

**PUDSEY BOLTON ROYD
PRIMARY SCHOOL**



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Care Growth Teamwork

English Policy

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1. Introduction

At Pudsey Bolton Royd Primary School, we recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We aim to develop pupils' skills through a cohesive and creative English curriculum; a curriculum designed to fit the needs of our children and reflect our diverse community whilst also incorporating all elements of the National Curriculum: spoken language, reading and writing. Our English curriculum teaches key knowledge and skills through discrete phonics lessons (based around the core scheme Read Write Inc), reading lessons and English lessons, as well as embedding these skills across the broader curriculum. Equipping children to engage with, understand and appreciate the spoken and written word underpins all our English teaching. Children are exposed to a wide range of texts, including stories, poems and non-fiction pieces, and are given opportunities to respond to these texts in a variety of ways. Our curriculum is designed to provide opportunities for pupils to make connections across all learning in all subjects, with the English curriculum, underpinned by high-quality texts, sitting at the heart of this learning. High-quality tuition in English will enable pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

2. Aims

- To provide a language-rich environment for all children and promote a positive culture of reading and writing.
- To develop children's speaking and listening skills so that they can express and share their views and ideas clearly and confidently, as well as listen and understand others competently.
- To develop and continue to widen children's vocabulary whilst giving them tools to analyse and understand new words in context.
- To develop the key phonics skills in segmenting and blending so that children are equipped with the knowledge to be able to decode words and read accurately.
- To develop every child's reading fluency so that they read aloud clearly with developing confidence (building up to children being able to confidently perform a range of literature to different audiences).
- To develop children's basic and higher order reading and comprehension skills.
- To develop in children an interest and enjoyment of books and a good knowledge of authors that will support their learning across the curriculum and will also enrich their lives.
- To teach children the skills and techniques for writing so they can construct well-crafted pieces for a range of purposes and audiences.
- To fully meet the requirements of the National Curriculum programmes of study for English at Key Stage 1 and 2 and the revised Early Years Foundation Stage Curriculum.



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3. Spoken Language

At Pudsey Bolton Royd, we value the importance of spoken language in pupils' development across the whole curriculum. We believe it provides the foundations for reading and writing, as well as for social interaction and the acquisition, development, and understanding of knowledge through effective classroom dialogue. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar, and their understanding of reading and writing. Our use of dialogic teaching harnesses the power of talk to stimulate and extend our pupils' thinking and to advance their learning and understanding. We value the importance of giving children of all ages and abilities the opportunities to take part in a range of speaking and listening activities for different purposes. We also believe that it is crucial that teachers and members of staff model these skills for children.

We believe that spoken language should be developed in several ways:

- Modelling of good speaking and listening skills by all adults around the school, including making eye contact with speakers, asking attentive questions, and commenting on what has been said
- Adults model their thought processes so that children better understand internal dialogue
- Through implementing dialogic teaching strategies within whole-class situations, targeted group work, or on a one-to-one basis, the relationship between talking, thinking, and learning is strengthened. Children are encouraged to reason, discuss, argue, and explain rather than merely respond, in order to develop higher-order thinking and articulacy
- Spoken language is developed through modelled interactions within activities that encourage communication, such as circle-time, role-play, storytelling, puppets, games, multimedia activities, exploratory play, and creative, social experiences, which are readily planned for. These commence in nursery and are followed right through school
- In the Early Years Foundation Stage (EYFS), regular opportunities are provided for children to talk extensively about what they hear, see, and do, and to extend their spoken communication
- Through introducing and developing the use of new vocabulary through strategies such as Word Aware and Colourful Semantics
- Encouraging children to share their ideas and opinions with their peers and teaching children how to respond appropriately to the ideas of others
- Teaching and encouraging children to work collaboratively
- Use of sentence frames, which are organised into language categories and progress through each year group, to support the children's understanding and use of sentence structure
- Developing a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write
- Understanding and using the conventions for discussion and debate
- Participating in drama and gaining associated knowledge, skills, and understanding by adopting, creating and sustaining a range of roles and responding appropriately to others in role
- Providing a rich and varied environment that supports children's language learning



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- Providing a range of opportunities for children to talk and listen across all curriculum areas
- Creating opportunities to use ICT to support speaking and listening skills, e.g., making video presentations
- Giving children opportunities to take part in assemblies and school performances, including reciting and performing poetry.

