

St. Martin's Church of England (Aided) Primary School



English

'Serve one another in love'
Galatians 5v13

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

Introduction and purpose

The English policy aims to ensure that St Martin's Church of England VA School fulfils the expectation of parents, carers and the wider community in providing good quality reading, writing and oracy education to its pupils.

At St. Martin's School we recognise the status of English as a core subject in the National Curriculum and acknowledge that understanding and communicating the English language is crucial if children are to progress both educationally and socially. Good English skills allow children to access the whole breadth of the National Curriculum, engage with the world through listening and reading and communicate creatively and imaginatively with the wider world through speaking and writing.

Principles, values and philosophies

Christian Distinctiveness at St Martin's

The underpinning principle of this English policy is that the provision of education within our school meets the needs of all children within our diverse school community – all are unique and special, made in God's image, with everyone welcomed and included.

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Intent

At St. Martin's C of E (VA) Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of oracy and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals.

We believe that a secure basis in English skills is crucial to a high-quality education across the curriculum. We whole-heartedly, 'promote high standards of English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Our English curriculum is implemented using rich texts that are up-to-date, diverse, challenging and rich. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing.

Our English curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education.

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Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts and teacher modelling are used to start this process, to enable pupils to use other similar writing as models for their own. Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum.

We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

Phonics and Early Reading and Beyond **(Read alongside our Phonics and Early Reading Policy)**

"If you read, the world is yours!" Michael Rosen

At St. Martin's, Reading lies at the heart of our curriculum and is embedded throughout. From the moment children begin their St. Martin's Journey, we endeavour to cultivate a passion and lifelong love of reading. Our aim is that children gain an extensive and rich vocabulary, essential reading skills and the motivation to read for study and pleasure.

We recognise that reading skills develop over time and we acknowledge that these begin with a good phonic knowledge. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of their background.

We encourage understanding, interpreting, engaging with and responding to texts by providing classroom book corners with a wide range of reading matter and opportunities for children to select materials independently from both fiction and non-fiction.

We place a strong emphasis on the significance of phonic knowledge for the teaching and learning of both reading and writing. Phonics teaching begins in EYFS and continues throughout Year 1 in daily sessions. We use the Little Wandle programme as our chosen and validated SSP (Systematic Synthetic Phonics) programme. The children are taught in whole class groups and are assessed regularly; those children who are identified as needing support will receive 'keep up' intervention sessions which are taught in smaller groups or individually if and when required. The Little Wandle programme provides a library of phonetically matched books which are used to support the teaching of phonics.

By the end of the year 1, children are able to decode texts containing grapheme-phoneme correspondence from Phases 2, 3, 4 and 5. Key phonics skills which are taught in EYFS and Year 1, are consolidated in Year 2 and continue to be strengthened through independent reading, reading for pleasure and whole-class reading sessions. At this point, whole-class reading sessions focus on developing key skills: vocabulary, inference, prediction, explanation, retrieval and sequencing (VIPERS). Class teachers select high-quality and diverse class novels to focus on, alongside giving the children access to reading extracts which give the children access to a wide range of reading materials to extend cultural

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capital, as well as key reading skills. On completion of the Little Wandle phonics programme, children choose from a library of 'Recommended Reads,' which are age-appropriate, varied and challenging. Teachers keep track of what the children are choosing to read, so that further recommendations can be made.

In Key Stage two, children choose books to read for pleasure, alongside developing the skills to become fluent readers with appropriate expression. Children continue to experience whole-class reading sessions where they develop key skills: identifying vocabulary and word meanings, making inferences and predictions, explanations, retrieval, summarising and making comparisons (VIPERS). Teachers continue to select and read a class novel to demonstrate the importance of reading for pleasure, as well as how to read with fluency, expression and passion.


For those pupils in Key Stage two who still require access to the phonics programme, children participate in phonics intervention and have access to a guided reading session within the class to ensure exposure to specific vocabulary, the reading domains and skills required to apply their reading into the taught English units.

Whole Class Reading in Key Stage 2





The Reading Structure: Whole Class Reading is timetabled 4 times a week, for a duration of 30 minutes as a minimum requirement. Teachers use a variety of full texts and extracts across a range of genres. A novel/full text is taught alongside extracts.

