

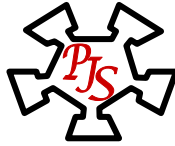
Priory Junior School

ENGLISH POLICY

Policy Date: April 2019

Review Date: April 2024





Priory Junior School

English Policy

Aims and Objectives

In English lessons we aim to:

- Provide enjoyable, relevant, challenging and broad-ranging learning opportunities to enable pupils to become literate.
- Surround the children with an environment of good quality language, in spoken and written form.
- Take a multi-disciplinary approach emphasising the relationship between speaking and listening, reading, writing and spelling.
- Give opportunities to perform aspects of their learning to a wide audience.
- Promote the development of key skills through cross-curricular learning.
- Support all pupils to achieve a high standard in reading and writing.
- Give daily feedback. (See the Marking Policy).

Curriculum Organisation

How We Teach English

English is inherent in all subjects and the ability to express ideas both orally and in writing is emphasised in all areas of the curriculum. English lessons are in line with the National Curriculum and the school curriculum map outlines which genres are taught within each year group. It is encouraged that English lessons are linked to the year groups' current topic and should be cross-curricular when suitable. It is recognised that English plays a fundamental part of foundation lessons (such as History and Geography); there is the expectation for teachers to plan in opportunities for pupils to practise their writing, reading and oral skills in the foundation lessons.

Teaching in English is based around this structure:

- Whole class reading lessons, three times a week lasting 30 minutes. This includes reading a new text, exploring new/unfamiliar language, answering a variety of questions based on the text, summarising the text and sequencing.
- Daily English lessons, lasting 1 hour, comprising of: an engaging start, paired talk, a main activity and a plenary.
- The teaching of grammar and punctuation is embedded within lessons and teachers make efforts to model and reinforce relevant vocabulary.
- Key grammar objectives from previous years may be re-covered during an Early Birds workshop.
- Lessons have a real purpose and audience whenever possible.
- Frequent editing and proofreading opportunities where pupils are required to check back over their work thoroughly to remove errors in syntax and improve the content.

Inclusion

- Successful inclusive provision at Priory is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Pupils who have not yet made expected progress in reading and writing, are discussed at half-termly pupil progress meetings. In these meetings, strategies for promoting progress are agreed and put in place by the class teacher. These strategies are then reviewed the following half term.
- All children are enabled access to the curriculum through differentiated learning activities and support given in the form of working walls, teacher-modelled examples, scaffolding, word banks and clicker 8.
- Pupils identified as struggling with reading fluency and comprehension take part in regular reading interventions.
- Pupils requiring support with spellings and/or speech and language attend structured interventions with specified adults.
- Teachers and T.A.s support a guided group or specific pupils daily. This evident in planning.

Speaking and Listening

There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:

- Ensuring that each adult and other children provide good role models.
- Teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used.
- Ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups.
- Teaching children how to be a good listener and insisting that children employ these skills through all interactions with children and adults across the school.
- Weekly 'sharing assemblies'; yearly class assemblies; Christmas Productions, Year 6 and other Drama productions give children the opportunity to perform to an audience.

Reading

Guided Reading

Pupils take part in Whole Class Guided Reading 3 times a week where they complete different activities around one text. Over the course of a year, pupils will be exposed to a wide range of texts during their Reading lesson; ensuring that they experience different reading genres and writing purposes. For example, fictional stories, non-fiction newspaper reports, poetry.

The lessons are based around the following structure:

Before Lesson 1 – Pupils are given the text to read independently as part of their Early Morning Work. Some pupils may preview the text with an adult as well to increase their confidence in reading the text ahead of the lesson.

Lesson 1 – Pupils read the text. This may be aloud to an adult, aloud to a peer, independently or spoken alongside an adult. Pupils then complete a 'word detective' sheet which allows pupils to learn new vocabulary, explore words through finding synonyms and antonyms, interpreting new words through their use in sentences and answering true or false statements.

Lesson 2 – Based on the National Curriculum Reading Strands, teachers create a variety of questions for pupils to show their comprehension of the text. In particular, pupils focus on developing their retrieval and inferential skills. Teachers model how pupils should be

answering these questions to build their confidence and there are sentence stems available for pupils to use.

