Resource Pack for English Subject Leaders

This Resource Pack provides a bank of documents for English Subject Leaders to support them in their role. It is intended that Subject Leaders select documents that are appropriate to their setting and school focus at that time.

All of the documents are editable in order that they can be used electronically, whilst also allowing schools to personalise some of the templates where desired.

Member of staff responsible:
Date policy written:
Date approved by the full Governing body:
Date to be reviewed:

ENGLISH AND LITERACY POLICY

Possible headings for writing a policy

1. MISSION STATEMENT
Insert School's mission statement (and **INTENT** statement)

2. AIMS
What skills, knowledge and understanding the subject provides. See the aims in National Curriculum 2014.
Insert school **INTENT** statement for English (if not already above).

3. STATUTORY REQUIREMENTS
Early Years Foundation Stage
Key Stage One
Key Stage Two
The Governing Body

4. SUBJECT ORGANISATION
How teaching and learning will be delivered. You may wish to use the heading; **IMPLEMENTATION,** under which the following could be outlined;

5. APPROACHES TO SPEAKING AND LISTENING

6. APPROACHES TO READING
These might include:
- Phonics
- Guided Reading
- Shared Reading
- Independent reading
- Home Reading

7. APPROACHES TO WRITING
These might include:
- Phonics and spelling
- Emergent writing
- Shared Writing
- Guided Writing/Independent Writing
- Extended writing
- Handwriting

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

9. THE USE OF ICT

You may wish to use the heading **IMPACT;**

1O. ASSESSMENT AND TARGET SETTING

11. SPECIAL EDUCATIONAL NEEDS
INTERVENTION PROGRAMMES
EQUAL OPPORTUNITIES

12. ROLE OF SUBJECT LEADER

13. PARENTAL INVOLVEMENT

14. CONCLUSION
This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:
- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

15. APPENDICES

These may include:
- Scheme of work
- List of resources
- Additional advice specific to the subject
- Update to policy record sheet

Subject Year Planner and Monitoring Overview

Subject Area: Year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Audit/Action Plan						
Policy Review						
Resources/Budget Monitoring						
Monitoring Planning						
Work Scrutiny						
Monitoring Walks/Learning Environment						
Observations Of Teaching/learning						
Pupil Discussions						
Assessment/Pupil Progress						
Moderation of Assessments						
Reporting to Governors						
CPD – Opportunities to Lead						
CPD – Opportunities to Participate						

Subject Leader Annual Audit Sheet

Subject:	Year:	Subject Leader:

Overview. You may choose to have a 'file' which contains evidence of the standards of teaching and learning in your subject as well as your subject development priorities. It should be concise and manageable, but give you enough information to be confident in the areas below. The questions in each area will help you to highlight any gaps and give you a starting point for development.

Questions	Current Position	Action?
Standards. You should know how well pupils are doing in your subject & be able to explain how you measure this.		
• What are the standards like in your school? • How do they compare with other schools? • How do you know? • Do you have recent examples?		
Policy. You should know what the policy for teaching and learning is in your subject. This may be a whole-school policy.		
• Do you have a recently reviewed policy? • Is it up to date? • Do all staff follow it?		
Scheme of Work. You should know what is being taught across the school in your subject.		
• Is there an overview in place showing what will be taught in each year group and when? • Does it cover the curriculum? • Do all staff follow it?		
Planning. You should know if the planning of lessons in your subject meets the needs of all learners.		
• Do medium term plans link into the scheme of work? • Do short term plans all contain agreed 'non-negotiables' such as objectives and success criteria? • Do children's books match the plans?		

Resources. You should know what resources you have for your subject and that they are suitable for delivering the curriculum.		
• Do teachers have appropriate resources? • Are they in good condition and accessible? • What budget allocation do you require for the coming year?		

Staff Development. You should know if there are any training needs in the school and how to access it.		
• Is your subject knowledge good? • Are other staff confident to deliver the subject? • Could you lead staff training or a staff meeting? • Where can other help and training be accessed?		

School Development. You should know if your subject is part of a wider school improvement priority or action plan.		
• Has your subject been identified in an inspection report or school improvement plan? • What were the priorities for improvement? • Have these been addressed?		

Governors. You should know if you have an allocated 'subject governor' and keep governors informed about your subject.		
• Is there a Governor assigned to your subject? • Do you report to Governors? How? • Are you challenged and supported?		