We primarily use FRED's Teaching Reading and VIPERS question stems (vocabulary, inferencing, predicting, explaining, retrieving, sequencing/ summarising), alongside extracts from Literacy Shed Plus where appropriate.


What are the VIPERS Skills?

Skill	Purpose/Question stems
 <p><u>Vocabulary</u></p>	<p>Purpose: To find and explain the meaning of words in context (mainly Tier 2 words (see Appendix)</p> <p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... <p>Vocabulary will almost always feature at the beginning of teaching a new book as you will want to tell children what more difficult vocabulary means so that they can access what you are reading. As you read though you will also be giving children synonyms for words they may not know – for example when reading the word 'garrulous' you might say '...that means talkative', then you will recap new words in other lessons to make sure the word is going into the children's long term memory.</p>
	<p>Purpose: To make and justify inferences using evidence from the text.</p>

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 <p><u>Inference</u></p>	<p>Example questions:</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ... show that they are ... • How can you tell that ... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was ...thinking when...? • Who is telling the story?
 <p><u>Predict</u></p>	<p>Purpose: To predict what might happen from the details given and implied. Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. <p>Predicting lessons will definitely feature at the very beginning of a new book. Then it should be woven into lessons as children predict what will happen in the next chapter, or at the end of the book.</p>
 <p><u>Explain</u></p>	<p>Purpose: To...</p> <ul style="list-style-type: none"> • Explain how content is related and contributes to the meaning as a whole. • Explain how meaning is enhanced through choice of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience. <p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ... have on the audience? • How does the author engage the reader here? • Which words and phrases did ... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
	<p>Purpose: To retrieve and record information and identify key details from fiction and non-fiction. Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...?

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<p><u>Retrieve</u></p>	<ul style="list-style-type: none"> • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How ... is...? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
<div style="display: flex; align-items: center;">  <p><u>Summarise Sequence</u></p> </div>	<p>Purpose: To summarise the main ideas from more than one paragraph</p> <p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after...? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? <p>Summarising should also be happening on an ongoing basis.</p>

Assessment: Teachers assess children's responses in every lesson either through their oracy/discussion, or when looking at work in their Reading Journals. Children complete a PIRA test each term and the results are analysed and gaps identified.

Interventions- We use the PIRA assessment tests to identify those children who need some extra reading/comprehension support in order to reach age related expectations by the end of the academic year. Class teachers then create focused intervention activities for children requiring extra support.

St. Martin's School Library

We are extremely fortunate at St. Martin's to have a wonderful library that has been recently developed and enhanced with up-to-date and diverse reading materials, both fiction and non-fiction. All classes have timetabled access to the library throughout the week. The library is a beautiful and relaxing space in which children can select books, take them to a comfortable space and read for pleasure, either independently or in pairs/small groups. The library is equipped with tables and chairs, comfortable bean bags, a reading den and even a book recommendations tree. The library is under constant development as we continue to gather children's ideas and requests from pupil voice questionnaires carried out by our Year 6 Reading Ambassadors.

Writing

In the Foundation Stage, children are encouraged to 'mark make' in all areas of the curriculum such as imaginative role-play activities, sensory experiences, art and 'writing' for different purposes. Correct letter formation is encouraged as soon as possible; priority is given at first to the correct writing of pupils' own names.

Independent writing is also encouraged as early as possible, building the children's confidence in sounding out and in using their emergent phonic knowledge to write simple

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regular words and to attempt more complex ones. Capital letters and full stops are introduced and their use is encouraged in the children's own writing.

Our approach: At St. Martin's, we follow 'The Write Stuff' approach by Jane Considine. At the heart of this approach is the aim to make writing an enjoyable experience for all children. Evidence suggests that pupils who enjoy writing are higher attainers. For this reason, 'Experience Days' are integrated into every unit plan as a way to engage children, enhance enjoyment, raise excitement and prepare children for writing.

Writing variety: Children will write fiction and non-fiction pieces in equal number in every class/year group, alternating between the two throughout the year. Time is taken to develop skills in depth within each unit, with two quality pieces produced each half term. Writing is also linked to the wider learning of the year groups– children consolidating their learning in other areas through the medium of writing.

