



Rosehill Infant and Nursery School

English Policy

ENGLISH POLICY

Intent:

At Rosehill Infant and Nursery School we believe that every pupil has the right to be able to read and write effectively and to be able to communicate with others effectively. In order to achieve this aim the teaching of English, in all of its forms, has a high profile within the school.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Impact:

The aims of teaching English are:

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

Implementation:

Statutory Requirements

English is a core subject in the National Curriculum. We use a broad range of resources, books and websites, as the basis for implementing the statutory requirements as laid out in the new National Curriculum 2014. We carry out curriculum planning in English, in three phases (long-term, medium-term and short-term). The new National Curriculum 2014, details long-term teaching objectives. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Our medium-term plans, give details of the main teaching objectives for each half term. Teaching sequences are developed by the English leader in liaison with each Year Group teaching team, and encompass a range of schemes and strategies, incorporating the Power of reading, Talk for Writing and the Learning Challenge Curriculum Corner Stones. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for overseeing and reviewing these plans.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and their differentiated challenges. The class teacher keeps these individual plans, and the class teacher and subject leader will discuss them on an informal basis. We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also ensure progression in the schemes of work, so that there is an increasing challenge for the children as they move up through the school.

In the Foundation Stage (Nursery and Reception), children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

Teaching and learning style

Teaching plans have CLEAR, SPECIFIC and TIGHT learning objectives. Teaching is flexible and responds to the needs of the pupils. Tasks are MEANINGFUL, giving pupils real audiences and contexts.

A good variety of activities are planned to interest and engage pupils, especially in encouraging discussion and using small group work.

Good support for pupils is provided to become independent learners, and to develop research and study skills. Good use of assessment criteria and constructive feedback to help students identify areas of weakness. Within the National Curriculum for English skills are broken down into reading and writing. Spoken language is embedded within all curriculum areas.

Reading

Our aims are that our children will learn to read; they will enjoy a wide variety of texts and will become independent, critical, lifelong readers and learners. We will secure pupils' reading skills by the end of Key Stage 1 and develop clear systems and policies for promoting the love of reading.

Phonics

In order to teach all our pupils to become fluent, confident readers, who have a love of reading all pupils within the Early Years Foundation Stage and Key Stage 1 receive phonics teaching in line with the DFES validated Scheme 'Twinkl Phonics'. From Reception onwards pupils receive a twenty-five-minute daily phonic lesson, targeted at their current level of attainment, and are encouraged to apply this learning in their reading and writing across the curriculum.

Pupils continue to receive daily phonics teaching until they are confident with using and applying the skills taught within phase six of the 'Twinkl Synthetic Systematic Phonics Scheme'. Pupils within Key Stage 1 are taught in whole class groups according to attainment however, children working below attainment levels work in smaller bespoke groups. Gaps are plugged through intervention and booster groups.

We work to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Pupils at Rosehill Infant School benefit from a high level of phonics knowledge by all staff, the consistent use of language throughout the school (see Appendix 1) and the high emphasis that phonics receives in all reading and writing activities.

Individual Reading

All pupils within the school are given a phonetically decodable text which matches their phonics ability. Time is allocated each week for children to choose appropriate levelled books to read to an adult and independently. Pupils become fluent and confident both within decoding (saying the words) and in comprehending the text. Pupils are assessed to ensure that they have secured both of these skills before moving through the Reading Scheme. We use Rhino Readers, Big Cat Collins and Letters and Sounds Reading Books. These books are all banded and triangulate with our Guided Reading Books and Assessment Reading Books (PM Benchmark) Book Bands correspond with National Curriculum Levels as set out in Appendix 2.

Guided Reading

Teaching of reading also occurs within 'shared reading' sessions in whole class English lessons and within small group guided reading sessions 2x weekly. Pupils begin guided reading when they are ready to read books at Pink book band. All pupils at this level and above receive weekly guided reading group sessions within EYFS and Key Stage 1. The structure of a guided reading session varies depending on the attainment and needs of the pupils within the group (see Appendix 3 for exemplification).

Enjoyment of reading

By giving reading a high profile within the school and within each classroom we hope to encourage a lifelong relationship with reading, which allows our pupils to enjoy and experience a wide variety of literature from many genres, so they can escape into the world of a book or learn something new. We encourage the enjoyment of reading in a wide variety of ways that continue to be adapted in order to gain and maintain the enthusiasm of the pupils within the school (see Appendix 4)

Writing

At Rosehill Infant School we believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories and articles that express their points of view clearly. It is important that pupils learn to write independently from an early stage and this is initially encouraged through mark making and emergent writing within the EYFS. During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed.

