

Emmbrook Junior School



English Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: December 2016
Date of Review: November 2018

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened, so they make good academic progress, whilst gaining increasing resilience and respect for the community.

Introduction

This policy states the principles on which the planning, implementation and evaluation of English in the curriculum are based. This policy will be reviewed by the staff and the governing body on a regular basis. The implementation of this policy will be monitored by the CPA committee and the Head Teacher.

The Nature of English

English skills underpin all areas of the curriculum and are essential in adult life. To this end, English is taught as a specific subject in line with the new National Curriculum and is used in writing across the curriculum.

The aims of English are to:

- encourage all pupils to achieve a high standard of literacy, appropriate to their ability through differentiated activities
- provide the pupils with the skills they need to be confident readers, writers and spellers across all subjects
- develop imaginative thinking in children and to enable them to discuss, give opinions, reason and respond to texts and to each other
- teach children to select appropriate skills and techniques for writing and presenting in a variety of genres
- develop an understanding of our world and how literature can influence and reflect society
- foster enjoyment, satisfaction and purpose in reading and creative writing
- evaluate the success of their writing independently or with peers and to consider ways of improving it
- to use all elements of English creatively across the curriculum

Reading

Pupils are given opportunities to read extensively and are taught the specific skills required for them to become independent and reflective readers. Teaching and learning strategies will include:

- **Shared reading:** this takes place within English lessons and is done as a class. It also occurs in other lessons across the curriculum. Children are introduced to a wide range of literature and taught the reading and comprehension skills outlined in the New National Curriculum. Each writing unit is taught through an appropriate fiction novel which is shared throughout the unit.
- **Guided reading:** this is a structured group activity that is led by the teacher or teaching assistant (TA) and can take place during an English lessons and is also timetabled outside it. Texts are selected to match the ability of the group and learning objectives are specific to those pupils. The children are regularly assessed on a variety of assessment foci.
- **Independent reading:** pupils are given the opportunity to read independently in lessons. They will be expected to read at home every night. Any reading undertaken at home should be recorded in a separate reading record.

The reading at home could be from a levelled reading book, a library book or a text linked to another area of the curriculum for research purposes. Parents are encouraged to listen to their children read daily and aid their understanding by discussing plot, language and characters as well as decoding. Children also have access to the school library

Writing

Pupils are provided with opportunities to write for different purposes throughout the curriculum and are taught the skills to do this within English lessons. Our aim is for each child to become an independent writer. The teaching and learning strategies used to achieve our aim include:

- **Shared writing and modelling:** This is a teacher led class session which provides ideas and structures for writing and teaches pupils how to plan, compose and evaluate their written work. The teacher models writing and also uses this time to teach specific grammar, punctuation and spelling skills. The shared reading sessions will be completed prior to the writing so that the pupils already have a good understanding of the structure and language features of various types of text
- **Guided writing:** This is a structured group activity led by the teacher or the TA. It provides an opportunity either to meet specific learning objectives that flow from the shared work or to focus on group writing targets. It takes place when the rest of the class is undertaking independent work
- **Independent writing:** Children are provided with opportunities to write independently both within English lessons and throughout the curriculum. They are also provided with opportunities to write using ICT

Spelling

Spelling is taught through the 2015 Ruth Miskin Read Write Inc. spelling scheme. Children working below the level of the spelling will receive phonics intervention. Children who are working at a level above the Read Write Inc. spelling scheme will receive Support for Spelling intervention. The children are assessed and work at an appropriate spelling level for their ability.

Spelling work is consolidated at home through a weekly spelling test. Spellings learnt at home will be selected from either; spelling mistakes in class books, the Read Write Inc. spelling scheme, phonics work, Support for Spelling Scheme, words that have been misspelt in class books, errors from previous spelling test.

The marking of spelling mistakes in writing will be prioritised based on words that have been taught and should be known. Up to three mistakes will be indicated through underlining and 'sp' and the correct spelling written in the margin. The children will then write out the correct spelling three times at the end of their work.

Handwriting

The development of handwriting skills is vital in enabling children to write quickly and fluently, and also for them to take pride in the presentation of their work throughout the curriculum. Handwriting will be planned for and taught on a weekly basis and the skills taught will be followed up in marking and feedback from the writing tasks. Opportunities for copying work up in neat handwriting for display are given across the curriculum. Further information is detailed in the Handwriting and Presentation policy.

Teaching and Learning

In addition to the aims stated within the teaching and learning policy, a variety of teaching methods and cross-curricular links should be used to maximise learning opportunities for all pupils. These will include:

- Maths: Problem solving necessitates the use of reading and understanding skills, speaking and listening skills and then requires children to present their findings.
- Information and Communication Technology (ICT): We use ICT to support English teaching when appropriate. Children use a range of hardware, software and websites to enhance their skills in reading, writing, spelling and speaking and listening. This allows them to access and apply their English skills through different media
- Personal, social and health education (PSHE) and Citizenship
- Speaking and listening is a key part of the teaching of PSHE and citizenship. We actively encourage the children to respect, value and respond appropriately to the viewpoints of others. They present their work in PSHE through a variety of written and spoken genres.
- Spiritual, Moral, Social and Cultural Development (SMSC)
The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. A variety of different groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in English, the children develop respect for the abilities of other children and a better understanding of themselves. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.
- Design Technology: Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas orally and in writing, to compare and contrast their views with those of other people and to justify their own views and clarify their design ideas.
- Inclusion
- Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Regular assessment allows us to consider each child's attainment and progress against expected levels.

Assessment

Teachers assess children's work in English in a variety of ways:

Writing:

- on-going teacher assessment through observations and assessing pupil progress
- formative assessment through constructive marking
- self and peer assessment by pupils which informs teacher target setting
- half termly formal assessments, written in 'I can' book, which are then assessed against age-related expectations and used as a progression tool

Reading:

- The child's reading ability is monitored closely by the teacher and he/she will move onto the next band when deemed appropriate
- Ongoing teacher assessment
- Rising Stars optional tests
- Salford reading comprehension test

Resources

- Our school has a wide range of resources to support the teaching of English across the school. Some resources are centrally stored in the English cupboard. Each year group also has access to shared year-specific schemes and teaching materials kept in class or on the school network.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school by writing the English Action Plan and updating policy. The English subject leader provides the Senior Leadership Team with information through reviewing planning and topic coverage and reviewing the progress towards the targets in the School Improvement Plan. Examples of writing are moderated by staff termly and a portfolio of levelled work is assembled. An English books scrutiny is carried out by the subject leader and Phase Leader once a term.

Approved by Governing Body

Chair of Governors

Date 13.12.2016

Head Teacher

Date 13.12.2016