Action Plan. You should know what your plans for the future are, based on the information and evidence above.		
• Is there a standard format of action plan? • Are your targets measureable and achievable? • Are your expectations focussed and high?		

Prompts for Pupil Interviews

Teachers may wish to adapt these questions as appropriate to the needs and age of their children. It is suggested that children have their books with them during the interview, in order that they can physically reflect back on their learning and specific lessons.

Date:	Pupils interviewed:
What have you been learning about in English? /Talk to me about your learning in English.	
Talk to me about the learning objective. How do you know what it is? Do you always understand it? What do you do if you don't understand it?	
How do you know what you are expected to achieve/have learnt by the end of the lesson?	
What story/class novel are you sharing at the moment? What do you think of it?	
What grammar skills have you been focusing on this term / half term? Can you find some pieces of work where you've been able to use that skill?	
What might a visitor see if they came into one of your English lessons? What might you be doing? e.g. reading, role play, writing, note-taking, use of ICT, discussion, drama, visits, research etc.	
What do you do in an English lesson if you get stuck? Are there any strategies or top tips that your teacher shares to help you?	
Do you enjoy English? Why/why not? What are you favourite parts of English? Can you talk to me about a favourite lesson? Can you show me a piece of work that you are particularly proud of?	
Are you given feedback about the work you do in English? How do you use the feedback?	
Is the working/learning wall any help to you in English lessons? If so, how?	
How do you think your English lessons could be improved?	
Are you asked to evaluate your own work/learning/or other children's work?	

Pupil Interviews

Name of teacher and class / year group	Strengths	Areas to consider
Reception		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

Overall Strengths:
-
-

Areas to consider:
-
-

Next Steps:
-
-

'Book Look' Whole School Overview

	Progress	Age related expectations	Subject Knowledge	Differentiation	Range of skills and content covered	Application of grammar into writing	Marking and feedback	Presentation
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

Overall Strengths
-
-

Points to consider
-
-

Next Steps
-
-

Subject Leader Lesson Visits

Teacher:	Date/Time:	Year Group:
Length of Observation:	**Purpose:**	
Support Staff:	**Observer:**	**No of Children:**

Context of Lesson: (eg. subject focus/group organisation/description of lesson/NC reference)

Agreed Areas of Focus:

1.

2.

Notes from Lesson Visit

Areas for Development /Follow-up Action

Class Teacher:	Subject Leader:

Whole School Lesson Overview

Name of teacher and class / year group	Date of lesson visit	Strengths	Areas to consider
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Strengths:
-
-

Areas to consider:
-
-

Next Steps:
-
-

Monitoring the Teaching and Learning of Phonics

School: **Teacher:** **Date:** **Year Group:**	
Phase being taught: (approximately 20 minutes) **Start time:** **Finish time:**	

Focus areas	Comments
Is this child or group of children on track to meet age-related expectations? If not, is tailored intervention in place?	
Is the phonic teaching sequence evident and are learning approaches appropriately used? • Review • Teach • Practise • Apply	
Is application evident at the point of learning? Is there evidence of new learning, not just consolidation?	
Are phonemes articulated correct? Do children have the opportunity to articulate phonemes themselves?	
Can all children clearly hear/see the teaching input or the prompt/s being used to support teaching?	
Are children being taught how to blend and/or segment? Is this modelled?	
Are tricky words being explicitly taught and evident throughout the session? Is this modelled?	
Is the session fully interactive and engaging for most of the children, most of the time?	
Has the session been carefully planned to directly match the phonics ability of the children? Are scaffolds used where appropriate? Is challenge provided to deepen or extend learning?	
Are children given opportunities to work independently, in pairs or groups?	
Are there any opportunities for new vocabulary to be introduced and/or embedded?	
Does planning show progression? Are there equal amounts of blending and segmenting across the week?	
Is there evidence of guided and independent phonic application in reading and writing beyond the phonics session? E.g. *continuous provision, teacher-led reading and writing sessions, independent child-initiated learning.*	
Any other comments e.g. *effective use of additional adults.*	
Do monitoring and outcomes indicate that children are making expected or better progress?	