We know that for pupils to become successful writers they need to:

- experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'
- orally tell and retell stories and other texts
- experience both shared and guided writing, where the teacher focuses on specific skills
- pay explicit attention to the technicalities of writing
- regularly practise writing independently.

Therefore when planning English activities we ensure that all pupils have access to these experiences. In order to ensure effective teaching of writing, teachers develop the curriculum around the needs of the pupils in each class (this may involve grouping by attainment). There are regular planned opportunities for: talk for writing, planning writing, modelled writing, shared writing, supported composition and guided writing. These techniques are outlined further in Appendix 5.

We also recognise the value of visual literacy both as a stimulus for writing and as media through which pupils can present their own ideas.

Handwriting

Handwriting and presentation of work within our school is important in all areas of the curriculum (see Handwriting Policy). Pupils are taught handwriting from Reception using PRINT and onwards using pre-cursive joins based on the Letter joins Handwriting resource. Pupils begin learning letter formation and in preparation for later joining, are taught where to start each letter. As the pupils become more confident in recording letters they are taught to join their handwriting in the school style (see Appendix 6).

Spelling

In order to become confident writers pupils also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the pupils learn to use phonics for both of these activities - see phonics section for further details. Pupils are encouraged to apply their phonics to spelling throughout the curriculum.

Grammar

We also recognise that pupils need to be taught to write grammatically and accurately this is taught as part of the English curriculum through Spag (Spelling Punctuation and Grammar) activities.

Spoken Language

At Rosehill Infant School we recognise the importance of being able to communicate orally and to understand what others are saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations. They should be able to listen to others, and to respond and build on their ideas and views constructively. Pupils are given opportunities to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies and productions.

Inclusion

All children, whatever their ability and individual needs, have a basic entitlement to be taught essential literacy skills, and to have the opportunity to develop those skills to the best of their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of literacy skills, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies on: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; inclusion policy; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against the national age related expectations. This ensures that our teaching is matched to the child's needs.

For some children who require SEN support, additional provision will be based on a pupil's Multi Element Plan (MEP), where appropriate, for children with special educational needs. Depending on the pupil's needs, the Provision map may include specific targets relating to English. This is evidenced through provision maps and in some cases an MEP.

Teaching assistants provide support for literacy by using:

- individualised guided writing and reading;
- differentiated texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT and other technological aids;
- alternative communication such as signs and symbols;
- translation and annotation

Cross Curricular Opportunities

The teaching of English develops skills through which our pupils can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows pupils to work together and gives them the chance to discuss their ideas and results. We endeavour to provide opportunities for children to develop and apply their English skills through other subjects.

The literacy skills that children develop are linked to, and applied in, every area of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics, Science and Design Technology:

The teaching of literacy skills contributes significantly to children's mathematical understanding, in a variety of ways. Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. They explain and present their work to others during review and plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Pupils will be expected to engage in research as part of their learning in Science and Design Technology, to write a range of types of report on their work and to explain and communicate verbally about their learning, to the teacher and each other.

History, Geography and Religious Education (RE):

While these humanities subjects involve significant subject specific knowledge, skills and conceptual understanding, the medium for researching, learning about and communicating is, of course, the English language. Pupils will constantly call upon and develop their literacy skills in finding information, ordering and making sense of what they have learned and communicating it in writing and orally.

Personal, Social and Health Education (PSHE) and Citizenship:

The teaching of literacy skills contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research, debate and write about topical social problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community.

Spiritual, Moral, Social and Cultural Development:

The teaching of literacy skills enables our children to offer critical responses to the moral questions they meet in their life, both within and outside school. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons and break times allows children to work and play together, giving them the chance to use their speaking and listening skills in developing social collaboration and understanding.

English and Computing:

The selective use of computer software, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of developing learning which are not always possible with conventional methods, for example, through individualised interactive learning. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks, INPrint and spell checkers). A range of software is used to develop specific grammatical and spelling skills.

Pupils frequently use word processing facilities to record and edit their writing, and have access to computers and laptops in the classroom.

Computing is used at whole-class, group and independent levels. The Smart Board is used to project text, and enables classes to engage in writing and reading, guided or modelled effectively by the teacher. A wide variety of text types and resources are available through the internet to support specific learning, focused on particular textual analysis.

Assessment

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning objectives. Written or verbal feedback is given to help guide children's progress. Children in Key Stage One are encouraged to review their work and make self-assessments about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. A wide range of assessment is used throughout each class including peer and self-assessment by the children.