4. Phonics

4.1 Phonics Aims and Objectives

To teach children to:

- Apply the skills of blending phonemes to read words
- Learn that blending and segmenting words is a reversible process
- Read high frequency words that do not conform to regular phonics patterns
- Read texts and words that are within their phonics capabilities as early as possible
- Decode texts effortlessly so all their resources can then be used to comprehend what they are reading
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

4.2 The Teaching of Phonics

Due to the linguistic needs and the low starting points in spoken English of many of our children, phonics pre-teaching begins in Nursery. Children are taught to discriminate between sounds, to listen carefully to sounds, and they practice remembering and sequencing sounds. In order to develop their vocabulary and language comprehension, staff talk about the sounds children hear. These activities help to develop children's ability to discriminate phonemes, reproduce audibly the phonemes they hear and to segment words into phonemes. Children develop their phonological awareness through syllable detection, rhyme, alliteration, and oral blending. Opportunities to explore sounds in words are planned into adult-led interactions across Early Years and beyond, and this helps to lay secure foundations on which systematic synthetic phonics can be built upon.

Read Write Inc. (RWI) Phonics is an inclusive literacy program for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and segment them to spell. The scheme includes both a reading and a handwriting writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions are expected to occur until children have successfully completed the scheme as the continuity and pace of the program is key to accelerating the progress of children's reading development.



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The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace - good pace is essential to the lesson
- Praise/Positive Teaching - children learn more effectively in a positive climate
- Purpose - every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion - this is a very prescriptive program. It is the energy, enthusiasm, and passion that teachers and teaching assistants put into the lesson that brings the teaching and learning to life!

Teaching of Read Write Inc will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while also being able to make clear progress
- Use phonics, reading and writing skills together to connect and support each of these aspects
- Encourage consistency of teaching and learning across the school with regards to phonics
- Accelerate children's literacy learning, leading to improvements in attainment both in relation to the Phonics Screening Check in Year 1 and Year 2, and throughout the school.

For the children who have not completed the RWI scheme by the end of KS1, they will either continue with the scheme through regular lessons or through targeted small group intervention. If children in upper Key Stage 2 have not completed the RWI scheme, appropriate interventions such as Fresh Start will be introduced where appropriate. Any child that is new to school will be assessed and appropriate support provided if appropriate. Phonics learning is also reinforced through whole class teaching linked to the teaching of spelling patterns. As synthetic phonics may not suit the learning needs of all these children, additional methods, such as teaching phonics through a whole word approach and multi-sensory strategies, are also used alongside continued teaching of synthetic phonics. Regular one-to-one reading sessions and differentiated spelling activities are used to ensure all such children make progress in these areas.

5. Reading

At Pudsey Bolton Royd, we promote a culture of reading, not only as a life skill but also to develop a love of books and literature. This will not only support their learning across the curriculum but also enrich their lives. We believe that reading feeds the imagination, allows curious minds to discover new things and ultimately brings enjoyment. Therefore, we aim to inspire children and provide them with the tools to become motivated and strategic readers who know more, understand more, and remember more.

We aim to develop a rich reading culture throughout the school using teacher modelling, the well-resourced school library, vocabulary-rich displays and classroom libraries, as well as a curriculum that is structured around a carefully considered reading spine.



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In Early Years, pupils learn the conventions of reading standard English, such as turning the pages from right to left, reading words from left to right, and that print (both pictures and words) conveys meaning. They are also exposed to aspects of reading for pleasure common to British culture, such as being read to and sharing bedtime stories (parents are supported to develop this through workshops). The curriculum is based on key texts, stories, and rhymes that reflect the children's current interests and developmental stage, as well as topic-specific content such as seasonal changes and celebrations. Throughout the day, lots of opportunities are provided for children to engage with books, whether that's sharing them with an adult or selecting books that interest them, therefore providing motivation to value reading. The use of words matched with pictures increases the children's understanding of the written word and provides them with the confidence to share what they know. As they develop as readers, they acquire an increasing vocabulary of words which they can recognise on sight and become more capable of reading for meaning, using phonics knowledge to decode regular words and read them aloud accurately, as well as reading some common irregular words. Using picture books and stories which are read aloud, teachers use targeted questioning which begins to develop the children's comprehension skills. Children begin to discuss what they have read, expressing preferences, opinions, and predictions of what may happen next while demonstrating an understanding when talking with others about what they have read.

As fluency develops and the range of a pupil's reading increases, they learn to read aloud with increased ease and expression, and silently for sustained periods. They learn to approach a text in a variety of ways and for a range of purposes, are taught to isolate and summarise key points and themes, use inference and deduction, and demonstrate understanding which extends beyond the literal, while personal response is supported by increasingly sophisticated reference to the text.

