

Anston Park Junior School



English Policy

Reviewed April 2019

Review April 2020

The policy should be read in conjunction with the National Curriculum, which sets out the rationale for teaching each area of the English Curriculum and all other school policies.

Aims

We aim to encourage all pupils to:

- Listen attentively
- Speak confidently with intonation, clear diction, accurate grammar and style with regard to Standard English;
- Read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of text at their own level for pleasure and relaxation;
- Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for a range of purposes;
- Make progress along the continuum to becoming a correct speller, using neat legible joined handwriting;
- Make fair critical responses about their own language work, that of peers and that of popular authors and poets;
- Mature socially through working collaboratively in groups and pairs;
- Reach their full potential by extending their work in each of the above areas of the language curriculum. However, no pupil should be stretched to such an extent that they become discouraged.

Key Expectations of Staff:

These are the key elements that should be in place during the course of a week:

Expectation	Frequency
Spelling lesson	Monday, Tuesday and Wednesday
Spelling Dictation	Thursday – M/O in English
New Spellings given	Friday – M/O in English
Independent Writes	A minimum of two per half term – a range of genres.
Handwriting – Sheffield Cursive	Y3: Every day Y4 - Y6: 2 times per week
Book Review	As frequently as possible (using common sense about the length of the book.)
Guided Reading	5 reading lessons per week, lasting 30 min
Independent Reading (Fluency Read)	15 minutes per day
Novel Study	Used as part of the English lesson every day
SPAG Starters – linked to year group grammar objectives	Monday, Tuesday and Wednesday

Planning:

Teachers must:

- Use their knowledge of their pupils to develop learning opportunities to meet the needs of those pupils and to develop their skills in reading, writing, speaking, listening and handwriting.
- Follow the statutory objectives within the latest national curriculum using the school progression papers, LA guidance and objectives from EMAG as a guideline for planning and coverage.
- Create a medium term plan for English identifying the genres to be covered and specific stimuli. This is translated into a weekly plan. Both the medium term and weekly plans are recorded on agreed templates.
- Use the S plan to identify clear outcomes for the end of a teaching sequence and create a series of lessons that give children the skills and opportunities to achieve the outcome. Planning is linked to the class novel for the half term and follows a reading into writing model encouraging children to identify themselves as authors following the writing process “think it, say it, write it, read it.”
- Take into account the needs of learners and prior learning to decide on the length of both the reading and writing element. Teachers will also create a toolkit of skills to share with children for each teaching sequence.
- Plan a range of immersive experiences to support children’s writing for a range of audiences and purposes.
- Use their professional judgement and knowledge of the children to identify a minimum of two opportunities each half term for independent writing. These pieces will be assessed and the outcomes used to inform the next steps for learners.
- Guided reading planning will take the form of key questions for given stimuli (novels, extracts, topic based texts or visual resources.) These questions will be based on Bloom’s Taxonomy and recorded on the agreed template.

Assessment and Record Keeping

- The English subject leader is responsible, alongside the assessment leader, for ensuring that there is a standardised approach to recorded assessment.
- Year three children will undertake a baseline assessment in September. Children are assessed formally in writing, in the form of an independent writing task, and reading using the PM Benchmark materials.
- On-going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress. However, in English it is essential to keep formal records of progress and to undertake moderation across the school and alongside other schools. Internal moderation takes place regularly. Once per year, each year group will use the ‘No More Marking’ website to moderate samples of writing with other schools nationally.
- Progression in spelling is assessed using spelling dictations undertaken on Thursday each week. The results of these assessments, in line with the whole school assessment timetable, inform spelling teaching sessions and groups.
- Punctuation and grammar are assessed against the requirements of the National Curriculum in each year group alongside the progression papers and EMAG objectives.
- On a regular basis teachers will make assessments using children’s writing to form the basis for children’s individual targets and next steps in terms of planning.
- Termly grammar and spelling results will be recorded on EMAG based on the Cornerstones test. Teacher assessments based on composition and effect, in line with the LA tracked

framework and NC, and are recorded on EMAG in line with the assessment timetable, to provide teachers with a summative assessment of writing.

- Reading assessments take place at the end of each term based on assessment materials from Cornerstones. The results of these summative tests are recorded on EMAG as part of the school's assessment cycle. All children in school also undertake the NGRT reading assessment online to generate a reading age.
- The Annual Pupil Report to Parents will incorporate a comment for each area of English: Speaking and Listening, Reading and Writing.

Resources available:

- A selection of fiction and non-fiction books of appropriate interest and difficulty are kept in individual classrooms.
- Guided reading books are kept on the Y6 corridor.
- I pads and laptops provide pupils with a range of Apps, including spelling, grammar and planning Apps and presentation possibilities – for example green screen technology
- First News is a resource available in the hall and online.
- A range of literacy games and activities are available in the English cupboard in the hall.
- The school subscription to No More Marking provides support with assessing writing.
- The school subscribes to the PhonicsPlay website.