Visual representations: In our writing approach, children are supported by visual stimuli. The Write Stuff breaks the learning pathway down into a logical sequence from complete whole, shown as a map, then into plot points (narrative) or shape points (non-fiction), that are taught as paragraphs or meaning domains respectively. Over time, these sections join up to make a complete piece that leads into independent writing. Furthermore, within the writing itself, Lenses taken from the Writing Rainbow help children to recognise and plan for specific writing skills. The Writing Rainbow represents a visual construct which enables children to file knowledge related to ideas (FANTASTICS), grammar (GRAMMARISTICS) and Writing techniques (BOOMTASTICS). This enables pupils to file information and, through worked examples, create a deep understanding of different techniques. Further, there are other schemas, such as The Shade 'O' Meter, that enables pupils to rehearse their 'thesaurus thinking' and understand the intensity of synonyms.

Chunked learning: Learning is carefully 'chunked' in our writing approach, in order to respond to research into learning. Chunking learning into small steps prevents cognitive overload and allows children to absorb learning in a much more manageable way. Our approach works with the child's working memory and in so doing the likelihood of material being retained is enhanced.

Expert modelling: Precise teacher modelling also makes clear for the children the expectations on them, no time is wasted on interpreting expectations and children respond with clarity.

Embedded Grammar: Responding again to research into the best ways to teach children grammar, we teach this as an embedded skill within the context of the piece they are writing. Units taught across the age ranges include the National Curriculum requirements for grammar at Key Stage 1 and 2. These are revisited regularly, systematically and through a variety of worked examples in a whole host of different writing circumstances. This enables pupils to understand, for example, what a fronted adverbial would be like in an adventure story and a persuasive letter. Regular revisiting of the grammar elements across the year, rather than in specific weeks, ensures that children have the best chance of retaining knowledge on their usage.

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Meaning making: The point of writing is making meaning and meaning is made at sentence level. The focus for The Write Stuff approach is to gather words and vocabulary appropriately to the subsequent sentence that is about to be built. Everything about this writing approach is about timely creation of appropriate language that will support pupils' thinking and for the sentence they are about to build.

Differentiation: Our writing approach is based on whole class direct instruction teaching, however consideration of those pupils who need extra support to complete the writing required is given. The Write Stuff works on the principal of all pupils involved in the learning exchange, being tasked to do the same writing, but it is the teachers responsibility to provide extra language sentence scaffolds, frames or additional adult interaction to support those pupils to 'get there'. Higher attainers are also catered for with the inclusion of 'Deepening the Moment'. 'Deepen the Moment' has been designed to deepen pupils thinking and encourage them to showcase what they know and apply 'without a model' into the current writing. 'Deepen the Moment' requires pupils to choose any lens from The Writing Rainbow and be aware of the positive or negative writing intent of the piece, inserting additional sentences that do not plot push (narrative) or shape shift (non-fiction).

High expectations: The Write Stuff goes beyond the National Curriculum, particularly with the ideas of writing (the FANTASTICs) and the techniques of writing (the BOOMTASTICs) to model a broad repertoire of competencies for pupils to showcase in their own work.

Writing lessons: Each writing lesson is divided into 3 parts, or 'Learning Chunks.' Within each chunk, time is further divided into 3 distinct parts– Initiate, Model and Enable. Each lesson produces one paragraph which forms a plot point or shape point, as depicted on the plot Point/Shape Point Map. Children are held within these 'points' in the lesson and are not allowed to 'plot push.' In holding children in this way, they are encouraged to write more deeply, to depict more vividly, and recognise the importance of this in order to produce better quality writing. Success criteria is also a critical part of The Write Stuff and every single Write Stuff lesson has steps to success to guide teachers and pupils alike. Success criteria also forms the backdrop of pupil thinking when they plan, build and write their own independent work.

Part 1-Initiate: The purpose of the Initiate element is to gather a bank of vocabulary with the children on which to draw during the subsequent sentence writing. To facilitate this, teachers can use stimuli such as images, videos and role-play. Children are encouraged to talk with peers and share ideas during this Initiate element and record these– a process called 'Chotting.' Children then share their word choices with the class while the teacher records these during 'Kind calling out'. This time provides the class with the opportunity to collect further words shared by others to enhance their own vocabulary banks. Kind Calling Out has been designed to involve as many pupils as possible in generating vocabulary for writing meaning that less pupils are allowed to hide, dominate or be overlooked. The no hands up approach means it is more inclusive and it is used routinely, not as a one-off strategy. Teachers will also introduce and explain new vocabulary during this process to continually expose children to language and develop their vocabularies. The largest proportion of time is given to the Initiate element rather than the later Model and Enable elements, as the collection and acquisition of vocabulary is of greatest importance.

