

## Driffield Junior School

### English Policy

#### Aims

At Driffield Junior School we strive for all children to develop an enjoyment of English. By the time children leave year 6, we aim for every child to be able to:

- Read and write and speak with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms.
- Understand a range of media types and genres.
- Be able to write in a variety of styles and forms appropriate to the situation.
- Develop their powers of imagination, inventiveness and critical awareness.

#### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in *The National Curriculum in England Framework Document for Teaching*, September 2014.

#### **At Key Stage Two (Years 3-6):**

Children should learn to speak clearly and convey ideas using Standard English whilst being able to adapt their vocabulary for all purposes and audiences. They should ask questions to check their understanding. They will use spoken language to clarify thinking and organize ideas for writing.

They should read a range of texts and respond to different layers of meaning in them. Pupils should develop an enjoyment of reading and exploring of different types of text. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Pupils should write extended pieces using the correct grammar, punctuation and spelling. They should use their reading and writing skills across the curriculum. The writing they do should include narratives, explanations, descriptions, reports, letters and persuasive pieces.

#### Governing Body

Governors are aware of standards and developments in English through:

- Visiting the school to carry out focused learning walks

- Identified governor meeting with the English co-ordinators
- Information passed on at committee meetings and full Governing Body meetings
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### **Subject Organization**

The English curriculum is delivered using the National Curriculum in England framework for Teaching, September 2014. Pupil provision is related to attainment not age.

### **Provision**

At Driffield Junior School children have daily Literacy lessons including grammar and punctuation being taught discretely as well as embedded throughout Literacy lessons. Additional literacy sessions include guided or reciprocal reading, handwriting and spelling lessons. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and teaching assistant support.

### **Speaking and Listening**

At Driffield Junior School, as pupils progress through the school, they are encouraged to ask more questions to deepen their learning. Talk partner skills are developed and children begin to learn how to form their own opinions about what they have learned. Oracy and literacy are intrinsically linked and children are encouraged to develop their speaking and listening skills in order to be able to write in coherent sentences. They voice opinions and their views of learning in pairs, within small groups and the class.

Pupils will increase the bank of stories and poetry that they use to orally retell stories and recite poems. The use of play scripts and poems help pupils to develop their intonation, volume, pitch and oral presentation of vocabulary.

Reciprocal reading allows pupils to discuss books they have read, clarify new and unfamiliar vocabulary within a small group, take turns within a group, listen to what others say and build on their own ideas as well as challenging other views.

Pupils continue to have many opportunities across school to develop their communication skills. These include assemblies, productions, special occasions, visits and visitors.

### **Approaches to Reading**

Teachers model reading strategies during shared reading sessions and during the reading of class story, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided and reciprocal reading sessions. 1-1 reading provides time for both assessment and teaching. Discrete phonic interventions, where needed, enable children to decode efficiently. A range of reading schemes are used to support reading as well as banded 'real books' used for guided reading. The

dominant reading scheme is Pearson's Bug Club and children can also access these reading books online at home and at school. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Home reading is encouraged and rewarded with a prize of five minutes extra playtime being given to the classes in each year group which have together done the most home reading. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained through books ie World Book Day , school book fairs and visits to the local library.

### **Provision**

At Driffled Junior School children choose books to take home and read. There is a wide selection of banded books to support appropriate text choices. The school encourages all children to share a book at home with their grown-ups and the home reading record provides guidance to parents /carers on questions to ask which develop inferential skills.

All children read to their teacher or TA during guided or reciprocal reading sessions (at least once a week). Story time is an important part of the school day and all classes read a novel and children are encouraged to answer questions on what the class has read together.

### **Approaches to Writing**

At Drifffield Junior school discrete phonics is taught as an intervention where needed. Pupils progress through the spelling curriculum as outlined in the National Curriculum which includes investigating spelling rules and learning exception words from lists. Pupils are taught to combine spellings with correct grammar and punctuation and spelling tests in lower school are always done as a transcription exercise of given sentences.

Spellings are differentiated within the class and the class might be split into ability groups. Spelling lists are provided weekly and , after the spellings have been taught, children have the opportunity for daily practice using the look, say, write, cover, check method.

Children develop their ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. This is achieved partly through the VCOP (vocabulary, connectives, openers, punctuation) principles as set out by Ros Wilson and in all her resources. Pupils are taught writing in mixed ability classes; teachers regularly assess and group their pupils according to ability. Ability groups are changed throughout the year to ensure pupils are accessing relevant activities for their ability. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions in Literacy and across the curriculum. Pupils use a range of resources such

as VCOP pyramids and wall displays, word banks, age appropriate dictionaries and thesauri to support their work.

