



## English Policy

### September 2016 – September 2019

This policy sets to outline our approach to teaching reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the 2014 National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

#### Our School Vision for English

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of Literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use cross curricular inspirational ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts. 'Launch pads' are planned to launch a unit of work with 'landing pads' at the end. Curriculum coverage is carefully monitored by the English Coordinator and the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement.

#### National Curriculum 2014

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The new National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Wavell Junior School the focus is, of course, on the Lower Key Stage 2 and Upper Key Stage 2 sections however we appreciate that children do learn at different rates and therefore teachers have a working understanding of the whole curriculum not just that of the phase in which they teach.



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The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings;

- Spoken language
- Reading - Word reading
  - Comprehension
- Writing – Transcription,
  - Spelling,
  - Handwriting and presentation,
  - Composition,
  - Grammar and punctuation

### Spoken language

Developing strong speaking and listening skills is fundamental to the teaching of English at Wavell Community Junior School. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, discussions and debates. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

The National Curriculum states that pupils should be '*taught to speak clearly and convey ideas confidently in Standard English*' (p10)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

The focus on the spoken word gives children the ability to cope with written language by discovering:

- How it works;
- That meanings are shaped by lexical and syntactical choices;
- That language changes in different contexts;
- That there are differences between written and spoken English and standard and non-standard;



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- Rules of spoken language;
- Creative thinking and self-expression
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### Writing

The National Curriculum states that children should;

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct

We aim to develop children's 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. 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, whilst children have opportunities to write at length in extended independent writing sessions regularly for a range of purposes across the curriculum.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. We use 'Letter Join' Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

### Spelling

We want our pupils to become fluent and effective writers; and we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers

A good spelling programme gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Experience has confirmed that short, lively, focused sessions are more enjoyable and effective than an occasional skills session.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.



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At Wavell, we use the North Yorkshire spelling scheme that fits with the National Curriculum 2014. Children are taught spelling discreetly three times a week in spelling lessons.

### Reading

When choosing texts, we look for a balance of fiction, nonfiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components such as grammar and vocabulary are important in the new curriculum, they will be taught in a contextualised way, through the enjoyment of shared reading.

Units of work (writing) will include rich texts which will be evidenced on planning. Shared reading will take place daily using a class text and a guided reading carousel takes place on 4 out of 5 days in every classroom. Every classroom has a reading area that is inviting and may be themed according to the cross curricular topic.

To promote a love of reading, we:

- Read aloud to children up to and including Year 6, to introduce them to new authors and styles of writing.
- Encourage and model reading for pleasure and establish an appreciation and love of reading.
- Establish and develop a varied range of texts in the classroom.
- Focus on book corners, displays and the library.
- Stop, drop and read- this is where the whole school stop and read at the same time.

### Guided Reading

Guided reading is focused on covering the Assessment Foci that stem from the National Curriculum 2014 ensuring word decoding and word comprehension is covered for the appropriate year group using the yearly overview and medium term plan.

### Grammar

Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. We take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.

### Phonics

At Wavell, we teach phonics as and when it is needed as ideally, usual phonics teaching ends in Year 2.

Close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make accelerated progress.

We use a range of phonics interventions that are selected to fit with a child's needs. All interventions are tried and tested and follow the 'Letters and Sounds' document.



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### Learning Environment

Our classrooms and displays are used as learning tools. Using the learning environment all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working.

### Role of Subject leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:-
  - pupil progress and analysis of data four times per year
  - provision of English, ensuring the breadth and balance of the curriculum
  - English across the curriculum
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- reporting to governors and SLT
- guidance support and training for parents and carers
- keeping up to date with recent English developments.

### Expectation of all teachers

- Planning covers all English objectives throughout the year and this will be tracked using Target Tracker
- A4 English books are used for writing in literacy and writing is also evident in topic and science books
- A high level of presentation is expected across all subjects
- Guided group work is planned for and delivered
- Topics offer children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes
- Writing is edited and published at least once every half-term
- Learning Objectives and Success Criteria are displayed in all lessons and are evident in books.
- Marking is directly linked to the Learning Intention and Success Criteria in all lessons. See feedback and Marking policy
- Success criteria are generated prior to the lesson (detailed on lesson planning) and with the children.
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Yearly overview is used to create a termly medium term plan
- Weekly plans are based on medium term planning and success criteria based on the most recent assessments.
- Assessment for Learning is used in classrooms.



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### Time allocations for English

- Literacy to be taught every day for 1 hour.
- Guided reading five times per week for 30 minutes.
- Handwriting taught sessions twice a week 15 minutes as required.
- Handwriting practice within phonics/spelling teaching.
- Extended writing taught across the curriculum.
- Punctuation and grammar should be embedded in all English teaching and should be evident within planning.
- Spelling focus lessons three times a week for around 15 minutes.
- Phonics interventions or whole class focus where needed.