Lesson 3 – Pupils complete a final activity to develop a different skill that is essential to successful reading and comprehension. This could be summarising, sequencing or interpreting characters feelings. This final lesson may vary between weeks but is still planned to develop the National Curriculum objectives for each year group.

Reading for pleasure

At Priory Junior School, we are committed to creating a community of readers. As such we approach reading for pleasure in the following ways:

- **One to one reading**

Children will read to teachers and other adults regularly according to their individual needs. This increases reading fluency and intonation so that pupils are able to access texts more comfortably. Pupils whose reading age is below their chronological age should read daily to an adult.

- **Reading at home**

The expectation is that children will read their reading book to an adult daily at home, with the minimum requirement being at least three times a week. Children's reading will be recorded in the green Log Book, parents and teachers comments will also be recorded here.

- **Reading environments**

Reading resources will be organised to develop a stimulating and literate environment throughout the school. Reading corners will be inviting and encourage a love of reading. In the library, fiction books are organised alphabetically and non-fiction books are ordered according to the Dewey system. Each class visits the library once a week where pupils are able to change their books. The library is also open during lunchtime for book changing or pupils are able to attend fun activities with our school librarian.

- **Reading books**

Children will take books home regularly from the school library. Pupils will be notified what reading band they should be reading to ensure books are accessible whilst providing the right level of challenge. When pupils have a reading age of 11 or above, they are then classed as free readers and have free choice of books in the library. Pupils are encouraged to read a variety of texts.

Writing

Children are taught writing skills in daily English lessons (underpinned by the National Curriculum expectations) with grammar and punctuation skills embedded within lessons. Where suitable, a cross-curricular approach is encouraged and lessons are planned by each teacher to overtly show the link with other subjects. Therefore giving the children the opportunity to write in a wide variety of contexts and study subject specific vocabulary through shared texts.

Each English unit follows a multi-phase planning format where the pupils spend time reading a text; discussing the book/characters/features of specific text type; capturing ideas for new writing; contextualised grammar; planning, drafting and editing their writing.

- Whilst reading texts, children are supported by the class teacher to identify effective techniques. This success criteria forms a fundamental checklist for the children to self and peer assess against throughout the unit of work.
- When exploring the existing text, pupils are sometimes taught 'Talk for Writing' techniques. Here the pupils learn an example text in a variety of ways. This helps

pupils form a blue print example of the given text type. This helps pupils structure their own writing.

- Pupils generate ideas for a new piece of writing that they will complete. This may include drama activities such as 'hot-seating', 'in your shoes' and 'jumping into a picture' to really explore characters and situations ready for detailed writing.
- Within each unit, pupils will study various grammar elements outlined in the National Curriculum. The grammar is contextualised so that pupils understand how it supports the type of text they are writing and the inclusion of this new grammar become seamless.
- The next phase involves group, paired and/or individual planning and drafting. The teacher here models to the class and scaffolds where appropriate. Pupils then complete an independent write. Proofreading takes place at the end of the write, as with any other piece of writing.
- The final phase involves all pupils editing their work. The Class Teacher may select a focus for editing based on what pupils are writing. This is shared with modelling of how to complete. Pupils are then able to edit their writing to improve the content.

At the end of each unit, children self-assess their extended piece of writing each time through identifying examples of where they have met the success criteria. These forms are adapted by the class teacher in accordance with the text type and scaffolds are in place for SEND pupils.

Editing and proofreading

As underpinned by the National Curriculum, pupils should proofread to remove errors in syntax and edit to improve content. Teachers use English lessons to teach these skills so that pupils can edit and proofread successfully across all subjects.

- **Proofreading**

Pupils proofread their work in purple polishing pen to correct spelling and punctuation errors. Pupils are given a year group specific tick sheet to guide them; this should be displayed on desks so pupils are aware of the expectations for their year group. This should happen after every piece of writing and in all subjects.

- **Editing**

Pupils evaluate their writing and edit to make improvements in the content. This may be guided by a whole class focus as well as independent changes made to word choice, or sentence organisation. This is also completed in purple pen and should be carried out after each end-of-unit, independent write.

