curriculum areas wherever possible. Work in speaking and listening, reading, and writing is integrated throughout English lessons and through all other curriculum areas and links between these are made explicit to pupils.

Pupils are taught as individuals, in groups, and as classes. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials.

Ability and mixed-ability groups are used for different purposes and planned to meet specific objectives.

Homework is also used to support the English Curriculum.

Planning and Organisation

We plan for progression and continuity in English by implementing the statutory requirements from the National Curriculum. Teachers ensure that the learning objectives (L.O.) are appropriate for the children and the planning details progression through these. The L.O. will identify what the children are learning during each session and will be used as a focus for both the children and staff when assessing the learning within the lesson. Learning intentions and success criteria for each lesson, should be identified on planning and be shared with the children (where appropriate) as part of Assessment for Learning (AfL).

Assessment

Assessment is an integral part of the planning process. It is used to ensure planning is based on prior understanding and that pupils know what they need to do to achieve the next step in their own learning. A variety of methods are used in order to provide a broad and balanced picture of pupils' skills.

A variety of record keeping methods are also used to suit the purposes of the assessment.

All assessments are passed to the receiving teacher at the end of the academic year. For all aspects of English, staff indicate pupils' strengths and highlight weaknesses that are then used to inform future learning targets.

Assessment of Speaking and Listening.

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- Shared text work;
- Word/sentence level work;
- Independent and collaborative work;
- Group and whole class discussion and interaction;
- Debate and presentation;
- Drama activities;
- Independent play activities.

Assessment of Writing

- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the National Curriculum and through the use of the TMPF assessment scheme/ skills ladders.
- Pupils' progress in writing is assessed through writing opportunities in English and across the curriculum.
- Teachers use TMPF assessment/skills ladders to monitor children's progress.
- Statutory assessment of writing, grammar and spelling abilities take place at the end of each Key Stage. These are through teacher assessment with evidence required and moderation taking place in different years from the Local Authority.
- From Y1, children complete termly SPaG assessments. These are completed at the beginning and the end of each term and progress monitored.
- Regular moderation takes place to ensure agreement within judgements.

Writing is discussed with parents/carers during twice-yearly Parents' Evenings and also reported in termly written reports to parents.

Monitoring and Evaluation

Executive Principal, Principal, Senior Leadership Team, Trust English Lead and English Leaders manage and support a programme of monitoring and evaluation of the teaching and learning in the school (School Leaders are responsible for coordinating this at school level) through:

- The implementing of a monitoring cycle;
- The monitoring of medium and short term planning;
- Lesson observations;
- Staff consultation;
- Book scans;
- Analysis of SAT results;
- Moderation of teacher assessments;
- Monitoring of standards in writing and subsequent setting of targets.

Special Educational Needs and Disabilities:

Pupils with diverse learning needs are provided in many ways, including:

- High quality first teaching.
- Teachers planning for the pupils' full participation.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting learning targets.
- Liaison with welfare coordinator and the development and delivery of appropriate Classroom Support Plans (CSP)/ Individual Education Plans (IP/IEP).
- Liaison with outside agencies, e.g. educational psychologist services, SENDSS.
- Appropriate intervention (as set out in the Code of Practice)
- Allowing pupils access to specialist equipment and approaches where necessary.
- Delivery of intervention programmes.
- Liaison with the adviser for gifted and talented pupils.
- Continuous consultation with - and involvement of – parents/carers.
- Using a range of dyslexia friendly strategies.