Monitoring of Guided Reading for Early Readers

School:	**Teacher:** **Date:**
Year Group:	**Phonics phase/step being applied:**

Focus areas	Comments
Is the book closely matched to the focus phonemes from recent/current phonic sessions? Does each child have a copy of the book?	
Is there a planned sequence to develop a phonics-first approach alongside comprehension development? Does planning show progression across the week/half-term?	
Is there a clear sequence for the guided reading session? **Warm-up** - phonics, tricky words, miscues identified from previous session/s and vocabulary **Strategy check** – building and blending to read **Independent reading** **Return to the text** - develop the key focus and address miscues	
Is reading time maximised for all children? I.e. Are all children reading independently and at their own pace? Are suitable strategies in place to engage and support early finishers? E.g. *locate focus phonemes, tricky words, find your favourite page, or re-read a directed section.*	
Are strategies and approaches used within the recent phonics session applied in the guided reading session? E.g. *tricky word cards, phonics mats, grapheme flash cards.*	
Are children able to read tricky words automatically within the context of a text?	
Are miscues identified and addressed in the current and future guided reading sessions?	
Are vocabulary connections explored and modelled by the adult? E.g. *the text may read 'Dad is sad.' Orally extend vocabulary by use of synonyms: miserable, upset, unhappy, down in the dumps etc.*	
Are children given opportunities to discuss the text and explore comprehension strategies within a follow-up session?	
Does the child's home reading book support current learning and the application of phonic skills? Is it similarly pitched to the guided reading book?	

Monitoring of Guided Reading for Developing Readers

School:	**Teacher:**	**Date:**
Year group:		

Focus areas	Comments
Planning Are children organised into reading groups which are in line with their word reading and comprehension development? Does planning show a clear reading skill focus matched to the needs of the group? Are key questions planned for, which link to the text and skill focus? Is there evidence of reading, which has been completed outside of the session, linked to the focus? (This may be a pre-read with a focus when children are ready, or directed follow-up reading with a skills based task.) Following the guided reading session (typically the next day), is there time allocated for children to respond orally, and in writing, i.e. through a follow-up task? Does planning show progression across the week/half-term/year?	
Structure of Guided Reading Session Does each child have a copy of the text? Have children had the opportunity to read some of the text prior to the session? Is the reading skill/focus explained and shared with the children? Is there a clear sequence for the guided reading session? **Warm-up** **Vocabulary Focus** Are children invited to discuss and explore new vocabulary prior to reading? Are adults selecting key vocabulary appropriately? *and/or* **Feedback from Pre-Read** Is the pre-read task reviewed with the children? For example, do the children: - share vocabulary that they have spotted and explored? - make connections with the text? - raise questions based on what they have read so far? **Strategy Check and Reading Focus** Does the teacher: - remind children of reading strategies, alongside phonics as their first approach - address misconceptions or miscues from the previous session(s)? - model the focus skill?	

Independent Reading Are all children reading the text at their own pace, individually? i.e. not waiting for their turn to read out loud. Is the teacher regularly monitoring word reading and fluency of individual children?	
Return to the Text Is sufficient time given to discuss the text? Is the teacher explicitly modelling a focus skill? Are children given time to practise the skill explicitly modelled by the teacher? Are children provided with opportunities to respond orally, and/or, in writing?	
Ongoing Skill Development For each child, is the text matched to their reading ability and the book band they are reading independently and at home? Are children developing the skills of reading accurately, with automaticity and prosody? Are adults using the opportunity to monitor these skills and model in response to need? Are adults hearing children read aloud to monitor accuracy, automaticity and prosody (fluency)? When children are reading independently, are they encouraged to read in the following ways: - reading the words automatically if they are very familiar? - decoding less common words quickly and silently because their sounding and blending routine is now well established? - decoding unfamiliar words aloud: applying phonic knowledge and skills and focusing on all letters in the word? Are there high-expectations for all learners within the session? Is the teacher actively encouraging children to develop their fluency, with less reliance on phonic strategies for familiar words	
Comprehension Is the text age-appropriate in terms of themes and interests of the group? Is a comprehension skill explicitly modelled within a guided reading session? Are vocabulary strategies embedded and explored within the guided reading sequence, such as: - identifying, collecting and discussing favourite words and words of interest? - discussing and exploring unfamiliar words? - using the context of the text and/or the morphology of the word to work out the meaning of unfamiliar words? Are comprehension questions linked to: - the identified reading skill(s)? - reading assessment domain prompts? Do all children within the group have an opportunity to discuss and respond to questions posed orally, and/or, in writing?	