Children at this school are therefore taught to:

- Appreciate the significance of print and the fact that pictures and other visual media can also convey meaning, e.g. road signs, logos
- Recite, retell and create stories using strategies such as 'Helicopter Stories'
- Develop, in the context of their reading, a vocabulary of words recognised on sight
- Use their phonics knowledge to decode words
- Make informed attempts at words and correct themselves in the light of additional information, e.g. by reading ahead or looking back in the text for syntactic, contextual, or picture clues
- Develop the capacity to convey the meaning of the text clearly to the listener through intonation, phrasing and awareness of punctuation
- Respond to texts by making predictions and answering comprehension questions that reflect a range of skills including retrieval, basic and complex inference, sequencing and summarising
- Develop the skill of sustained silent reading
- Make appropriate choices of reading material for their enjoyment



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- Share what they have read with others and express their preferences
- Evaluate authorial intent and techniques to explain how a text impacts them as a reader
- Compare and contrast both within and across texts.

Continuing on from this, reading skills are further developed throughout the English and wider curriculum in the following ways:

1. Independent Reading

All children have a personal reading book which they read both in school and at home. This reading book may be a book from a specific reading scheme at the child's book band level, but for more able 'free readers', it can be a book chosen from the school or classroom library. Children have a reading record or school planner, which is used to record reading sessions with teachers and parents and can also be used for parents and teachers to communicate.

2. Shared Reading / Class Novel

Shared reading can take place within the Reading or English lesson, as well as during wider curriculum lessons or whilst reading the class novel. The teacher explicitly models reading skills and strategies to the whole class as an expert reader, and children are given the opportunity to practice reading aloud (using strategies such as choral reading, partner reading, repetitive reading, and readers' theatre) to improve their fluency.

3. Whole Class Reading Approach

From Year 2 upwards, specific reading lessons take place at least three times a week and can be standalone or integrated within the English lesson. These lessons take a structured approach and allow children to work on specific reading comprehension skills: retrieval, inference, vocabulary analysis including authorial choice, sequencing and summarising, predicting, explaining and comparing. During these lessons, children analyse a text extract in detail using these comprehension skills and talk strategies. After teacher modelling and shared practice, they then answer questions independently.

4. Differentiation

Whole class reading lessons can be differentiated in several ways to ensure the needs of all children in the class are met, and all children are challenged to ensure progress is made. These strategies include text modification, pre-reading, peer support, targeted support with an adult, differentiated questions, color-coding of the text and questions, and differentiation by outcome.

5. Parental Engagement

At Pudsey Bolton Royd, we understand that parental engagement is vitally important to the progress that children make in reading and in developing enjoyment through books. Therefore, we aim to involve parents in supporting their children's reading development in several ways:



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- Offering parent workshops to model effective reading at home as well as 'stay and read' sessions where parents and children can share stories together within the school environment.
- Models of teacher reading are shared on the website and through Tapestry.
- Using reading records and planners for effective three-way communication.
- Recommended reading lists that enhance the wider curriculum and raise awareness of appropriate challenge of reading material are shared with parents and children.
- Reading challenges, which encourage reading in school and at home and promote communication between parents and teachers, are set throughout school to excite and engage children and families with reading.

6. Writing

At Pudsey Bolton Royd, we want our children to be confident and enthusiastic writers who, by the end of Year 6, should be able to write independently in a range of genres, for a range of real-life purposes. We understand that effective composition involves forming, articulating, and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Fluent, legible and, eventually, speedy handwriting will support most children in their compositions.

We believe that children learn best in a creative, cross-curricular, and integrated context. As staff, we, therefore, seek to make cross-curricular and relevant links with the learning taking place in English with that taking place in both English and other areas. This is strongly reflected throughout our curriculum and literacy spine. In KS1 and Key Stage 2 (KS2), class novels, which are usually linked to the wider curriculum, are often used as stimuli for writing. Visual literacy - through carefully selected clips from, for example, short films, movies, or adverts - is often used to engage and enhance the children's experience and understanding.