Reading

- Guided reading takes place every day for 30 minutes based on the VIPERS skills.
- The school has also adopted the class novel approach based on novel study. The school also operates a poetry study to encourage children to interact with a range of poems and poetic styles.
- During guided reading staff will also make use of other resources e.g. First News as well as music, images and video clips to create breadth and depth in children's experiences. Staff will balance reading opportunities over a half term to ensure reading experiences take place based on skills, the current topic and the current class novel.
- It is expected that class teachers provide the necessary support so that all pupils can engage with literature which is challenging and extends pupils thinking and reasoning beyond the level that they would be reading independently. All children will have opportunity to develop the clarity and depth of their answers using the APE (Answer Prove Explain) model.
- All children will be expected to read regularly at home. Their reading records will be taken home daily and will be signed by a parent/carer. Reading records will be checked on a regular basis and certificates awarded after every 15 reads at home.
- Class reading folders will record any benchmark information and the records of children reading at home.
- Lower ability readers will choose appropriate reading books from the Collins Reading Scheme until they are independent readers. Children will be encouraged to change books as often as they can. Running records of children's reading are kept in their personal reading record.
- Children will read on a one to one basis as frequently as possible to the class teacher, class TA or a volunteer in school. Notes from these reading sessions are kept in the child's reading log.
- Children are encouraged to complete book reviews to encourage reflection on their reading and a critical analysis of literature.
- The school also has an Anston Park Reading Challenge – children are encouraged to read a range of novels during their time at the school and record these in their reading passport.

- In addition to guided reading, each class will also timetable an additional 15 minute reading session each day when children will be reading independently or in pairs or reading one to one with an adult.

Spelling

- Teachers follow the spelling lists for each year group and the expectations of the National Curriculum.
- New spellings are given out every Friday. Children are expected to learn spellings at home and during spelling sessions in school on Monday, Tuesday and Wednesday.
- Children are given a spelling dictation on Thursday. These are recorded in their English journals.
- The spelling lists for each year group are based on specific spelling rules linked to Spelling Shed.
- During spelling sessions, children use a range of games and activities to learn spellings in an engaging way.
- The class teacher and TA will work with small groups of pupils during this session to provide additional support in the learning of spelling rules.

Handwriting and Presentation

- We teach cursive, joined up handwriting following the Sheffield Standard Scheme. Teachers and TAs are expected to model the handwriting style in their handwriting.
- Year three teach handwriting daily. In Y4, 5 and 6 it is expected that handwriting is taught at least twice per week although individual children or classes may have additional handwriting sessions dependent on need.
- We recognise that giving children the skills to present work neatly will boost writing morale and given children a sense of pride and achievement.
- We aim for all children to use a black ink pen. Children who show evidence of consistent effort or improvement can be awarded a presentation award.
- Children will consider the importance and impact of presentation in ALL pieces of work. Whether in books or on A4 paper children will follow the DUMTUM model – date, underline, miss a line, title, and underline and then miss a line. This will be expected from entry in year three.

Equal Opportunities

Anston Park Junior School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENDCo. Class teachers will provide additional challenge to HAP pupils.

This policy is to be read in conjunction with the Teaching and Learning and Marking and Feedback policies.

Handwriting Awards.

To improve and raise the profile of presentation awards can be given to children in the form of tickets. These are collected in class and drawn on Friday. The winning ticket from each class is entered into the school draw for a presentation trophy in Friday’s assembly.

In addition, children are expected to work through the presentation certificates. Children achieving each standard will receive a certificate from the Head Teacher. The criteria for these awards are:

Expected:	The majority of these children will write in black ink unless pencil or other media is more suited to a child’s specific needs.
Letters are the correct way around.	
Letters are of a consistent size.	
Words are finger spaced.	
Bronze:	
Upper and lower case letters are used in the correct places.	
Letter formation is mostly accurate.	
Handwriting is clear and spaced and easy to read.	
Silver:	The majority of these children will write in blue ink.
Some joins are being made correctly.	
Handwriting is fluent and legible.	
Care is shown in all aspects of presentation – e.g. titles are underlined; mistakes are crossed out with one line not a scribble.	
Gold:	
Handwriting is of a consistent style throughout.	
Presentation is appropriate to the piece.	
Handwriting is consistently of a high standard in all areas of work.	
Handwriting Hero: (Upper School)	These children will have the opportunity to write using blue gel pen.
Pupils have continued to develop a personal style that is fluent and consistent. They have demonstrated a commitment to presenting all work to a high standard after receiving their pen licence and strive for the highest standards.	