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Part 2- Model: During the Model element, teachers demonstrate for children the desired sentence type or skill using Lenses from the Writing Rainbow to identify them clearly. These teacher models are thought through in advance, drawing on teacher expertise. The Write Stuff relies on strong teacher knowledge of writers through the ages and a key understanding of sentence construction. This deep and fluent knowledge of different ideas (the FANTASTICs), grammar (the GRAMMARISTICs) and techniques (the BOOMTASTICs) are modelled in context according to the type of writing that is being constructed. Teachers then model their construction live in the lesson, taking opportunities to edit and improve to demonstrate how the writer thinks and actively edits. Children therefore recognise that writing is organic and that editing and improving are integral elements in the drafting process. This helps children to become more confident in their own writing as they begin to recognise that adult writers edit naturally.

Part 3-Enable: Following the teacher modelling, children are then given time to construct their own sentences focussed around the desired skill, as given in the model. Children can use the teacher model as an example upon which to base their versions, choosing their own vocabulary choices from the bank of vocabulary collected in the Initiate element. They are also free to step away from the teacher model where they are confident to do so, as long as their work demonstrates the required skill. Children are also encouraged to 'Deepen the Moment' and write further sentences on the related plot point/shape point. The teacher might suggest 'Lenses' from the Writing Rainbow which children could evidence during these additions, or where children are able, they can select their own lenses to evidence.

Independent writing: Following the scaffolded writing, children will embark on a piece of Independent Writing. They will work to create a piece in the same genre as the scaffolded piece, but with different content to showcase their independent skills.

Planning the writing: Pupils are actively encouraged to plan their zoomed-out view of their writing on narrative and non-fiction maps. Teachers may alternatively produce planning booklets for their children if desired. Children are taught, through modelling of the process, to collect vocabulary that they wish to use for the different plot points/shape points. Furthermore, success criteria sentences are planned onto the map/booklet and children prepare for writing by investing in constructing sentences that will feature strongly in their final piece of writing. Teachers are free to choose whether to plan the entire piece first prior to writing, or to plan and prepare in smaller chunks as best suits the cohort of children they have. Once the children have prepared their plan, they then write, independent of adult support. For some SEND children, some level of prompting may be needed and this is recorded on their final piece.

Editing: Once children have written their independent piece, the teacher collects in the work and reviews it. From this review, the teacher will identify elements to improve:

- 'REWRITE *' A sentence which lacks clarity for the reader
- 'ADD MORE ^' A sentence to add further detail
- GPS targets- the teacher will set a target of corrections for the child related to Spelling, Punctuation and Grammar. This is an achievable target for the child.

Crucially, the teacher does not guide the child on how to complete the REWRITE or ADD MORE sentences. For the SPAG targets, they similarly do not tell the child what they need to

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correct. This then enables the finished work to still be considered as independent. In addition to these edits, the children are challenged to check they have met the Success Criteria identified for the piece, usually there will be one Lens (SC) selected by the teacher for each paragraph. The editing session allows for children to add in any missing Success Criteria and Deepen the Moment if they wish to showcase their skills further. Once the children have had the opportunity to edit the work, it is then collected for final assessment by the teacher.

Spelling: The Write Stuff encourages pupils to be 'brave spellers' in context during the Early Years and early part of Key Stage 1. It encourages plausible phonic strategies for their own writing. As they move to Key Stage 2, there is a two-pronged approach which consists of not avoiding a word because you can't spell it, alongside taking responsibility to check on spelling choices. Explicit spelling lessons take place outside of the writing lesson to develop skill in this area. Crucially, while accurate spelling is desirable, it is clear to children that mistakes in spelling are okay, and that later editing provides the opportunity to make corrections.