In EYFS, children are taught how writing is a form of communication and are encouraged to mark make on entry to school. Letter formation is developed alongside phonics teaching to make links between phonemes and graphemes. Children use their phonic knowledge to write words in ways which match their spoken sounds. Some words are spelled correctly, and others are phonetically plausible. Segmenting and blending sounds aid the development of the spelling of words alongside specific teaching of high-frequency words. The children then move towards writing simple sentences that can be read by themselves and by others. Children's curiosity in letter shapes and written words is fostered throughout the indoor and outdoor learning spaces, and writing is encouraged through areas in the classrooms and through the wider provision available. Movement for learning, including activities such as dough disco, parachutes, and swirling ribbons, helps to develop physical skills, finger strength, and gross motor skills in preparation for writing.



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In KS1 and KS2, English lessons take place daily. Writing is a design process; therefore, our children are taught to plan a text that will fulfil a different purpose for specific audiences. Our English curriculum and the text types taught in each group build on previous learning and ensure children are taught a wide range of genres throughout each Key Stage. Models of each genre are used by teachers as examples of how the children could structure their writing and the key features that should be included. Modelled, shared, and guided writing are key strategies that are used throughout the writing process to ensure children are continually exposed to the thought processes writers go through when creating texts. In lessons, especially those in KS1, elements of Talk for Writing (such as learning and reciting texts with actions, story mapping, and innovation of texts) are also used to support the writing process. Through modelling, imitation, and scaffolding, which involves recreation of grammatical structures or ideas, children play with forms of expressions and decide how to make their writing more effective.

Children are encouraged to develop resilience throughout the writing process, ensuring that editing and redrafting are an integral part of the learning experience. Once an end of unit piece has been planned and drafted in the children's English book, and feedback has been provided by the teacher, the children publish it in their final draft book. At the end of a unit, teachers will formally assess their writing against our writing key performance indicators for their specific year group.

Our English long-term plan builds on skills learned in previous year groups while introducing new learning. Throughout a term, each year group teaches a range of long units and short units. While the longer units include new learning in line with the national curriculum expectations, the short units are designed to revisit text types previously taught and consolidate these skills. This also develops the children's knowledge of each text type and understanding of audience and purpose.

Children's writing is celebrated throughout school, and their achievements are shared in several ways, giving their hard work and progress the acknowledgment it deserves. At the end of each half-term, a unit of work from each year group is displayed outside their classroom, which not only highlights the writing process the children have worked through but also celebrates published pieces. This also demonstrates progression in writing skills throughout our school. Besides displaying children's writing, it is also recognised in assemblies, shared with parents, and participation in writing competitions is encouraged.

7. Grammar, Spelling, and Vocabulary

We believe that children benefit from being taught grammar in a way that uses examples from texts, makes connections between being a reader and a writer, explores the effects of words, phrases, sentences, and paragraphs, and encourages them to play with language in their writing. Grammar is taught explicitly, involving open discussion, exploration, investigation, and experimentation in the context of the wider writing unit and relates to the specific learning outcome the children are



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working towards. This enables them to exercise conscious choice in their writing, gaining a greater understanding of the impact their writing has on the reader.

In both Key Stages 1 and 2, spelling is supported by the Read Write Inc and the No Nonsense Spelling Programme resources. Using the National Curriculum, each year group has a specific word list to learn; children learn both how to spell the words and apply them in their writing. Spelling rules are introduced and practiced in class, and these may form part of the class's homework. Where appropriate, additional support for spelling is provided through differentiation of activities and spelling lists or by an intervention.

Throughout school, new vocabulary is introduced in a structured way to ensure children follow a routine when learning new words and have the confidence to experiment with them in conversation or their writing.

In EYFS, the Word Aware program, a structured approach that promotes the vocabulary development of all children, both written and spoken, is used. In KS1 and KS2, each class has a 'Word Wall,' which is a color-coded, interactive display that helps children remember the process of learning a new word and the word itself. The different areas of the wall help the children investigate new vocabulary and use it in context. This personalised approach, developed by our Speech and Language therapist, supports all children's vocabulary development, but specifically our English as an Additional Language (EAL) learners. As part of the planning process, teachers select words to introduce each week, but this can also be incidental as a new word might arise at the start of a lesson or through shared reading, which would be useful for the class to incorporate into their vocabulary.

8. Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, joined, legible, and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

8.1 Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses Penpals for Handwriting to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.



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- Handwriting is acknowledged to be a whole-body activity, and emphasis is placed on correct posture and pencil grip for handwriting.
- Provisions for left-handed children are equal to those of right-handed children, and appropriate advice, support, and resources are available to meet the aim that they learn to write with a comfortable position.
- Handwriting is linked to grammar, punctuation, and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes, such as print for labeling a diagram, illustrated capital letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation, and fast, fluent, and legible writing across the curriculum.