Are different ways of responding to questions used? For example: - oral questioning - oral response - written question - oral response - oral questioning - written response - written questioning - written response Are children encouraged to return to the text to support their responses, justifying opinions and providing evidence? E.g. *I think that Hansel was clever when he put the stones in his pocket because…* Are follow-up tasks: - focused on the application of the same focus skill modelled in the guided session - using the same text as in the guided session - a combination of oral and written outcomes, linked to the key skill.	

Monitoring of Guided Reading for Fluent Readers

School:	Teacher:	Date:
Year Group:		

Focus areas	Comments
Planning Are children organised into reading groups which are in line with their word reading and comprehension development? Does planning show a clear reading focus matched to the needs of the group? Are key questions planned for, which link to the text and skill focus? Is the majority of independent reading planned for outside of the teacher-led guided reading session? Has a pre-reading task been planned for prior to the guided reading session? Is it purposeful and does it include vocabulary exploration? Does it link to the reading focus for the main session? Is there time built in for children to respond to the guided read session, such as a follow-up task linked to the skill focus? Does planning show progression across the week/half-term/year?	
Structure of Guided Reading Session Does each child have a copy of the text? Have children had the opportunity to read the relevant section of the text prior to the session? Is the reading skill/focus explained and shared with the children? Is there a clear sequence for the guided reading session? **Warm-up** **Vocabulary Focus** Are children invited to discuss and explore new vocabulary prior to reading? Are adults selecting key vocabulary appropriately? *and/or* **Feedback from Pre-Read** Is the pre-read task reviewed with the children? For example, do the children: - share vocabulary that they have spotted and explored? - make connections with the text? - raise questions based on what they have read so far? **Key Reading Skill Focus** Does the teacher model the focus skill, orally and/or in writing? Are key questions linked to: - the focus skill(s)? - reading assessment domain prompts?	

Application of Key Reading Skill Focus Following modelling, are children invited to practice the key reading skill, linked to a section of text? Are children encouraged to re-read sections of text to locate specific information or evidence? Is the majority of time dedicated to discussing the text? Are children provided with sufficient time to develop the skills explicitly modelled by the teacher? **Comprehension** Is the text age-appropriate in terms of themes and interest for the group? Does the teacher explicitly model a comprehension skill(s) or strategy to use within the session? Is the majority of the session dedicated to responding to the text? Are vocabulary strategies embedded and explored within the guided reading sequence, such as: - identifying, collecting and discussing favourite words and words of interest? - discussing and exploring unfamiliar words? - using the context of the text and the morphology and/or etymology of the word, to work out the meaning of unfamiliar words? Is there sufficient challenge to broaden and deepen learning? Do all children within the group have an opportunity to discuss and respond to questions posed? Are different ways of responding to questions used? For example: - oral questioning - oral response - written question - oral response - oral questioning - written response - written questioning - written response Are children encouraged to return to the text to support their responses, justifying opinions and providing evidence? (Point + Evidence) Are children given an opportunity to apply learning within the session?	
Ongoing Skill Development For each child, is the text matched to their reading ability and the book band they are reading independently and at home? Are there high-expectations for all children within the session? Is the teacher actively encouraging children to develop their accuracy, automaticity and prosody (fluency)? Do children use a range of strategies to read unfamiliar words such as: - using phonic strategies - recognising roots, root words, prefixes, suffixes and syllables - reading words out loud - re-reading from the beginning of the sentence to use the context?	

Monitoring of Shared/Modelled Reading

School:	Teacher:	Date:	Year Group:

Focus areas	Comments
Is the selected text appropriately pitched for the class? Does the text show progression from previous shared texts used? Is the text well-balanced in the context of other shared texts this term/year? i.e. is there a range of authors, genres, classic texts being shared across the year. Are children accessing the text being used within the session? This could be: - an enlarged copy displayed for the class - a copy of the selected extract via a paper copy - a copy of the book - a section of text read aloud from a novel	
Is there clear modelling of word reading, decoding and fluency of the text? Is there clear modelling of tone, intonation and expression? This may include the teacher modelling reading a sentence or section of text, followed by children chorally repeating or reading a directed section of text.	
Is there a planned key reading skill for the session, and is this appropriately pitched for the class, linked to age-related expectations? E.g. prediction, exploration of vocabulary, inference etc.	
Is the selected reading skill modelled and is this appropriate for the key text being used?	
Following modelling, are children provided with appropriate tasks to practise the key reading skill? Do they practise this orally and in writing?	
Does planning show progression of reading skills across the week or unit?	
Across a week or unit, is sufficient time spent in the reading phase before moving to the gathering content and writing phases?	
Are short writing opportunities directly linked to reading skills?	