Impact: During the lesson, teachers will listen to the children's work through encouraging children to 'read out your sentence', enabling them to give live feedback. Alongside this, teachers will also review work produced through circulating the room and once again give feedback as needed. It is recognised that live feedback in addressing errors and misconceptions, is the most effective strategy.

After each lesson, the teacher will select work that has met the Success Criteria for each Learning Chunk and this work will be exemplified on the classroom 'Sentence Stack'. This then produces a 'Class' model which can then be referred to during the writing unit. The teacher will aim to exemplify work from as many children as possible during the writing unit. This recognition of the child as a writer helps to boost the confidence of each and every child, further building their enjoyment and engagement in the subject.

Progress is measured regularly by the teacher and each piece is reviewed against the Success Criteria. Common misconceptions are identified and built into subsequent work to help address these. Teachers will build a knowledge of those children who are Working Towards, At Expected, or Working at Greater Depth through this regular assessment.

In addition, teachers will meet in year groups/key stages termly, to moderate the work produced and agree on expectations for children working At Expected and those working at Greater Depth. Teachers then attend a termly Pupil Progress meeting to share data. These meetings identify pupils who will be placed into intervention groups and identify objectives to cover within these sessions. Priority is given to children who have not made expected progress.

Handwriting

Cursive handwriting is taught with a sequential and progressive approach with teachers and teaching assistants modelling the handwriting style. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. Handwriting sessions are taught discretely. Resources such as handwriting slopes and pencil grips are provided when

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needed. We strive for our children to correctly form their letters, joining with a cursive style with pupils having good handwriting habits so that they can write fluently and legibly by the end of Key Stage 2. Children start by learning how to form their letters in the early years. Then, pupils are introduced to pre-cursive style writing in year 1 and 2, before continuing to develop through cursive script from year 3 onwards, including learning joining techniques. During lessons, we ensure that our pupils sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. It is important that in the Early Years and at Key Stage 1, children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed. In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Spoken Language

This underpins the development of reading and writing and is vital for pupils' development across all aspects of the school curriculum. We provide our pupils with a wide range of opportunities to hear and use good quality and adventurous vocabulary, focusing also on variety. Correct, standard English is always modelled by the teachers and teaching assistants. Children are encouraged to ask questions, discuss in pairs and groups and to use conventions for discussion as well as debate. Opportunities for drama are sought throughout our curriculum as it is recognised that the skills that are developed through this medium are unique.

Inclusion

All children receive quality first English teaching daily, that teaches to the top, and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate expectations, effective intervention programmes will be implemented in order to accelerate learning. Teachers and teaching assistants work alongside each other to monitor and evaluate progress of these pupils.

There will be further support for pupils who have been placed on the SEND register and have SEND support, which will be in addition to and different from English teaching, based on specific needs. Most able pupils who are placed on the register for English will be planned for in-line with the school policy. The needs of children with English as an Additional Language will be met through tailored planning and targeted support, as appropriate. Differentiation in planning will also target EAL pupils.

Our disadvantaged pupils also receive a range of different support and opportunities to develop both cultural capital and to help make progress in line with non-disadvantaged pupils. These include: Specific monitoring and tracking within pupil progress meetings and internal school data; additional learning support when required; and access to enrichment opportunities.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy. Children are assessed on entering school and are formally assessed at the end of each key stage. In addition, children complete a phonics screening check at the end of year one. Periodic teacher

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assessment level judgements are informed using a range of children's work. These judgements are moderated through staff and phase meetings. Analysis of assessment data is used to set whole school numerical English targets. Children's individual targets are linked to the school target and are regularly reviewed at scheduled Pupil Progress Meetings.

Monitoring and Evaluation

English is monitored by the Senior Leadership Team. The focus for any monitoring activities is linked to the English Action Plan and School Development Plan. Evaluation of the impact of teaching and learning then informs priorities.

Monitoring activities will include:

- Scrutiny of planning and books.
- Pupil voice (interview).
- Learning Walks.
- Formal observations.
- Analysis of data.
- Little Wandle assessments.
- Benchmarking
- Governors will work alongside the English Lead to ensure the policy is being followed, to successfully deliver the planned outcomes.

Intended impact of our full English offer

Children leave St. Martin's C of E (VA) Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of oracy, able to successfully use discussion to communicate and further their learning.