



Survey of English (Support Staff)



2019 - 2020



English Leader





Survey of English

(Support staff)

Your name:

Year groups you work with:

Role:

English subject: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I understand the aims of the English curriculum and its purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at planning activities for small groups/individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident with delivering planning given to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a wealth of ideas that facilitate children's progress and engagement within lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel supported with delivering the English curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at assessing reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the next steps in a child's piece of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel training and general needs for delivering reading, writing and phonics learning for small groups of pupils and individuals is met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I refer to English learning for pupils I work with beyond the English lesson. E.g. Science investigation writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I know what resources there are including texts and guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intangible teaching aids such as guides, slides and media material are fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel there are enough teaching support materials/resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have access to suitable reading texts for the pupils I work with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention resources are plentiful, used and fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The English budget isn't prohibitive to stopping all learners to achieve to their full potential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumable resources such as flipchart paper, handwriting supplies and display material are plentiful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Areas of the curriculum: (Please indicate with a tick)

How well do you know each component and where applicable are confident delivering it?

Not
secure

Partially
secure

Secure

Aims for pupils

Pupils read easily, fluently and with good understanding.

☐☐☐

Pupils develop the habit of reading widely and often, for both pleasure and information.

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Pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

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Pupils appreciate our rich and varied literacy heritage.

☐☐☐

Pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

☐☐☐

Pupils use discussions in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

☐☐☐

Pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

☐☐☐

Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Listen and respond appropriately to adults and their peers.

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Ask relevant questions to extend their understanding and knowledge.

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Use relevant strategies to build their vocabulary.

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Articulate and justify answers, arguments and opinions.

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Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

☐☐☐

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

☐☐☐



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Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

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Speak audibly and fluently with an increasing command of Standard English.

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Participate in discussions, presentations, performances, role play, improvisations and debates.

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Gain, maintain and monitor the interest of the listener(s).

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Consider and evaluate different viewpoints, attending to and building on the contributions of others.

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Select and use appropriate registers for effective communication.

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Reading and writing requirements – Years 1 to 6

Year 1 – Word reading.

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Year 1 – Comprehension.

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Year 1 – Transcription.

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Year 1 – Composition.

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Year 1 – Vocabulary, grammar and punctuation.

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Year 2 – Word reading.

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Year 2 – Comprehension.

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Year 2 – Transcription.

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Year 2 – Composition.

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Year 2 – Vocabulary, grammar and punctuation.

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Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Year 3/4 – Word reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Vocabulary, grammar and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Word reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Vocabulary, grammar and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self and others (Please indicate with a tick)

Class Teachers provide English planning in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can easily interpret the planning from class teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor the effectiveness of my own small/individual group teaching and adapt as needed to ensure best progress is met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicate effectively with class teachers both written and verbally, providing concise feedback on pupils performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel my knowledge of the English curriculum and strategies to support progress is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Policy Audit (Please indicate with a tick)

I have access to the latest English policy.

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I have read and interpreted the English policy.

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I understand how the English policy has a bearing on myself and others.

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I feel the policy is adequate and fit for purpose.

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I recognise how the policy feeds into whole school aims.

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