Subject Leader Report Format

Subject Area:

Reporting Period:

Actions Taken: (brIef summary)

Impact of Actions Taken:

Next Steps:

Signed: ....   Date: ....

Questions for Subject Leaders

Improvement/development planning

- Overall, what do you regard as the **strengths** (and **areas for development**) of your subject?
- What are your **priorities for improvement?** Are these **identified** in your Improvement Plan? What **action** is being taken?
- What are the **barriers to success?** How are you overcoming theses identified barriers?
- How often is the **plan reviewed/revisited? By whom** is it reviewed?
- Does the plan **link into whole-school priorities/school development plan?**

Standards

- How well do pupils **achieve** in your subject? At KS1? KS2? (Include SEN / EAL / more able/ gender/Pupil Premium).
- **Where do pupils do best?** Why?
- Where is **improvement needed?** What **action** is being taken?
- What are your **targets** for this year?
- How well are the **current** Y2 and Y6 cohorts performing? (Are they on target? How do you know?)
- Do the **pupils** (and their **parents)** know their current attainment and their targets?

Monitoring and evaluation

- How is progress monitored? How often do you meet with **SLT**? How **useful/effective** is this? What use is made of external/internal data to **judge progress**?
- Are key policies applied **consistently** across the subject? (e.g. marking and feedback etc.) **How do you know?**
- What **monitoring activities** do **you** undertake within your subject? (e.g. learning walks, work scrutiny, pupil interviews, lesson observations etc.) Think **triangulation!**
- What is the **process** by which the outcomes of self-evaluation feed into whole school self-evaluation?

Assessment

- What **assessment data** is held in school and **how is it used?** (e.g. set targets, plan future learning, planning intervention strategies etc.)
- How well developed is **AfL?**
- Are **learning targets** set for pupils? (How? Based on what?)
- How effective is **marking and feedback?** How is assessment information **fed back** to pupils? Are **pupils informed** about what they are doing well and what they have to do to improve?
- How is pupils' **progress tracked?** What is your role in tracking and **tackling under- achievement?**

Curriculum, teaching and learning

- What is the **current standard of teaching and learning** in your subject?
- **How do you know?** What **training/CPD** have you had to support you in making these judgements?
- Are **resources** appropriate to support delivery of your subject?
- What **enrichment** opportunities are available to (all?) pupils? (e.g. visits, visitors, competitions, clubs etc.)
- How do you **boost pupils' achievement?**
- How are lessons **differentiated** to support the least able / extend the most able? To what extent are pupils' **individual learning styles / needs** accommodated? How does your subject develop pupils as **independent learners?**
- How are **TAs** used in class? (What is expected of them? What are their roles?)

What difference have you made in improving pupils' learning in your subject?

Subject Leader Situation Report

Subject:	Subject Leader:	Date:
Area	**Comments**	**Evidence**
1. Background information		
2. Successes in the subject		
3. Standards in the subject		
4. Current development priorities		
5. Resources		
6. Next steps		
7. Links with governors		
8. Links with parents		

English Action Plan

	XXXXX Primary School
Key Priority	
Measures of success Required improvements:	
Overall milestone	
Success evaluated by:	

Objectives	Action/tasks	Start date	Lead	Support/ Resource	Monitoring/ Quality assurance internal (with dates)	Monitoring/ Quality assurance External	Milestone/ Success criteria

English and Literacy Year Planner
linked to Action Plan (Year ….)

Month	Audit/action plan	Triangulation monitoring curriculum map books data planning children	Moderation	Data analysis and next steps	Pupil learning observation and lesson visits	INSETs Staff Meetings	Other activities
Sept							
Oct							
Nov							
Dec							
Jan							
Feb							
Mar							
Apr							
May							
Jun							
Jul							