



English Policy

Revised: May 2018

Review date: September 2020

Signed: _____

Headteacher

Joydens Wood Junior School

English Policy

Introduction

English makes the most important contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Aims

- To develop pupils' abilities to communicate effectively in speech and writing.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination in all media.
- To help pupils to understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others.
- To help pupils understand the function and importance of Standard English.
- To encourage children to read and write independently.
- To encourage children to read for pleasure and appreciate a wide range of literature.

Statutory Requirements

The New National Curriculum (2013) states:

6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

6.2 Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general.

Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Organisation

The National Curriculum in English is very broad, so it is necessary to develop some aspects of literacy, such as speaking and listening and extended writing, outside the English lesson. In Key Stage 2 Children have daily English Lessons including spelling and grammar for writing. Additional literacy sessions include guided reading, handwriting and a class novel. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Rapid Phonics, BRS, Developing Inference) and differentiated class teaching.

Breadth and Balance

Teachers should have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing. These four areas are inextricably interrelated and a balance needs to be struck between them throughout Key Stage 2.

Whilst striving to maintain a balance and ensuring necessary breadth we recognise that certain modes may require special emphasis at a specific time and for a specific purpose (eg listening/phonetic development) but that such skills must be developed within a framework which is meaningful to the child.

A range of genres and texts will be selected to ensure that children get a balance drawn from a variety of sources (linguistic, cultural, historical.)

Variety

Teachers will ensure that children will be engaged in a variety of activities matched to their specific needs. Teaching and learning styles will mix direct instruction; shared reading and writing; group collaboration and paired work; practical activity and Forest School, drama and performance; individual

research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. We use a wide range of resources such as: varied fiction including graphic novels, myths and legends; collections of poetry, nursery rhymes, songs; non-fiction texts including newspapers and magazines; digital media such as animation, film or website pages. These are all used to help children discover and explore the rich variety of linguistic experiences.

Speaking and Listening

Teaching staff will ensure the development of effective speaking and listening by encouraging:

- Pupils to formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language appropriate to their needs and the intended audience.
- Children to listen, understand and respond appropriately to others.
- Pupils to use, with increasing confidence, the vocabulary and grammar of Standard English.
- Teachers and Teaching Assistants to use the correct grammatical language and encourage children to do so.
- All staff members to correct children and encourage the correct grammatical use of English.

Reading

Reading is valued and promoted throughout the school to be an enjoyable activity and an essential life skill. Children are encouraged to become confident, fluent and enthusiastic readers. To support this they have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- regular independent reading
- reading for pleasure
- home/school reading
- listening to books read aloud on a regular basis
- reading in other subjects including electronic media

We regard reading at home as an important part of children's reading development and parents are encouraged to be involved in the development of their child's reading skills and to respond to their child's development using the school reading records.

The School Library will be run at lunch time by the school librarian team and supporting staff. This will consist of pupils from years 4, 5 and 6. It holds a wide variety of fiction and non-fiction books to support children's wider research and to enable them to discover things for themselves. The library team will meet regularly to organise reading events or ways of promoting reading across the school.

In addition to this, teachers and staff will ensure that children can:

- Master their initial reading skills so that they become independent and enthusiastic readers.
- Read a range of texts fluently, accurately and with understanding.
- Find out the information they need in order to research and answer the questions of others.

- Understand the variety of written language and the differences between fiction and non-fiction.
- Understand and respond to a wide range of books and media texts, including those that require the use of information technology.
- Improve their abilities to analyse, evaluate and criticise texts, which they have read.

Writing

To develop pupils' writing skills so that they can:

- Express themselves clearly and precisely for enjoyment.
- Demonstrate their understanding of how writing enables them to
- Remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms.
- Write neatly and with accurate spelling and expression.
- Handwriting – see separate policy.

Cross-Curricular English and Computing

Language pervades all aspects of our life and culture. It is the driving force behind learning and across all aspects of the curriculum. The National Curriculum recognises the centrality of language:

"Pupils should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences in order to communicate effectively in written English."

Links with other subjects will be made at every opportunity and it will be the responsibility of all members of staff:

- To encourage reading and writing across the curriculum in a variety of ways.
- To make children aware of the purposes of reading and writing in a realistic context, especially through the Mantle of the Expert approach.
- To encourage children to read and research information for all subjects.
- To produce word processed pieces of writing to present work in a professional context.
- To encourage the use of drama techniques to explore themes and ideas in a subject.
- To use speaking and listening skills to explain, discuss, debate and persuade on a variety of issues.

Assessment and Target Setting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment. Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses.

As well as SATs in Year 6 to test overall progression in Reading, Spelling, Punctuation, Grammar and teacher assessed writing, there will be the following assessments across other year groups:

Reading

- Observation and close monitoring of children's developing use of strategies and responses to texts during guided reading.
- Years 3 and 5: children will be formatively assessed by means of the Suffolk Reading Test.
- Termly assessment used across all year groups to track pupil progress in reading using PIRA tests.

Writing

- Effective marking which is positive, constructive and developmental.
- Termly assessment used to track pupil progress in writing using Twinkl writing tick lists. Regular writing moderation opportunities will be organised between teachers to ensure a consistency of, and agreement on, levels.
- Feedback to children about their progress in English: through verbal comment, discussion and the marking of work.
- Years 3, 4, 5 and 6: PIRA termly spelling tests. Spelling will be assessed termly in an informal dictation test.
- Children will be set writing targets three times a year on target cards, which children personalize and use for all writing tasks in lessons. These targets should be set using the Year group objectives. Teachers will take these targets into account when drawing up short term plans and the children's work will be assessed regularly to ensure that progress towards meeting these is being made. Children will have access to their target cards at all times and in all subjects.

Speaking and listening

- Observation of children using a variety of spoken language for different purposes.
- Termly records and teachers' own records.

Differentiation and Special Needs

The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing.) Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils.

Equal Opportunities and Inclusion

Children of all ethnic groups, both genders and all abilities have equal access to the English Curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to use of ICT, all school based activities and out of school activities relating to English.

The Role of the Subject Leader

The subject leader will:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in English throughout the school.
- Support colleagues in their development of short term plans and the implementation of the scheme of work and in assessment and record-keeping.
- Monitor the delivery of the English Curriculum and advise the headteacher on action needed.
- Take responsibility for the purchase and organization of central resources for English.
- Keep up to date with developments in English and disseminate information to colleagues as appropriate.
- Leaders will model and share good practice with colleagues to drive forward improvement.

Resourcing

English funding will be within the school budget plan for each financial year. Resourcing, personal development and training needs will be discussed annually.