Teachers make long-term assessments towards the end of each half term and school year, and they use these to assess progress against school and national age related expectations. With the help of these long-term assessments, they are able to set targets for the next term and/ or school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year. These long-term assessments are based on teacher assessments, supported by national assessment guidelines. Pupils participate in the Year One Phonics screening tests, and the national tasks and tests at the end of Year Two. Pupils are assessed for phonics ½ termly using an electronic assessment tool called 'Phonics Tracker'. Assessments are completed on the:

- Phoneme for the Phase working in (EYFS & Lower attainers)
- High Frequency Phase words
- High Frequency Common exception words working on.
- Phonics Screening Checks

Teachers also make ½ termly assessments of children's progress based on the expected national standard for each year group in reading and writing on our electronic tracking system.

The PM Bench Mark assessment tool is used to assess the children's reading. It is a comprehensive reading assessment resource and has been designed to explicitly express the children's instructional and independent reading levels using unseen, meaningful texts. It provides levelled fiction and non-fiction texts ranging progressively from emergent levels to the reading age of 12.

The assessment process includes silent reading for the purpose of oral retelling, oral reading for determining miscue analysis and comprehension questions to ascertain the pupil's level of understanding. The assessment helps teachers to triangulate the level of independent reading with the guided reading band and the PM Bench Mark level.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of attainment is in English in each year of the school. Teachers meet regularly to moderate assessments across a range of writing and other activities to ensure that our teacher assessments are accurate and in line with national standards. This is carried out across year group teams as well as throughout the key stages. Staff are continuously developing their English subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff training.

For further information please refer to the schools Assessment and Marking policies.

The roles of the English Co-ordinator and Governor are outlined in Appendices 7 and 8.

Resources:

We have a very wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate learning materials. Each classroom has reading and role-play areas to encourage speaking and listening. Speaking and listening is also encouraged using 'Talk Triangles' showing key vocabulary from the Quality Texts used in English. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet in the classroom, the class and whole school library.

Monitoring and review

The co-ordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping abreast of current developments in English and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual action plan in which is evaluated on strengths and areas for development in literacy in the school, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's learning, and to observe and review literacy lessons across the school.

The Governing Body

A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets regularly with the subject leader to review progress.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Signed: *K Hardy*

Date: 19.9.23

Appendix 1 Language used in relation to phonics

In order to achieve consistency for the pupils in our school all staff use the following language in relation to phonics.

- **Blend** (vb) — to draw individual sounds together to pronounce a word, e.g. sn-a-p, blended together, reads snap
- **Segment** (vb) -to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph.
- **Trigraph** – three letters making one sound e.g. igh
- **Quadgraph** – four letters making one sound e.g ough
- **Vowel digraphs** comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- **Magic 'e'** – This is the term used in this school to describe a split vowel digraph with the children — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **Grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter sound correspondences' e.g. s as in soft and c as in city, j as in jam and g as in giraffe
- **Mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S' or a saying to help remember the order of the letters in a word i.e. 'silly animals in Devon' = said
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.
- **Short Vowel** – /a/, /e/, /i/, /o/ or /u/
- **Long Vowel** – a phoneme that represents the name of the vowel /ay/ /ee/ /igh/ /ow/ /you/
- **Consonant** – All letters of the alphabet that are not vowels
- **Phoneme frame** – Boxes used to help with spelling in phonics sessions. One box is used for each phoneme.
- **Robot arms** – Used in Reception for reading and spelling but only for reading from Year 1 onwards. Children stand like a robot and move arms for each sound that they see/hear. This helps them to blend the sounds together to create the word they are reading
- **Sound talk** – Saying the sounds in a word separately.
- **Phoneme fist (Sound button fingers)** –Beginning with a closed fist then, pointing to one finger for each sound that can be heard in a word. Used for segmenting and blending.
- **Sound buttons (Dots) and Sound Bars (Dashes)** – A dot is used under a single letter phoneme and a line (or dash) underneath a digraph/trigraph etc. to help the children segment a word to sound out.

Sayings and mnemonics used to help the children remember phonics:

- “When two vowels go out walking the first does the talking”
- “Cry baby q never goes without u”
- “Silly animals in Devon” = said “Big elephants can always understand small elephants” = because

PM Benchmark and the National Curriculum

Colour Band	PM Benchmark Level	Decodable Phonics Texts	Assessment without levels End of KS1
Pink	Level 1	Phase 2	End of Reception
	Level 2		
Red	Level 3	Phase 3	
	Level 4		
	Level 5		
Yellow	Level 6	Phase 3 & 4	
	Level 7		
	Level 8		
Blue	Level 9	Phase 4	End of Year 1
	Level 10		
	Level 11		
Green	Level 12	Phase 5	
	Level 13		
	Level 14		
Orange	Level 15	Phase 6	
	Level 16		
Turquoise	Level 17	Phase 6 Onwards	End of Year 2
	Level 18		
Purple	Level 19		
	Level 20		
Gold	Level 21		
	Level 22		
White	Level 23		Above
	Level 24		
Lime	Level 25		
	Level 26		
Ruby	Level 27		
	Level 28		