Spelling

Spelling is taught twice a week following the Babcock scheme of spelling. The chosen spellings are taken from the National Curriculum; pupils will learn a mixture of spelling patterns and a list of statutory spelling words for Year 3 & 4 and Year 5 & 6. These lists are located in pupil log books for reference. Pupils are given a set of spellings words which they are able to practise at home, preferably with an adult. In school, pupils are taught the spelling rule and complete different activities to support the learning of the spelling word and/or rule. Pupils are then tested on a regular basis in each class. Children learn spellings in different ways e.g. Look, Say, Cover, Write, Check and visual and tactile spelling strategies.

Those children who struggle to access the age appropriate spellings, are taught and tested against the high frequency words and the phonic phases where deemed appropriate for each pupil. Spelling interventions are also put in place to support pupils who may require additional support with spellings. These interventions may include: Rapid Phonics, 1:1 Phonic tuition and Rapid Writing which are used at the discretion of the class teacher. Children are tested 6-monthly using the Single Word Spelling Test and are given a spelling age.

Handwriting

Handwriting is taught three times weekly using the Nelson Handwriting Scheme. Each week, pupils practise a join or letter formation to develop their legibility, consistency and quality of handwriting. In each session, pupils complete a warm up, watch the teacher model the correct join and complete independent practice.

Every effort is made by the Class Teacher to ensure that children are supported by the appropriate equipment and teaching.

- Pencil grips are used when needed.
- Slopes may be supplied to pupils to aid writing style.
- Differentiated activities may be given supporting handwriting

Pupils are to see the Nelson Handwriting Scheme embedded around the school. Therefore, teachers are asked to write in this style when modelling to the class, use the electronic font available for any activities that pupils will complete and use the electronic font to create headers for display purposes.

During Year 4 when children's handwriting is of a consistently high standard in all lessons, children are given a pen. In Y5 and Y6 children will be expected to use a pen correctly in all subjects, excluding Maths.

Continuity and Progression

Close links have been made with Priory Infant School to ensure continuity and progression. Pupils' English books are transferred from the year 2 to the year 3 teachers at the end of each summer term. Annual meetings are also held between the infants and year 3 teachers to discuss pupils' individual progress and targets.

Teachers plan in line of the National Curriculum, ensuring progression across all areas of English.

In Year 6, pupils complete a transitional project for Longsands which includes reading and writing activities. This is completed in a book which will be passed on to teaching staff at Longsands School.

Resources

General resources will be kept in the English cupboard under the stairwell near the playground exit and signed out by the class teacher. Topic related reading material will be kept in each classroom for pupil use in lessons and general reading. New resources will be purchased by negotiation between Class Teachers and the Subject Leader, within the budget allowed annually for English. The Subject Leader will prioritise needs when making purchasing decisions.

Health and Safety

If any performances incur Health and Safety issues the teachers responsible for this will complete a risk assessment.

Assessment, Recording and Reporting

Formative assessments

- Marking ladders are used for each unit of work by the children and teachers to assess if the criteria for the text type has been achieved. The traffic light system is used by everyone to indicate how successful the pupil has been at meeting each target. Teachers also identify the next steps the pupils need to take to improve further. The pupils are expected to self and peer assess each other's writing on the marking ladder. Additionally, pupils through reviewing their learning, set themselves next step targets.
- An Improvement/response mark takes place weekly on one piece of writing in the English book. Comments are tied to the learning objective and aim to move the pupil on in their learning.

Summative assessments

- Each pupil is assessed for reading and writing using the HFL sheets in the green class assessment files. The assessments are then entered into the school online system, once a term.
- Speech and language development is also assessed termly in line with the National Curriculum year group expectations.
- Parents receive termly attainment and effort reports for Writing and Reading.
- An annual report which details the pupils' progress and recommended next steps are reported to parents for Reading, Writing, Speaking & Listening once a year.
- NFER Tests are taken twice a year for Reading and Grammar, Punctuation and Spelling in years 3-5.
- Single Word Spelling Test (SWST) takes place twice a year – February and September.
- Word Recognition Assessment Test (WRAT) is twice a year to monitor reading ages.

Monitoring

The subject is monitored in the form of classroom termly observations, carried out by the English Lead; questionnaires, discussions with pupils and staff, work scrutinies and termly planning scrutinies. Learning walks are also carried out.

QCA Test results are analysed yearly by the English Lead and findings reported to SLT in the form of a written report. This information then forms the basis of targets in the Termly Operational Plan and the English Action Plan.

Information is passed to the Governing Body by the SLT and English Lead.

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