Regular moderation staff meetings ensure that teachers' assessment of writing is consistent across the school and that there is a clear progression between year groups. The school also takes part in writing moderation groups within the authority, as well as undergoing KS2 SAT writing moderation in June.

**Overview of English curriculum by genre**

	Y3	Y4	Y5	Y6
Narrative	Familiar Settings Adventure/Mystery stories	Historical Fiction Stories from other cultures Playscripts	Myths & Legends	Danny Champion of the World Film narrative The Piano/Flashbacks
Non - Fiction	Instructions Letters	Explanations Persuasion-Argument	Biography Non chronological reports Newspaper reports Persuasion	Non chronological reports Letters Explanations Autobiography Diary Journalistic writing Discussion Playscripts Recounts ( Reports Persuasion
Poetry	Shape poems	Performance poetry Poetry	Poetry	Performance

**Handwriting**

We use the Dyslexic Institute's cursive handwriting style with all letters starting from the same place on the line in school to help children develop fluent, clear and legible joined up writing. They are taught the basic joins in year 3 and they work hard to gain the privilege of using pen for the rest of the year. This encourages them to take care and pride in the presentation of their work. Handwriting intervention and fine motor skills groups are run throughout all year groups to support children who find handwriting difficult.

**Cross- Curricular Literacy Opportunities**

Teachers take advantage of opportunities to make cross curricular links. Pupils practice and apply the skills knowledge and understanding acquired through Literacy lessons to other areas of the curriculum. For example, In year 3 history is linked to letter-writing when children write home as an evacuee, and to

non-chronological reports when children work together to research and write about home life in Ancient Egypt.

## **ICT**

Driffield Junior School recognizes the important role that IT skills have to play in the development of literacy skills. IT is used frequently to enhance the teaching and learning of literacy through the use of iPads and tablets and various apps. Lap tops are also used as a presentation tool where children use their knowledge of how different texts should be presented for different audiences.

### **Assessment and Target Setting:**

Children are formally assessed in literacy three times a year during assessment week. They are tested in reading and writing and their results, combined with teacher assessment, are recorded on O-track. Formative assessment (assessment for learning) is carried out on a daily basis by the class teacher. Assessment material from Focus Education which has grouped national curriculum objectives into termly targets, is used to support teachers' judgements. All children will have personalized writing targets. These are available in children's trays so they can be used in writing in other subjects. It is expected that children refer to their targets and focus on them in writing across the curriculum. Children signal when they feel they have achieved a target by indicating on their target card.

## **Marking**

At Driffield Junior School writing is marked developmentally. Teachers praise what is good and point out **specific** improvements which need to be made. The number of specific improvements are related to a child's ability. Response time is then built into the next lesson to ensure that improvements are made. Marking also refers to children's personal targets and teachers, in consultation with the child, are responsible for signing off personal targets and setting new ones when necessary. It is expected that children's targets should not go on for long periods of time.

## **Inclusion and Intervention**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual ability. We identify which pupils or groups of pupils are under-achieving through pupil progress meetings and take steps to improve their attainment. More able will be identified and suitable learning challenges provided through extension tasks and challenge areas in the classroom.

Intervention programmes are used in all year groups to support pupils as needed. This can include: pupils who have made insufficient progress; pupils who are not working at an age related level; pupils who have missed school; or those pupils who have struggled to grasp a new concept, or other identified pupils who need additional support in literacy.

Intervention programmes may be taught by a teaching assistant, an external provider or the class teacher. Some interventions may be taught within Literacy lessons and others may be taught during other parts of the school day. Interventions include: High Frequency word groups, Rapid Phonics, Lexia,

Toe by Toe, Word Shark, additional reading comprehension, additional guided reading, tutoring and booster groups. Other intervention programmes are used when the need arises as assessed by the class teacher, following pupil progress meetings.

### **Role of Subject Leader**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating pupil progress;

Provision of literacy (including intervention and support programmes);

The quality of the learning environment;

Taking the lead in policy development;

Auditing and supporting colleagues in their cpd;

Purchasing and organizing resources;

Keeping up to date with changes in the subject.

### **Parental Involvement**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read and are encouraged to discuss books with them. Parent volunteers visit school to listen to readers.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children's literacy development at home. Parents are encouraged to read both with and to their children at home in order to promote an enjoyment of reading. Home Reading Records encourage dialogue with the class teacher.

This policy should be read in conjunction with the following school policies:

Assessment Policy

Marking Policy

SEN Policy

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