8.2 Progression of Skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS, F1, and F2)
- Correct letter formation is taught, practiced, applied, and consolidated (EYFS F1/Year 1)
- Joining is introduced only after correct letter formation is used automatically (Year 1/Year 2/Year 3)
- Joins are introduced systematically and cumulatively (Year 2 - Year 6)
- As children practice joining, they pay attention to the size, proportion, and spacing of their letters and words (Year 3 - Year 6)
- Once the joins are secure, a slope is introduced to support increased speed and fluency (Year 5)
- Children are introduced to different ways of joining to enable them to develop their own preferred personal style (Year 6).

In using Penpals, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say.'

8.3 Handwriting Tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS
- Whiteboard pens throughout the school
- Fingers and pens when writing on the interactive whiteboard
- Art supplies including coloured chalks, paints, pens and pencils for posters, displays, and artwork



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- Sharp pencils for most writing until a pen licence is awarded
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is introduced and practiced via the Penpals Practice Books and progresses to being recorded on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

8.4 Equality of Opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills, and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early, and the impact of interventions is carefully monitored. Children with a physical disability (including visual needs, such as Irlen syndrome) are catered for, and progress is monitored according to their individual needs.

8.5 Learning Environments

The organisation of the classroom and learning environments is essential to promoting interest, independence, and enthusiasm, as well as the necessary skills, concepts, and knowledge to progress. Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through the unit of work. This board is regularly changed to reflect the teaching and learning activities happening in the classroom and includes materials to support children in accessing their learning independently. In the corridors, display boards celebrate children's writing and allow visitors to the school to see the teaching and writing process throughout the unit of work. Within the classroom, resources are available to support spelling and composition of texts such as dictionaries and thesauruses, word banks, support for phonics and the current spelling rule. Our class libraries reflect the value of reading and our wider curriculum topics being taught. These have a range of fiction, non-fiction, and poetry texts to engage children.

9. Monitoring, Assessment and Feedback

Assessment, feedback and marking in English are consistent with our Feedback and Marking Policy.

Effective assessment involves careful observation, analysis and review by teachers of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning. Assessment is on a continuous basis, taking into account the children's work throughout the year, and data is given to the Senior Leadership Team during pupil progress meetings, in-line with the school's assessment schedule. As a result of this, individuals or groups may be identified for further targeted support. Monitoring and assessment in English includes:



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- Marking and annotating work in line with the school's Marking Policy and providing opportunities for children to respond to the comments made on their work during RAMP (Reflect And Make Progress) time
- Observing the children at work, listening and discussing ideas with them, and giving verbal feedback
- From Year 2 to Year 6, half-termly writing assessments which are published in the children's final draft books and assessed against our writing trackers
- PIRA and past SATs test materials are used to assess Reading termly
- Key assessment criteria, which are recorded on individual trackers, are used for reading and writing to assess whether a child is working towards the expected standard, at the expected standard, or at greater depth within the expected standard
- RWI assessment activities are used, and phonics groups are re-organised based on these
- Phonics screening is undertaken at the end of Year 1 and Year 2
- Regular assessment of spellings against the statutory word lists is carried out across KS1
- Rigorous spelling tests of ongoing learning of spelling patterns and the national curriculum word lists are carried out weekly in KS2
- Teachers meet regularly to review and moderate individual examples of work, and where possible, we also work alongside other schools to moderate
- Pupils on the (Special Educational Needs & Disabilities (SEND) register are identified and monitored. Progress towards targets on their individual passport, support plan or individual provision map is analysed by teachers and the SEND Co-ordinator. For children who are working significantly below their year group expectations, or not making sufficient progress in reading or writing, B-Squared is used to track their progress
- A scrutiny of work within English is carried out throughout the year across school. This is discussed with SLT, and findings and next steps shared with staff
- The progress each pupil has made in English is reported to parents via two parental consultations and a written report each academic year.

10. Inclusion

At Pudsey Bolton Royd, we are committed to providing an appropriate and high-quality education to all pupils. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to access a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of English lessons.

Pudsey Bolton Royd is an inclusive school, and this informs our provision for pupils with SEND. We aim to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners. We closely monitor the provision for, and the achievement of, individuals and different groups of learners by SEND, gender, ethnicity, EAL, disability and looked after children.



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We recognise that pupils learn at different rates in English and that there are many factors affecting achievement. We aim to identify these factors as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.