Appendix 3

Structure of Guided Reading sessions

Guided Reading for children working below a Level 3 will follow the traditional guided reading sequence:

Book introduction including teaching of skills

Walk through the text

Independent reading

Returning to the text for teaching points

Responding to the text and follow up

The key skills taught at these levels are mainly focused on becoming 'fluent decoders' along with literal comprehension and recall. Guided reading for those children who are working at or above age related expectations may follow a different structure depending on the needs of the children in the group.

It is likely that children working at Greater Depth within the Expected Standard in year 2 will need teaching explicitly skills including: inference, visualising, making connections, unpicking vocabulary, analysing, predicting and questioning. Teachers will model these skills during English lessons, Independent reading conferences and Shared/Guided Reading sessions.

The most important factor of any guided reading session is that it is targeted at the specific learning needs of the children.

It is helpful to include visual prompts in guided reading sessions, for example using word cards for tricky words for children working below age related expectations, or using a feelings graph, visualising prompts and discussion cards at higher levels.

Appendix 4

Ways in which we encourage an enjoyment of reading.

In order to achieve our aim that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information, we:

Have made reading high profile in the school

Maintain one well stocked library with books appropriate to the age of the children.

Have a reading area in each classroom with books for the children to choose to read.

Celebrate World Book Day every year with fun activities

Run a Book Fair once a year to enable our children to buy books for enjoyment and to raise money to help update stock in the libraries and book corners

Offer a space for children to read at lunchtime on one day every week

Book swaps at fayres and breakfast club.

Appendix 5

Explanations of the techniques used to teach writing across the school:

Talk for Writing

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

Planning Writing

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along.

Modelled Writing or Writing Aloud

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way the teacher is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Supported Composition

This strategy can be used after Modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or discuss the next sentence with their talk partner.

Guided Writing

Guided writing is when the teacher works with a focus group in the classroom, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children working at around the same level.

Appendix 6

Responsibilities of the English Co-ordinator

The English co-ordinator will co-ordinate the Area of Learning 'Language & Literacy' within the school, aiming to secure high quality learning and teaching, effective use of resources, and the highest standards of achievement for all pupils' Key Tasks:

Strategic Vision

1. Have a strategic vision for English development within the school
2. Have a good knowledge of issues related to English
3. Keep up to date with developments eg. Teaching methods, resources, assessment issues and record-keeping procedures
4. In consultation with the SLT and staff to devise the school's English policy based on statutory requirements
5. Ensure that there are schemes of work for English in place. The scheme should outline progression from Foundation Stage to Key Stage 1. These should be updated on a regular basis
6. Encourage displays of children's work and celebrate children's achievements
7. Promote opportunities for children to use their English skills for a range of purposes and audiences other than the teacher eg. Involvement in competitions, writing for other children and parents
8. Devise an annual action plan for the development of English.

Monitoring & Evaluation

1. In consultation with the SLT, monitor the implementation of the policy
2. Support staff, in collaboration with the SLT, in analysing all available data to inform learning and teaching
3. In consultation with the SLT and staff, evaluate the effectiveness of the policy and scheme throughout the school
4. Ensure that pupils' assessment records are kept up to date, in line with the school's Assessment Policy
5. Lead on Internal Standardisation and moderation
6. Liaise with the school's SENCO regarding pupils with literacy difficulties
7. Keep records of meetings connected with the subject
8. Present reports to SLT and the school governors on the effectiveness of improvement measures

Resource Manager

1. Be responsible for organising, maintaining and cataloguing resources and equipment
2. Keep abreast of suitable new resources to support classroom strategies

Professional Development

1. Identify and facilitate the professional development needs of staff
2. Disseminate information from INSET and provide updates to staff
3. Ensure parents are informed of the school's approaches to teaching English and advise on how they may support their child's English development.
4. Attend termly LA English network meeting

Appendix 7

Responsibilities of the English Governor. The named governor responsible for English will:

1. Liaise with the Subject Co-ordinator, Head teacher or Assistant Head teacher as appropriate.
2. Visit the school and see the subject/area in operation (if possible).
3. Discuss the existing use of resources and future needs.
4. Regularly report to the Governing Body on developments and progress.
5. Attend appropriate training.