



Sundon Park Junior School English Policy

This policy also should be read alongside

- The new National Curriculum in England (published September 2013) and other documents from the Standards and Testing Agency
- SPJS' Assessment Policy
- SPJS' Handwriting and Presentation Policy
- SPJS' long, medium and short term planning can help support this policy
- Guidance on Subject Leadership.

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Sundon Park Junior School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'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.' (p10 National Curriculum)

Overarching Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Sundon Park Junior School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- with a love of reading and a desire to read for enjoyment
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- understanding a range of text types, media types and genres
- able to write in a variety of styles and forms appropriate to the situation
- using their developing imagination, inventiveness and critical awareness
- having a suitable technical vocabulary to articulate their response.

Spoken Language

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.

Our aims and connected provision

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Class debates
- Class assembly
- Events within the community
- School Council
- Talk partners
- Drama/role play
- PSHE and circle time
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' and by encouraging reading and talk about books.

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Our aims and connected provision

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension.

At Sundon Park Junior School, we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these

areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

- Pupils are encouraged to read widely, through our use of differing class texts, weekly class library sessions and high quality attractive books in classrooms
- Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions
- Pupils are encouraged to read for pleasure using quiet reading time
- Pupils also need to read to find information in the great majority of lessons
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils in the lower school will be supported in their selection of books from the reading scheme until they are ready to become 'free readers'
- Learning Support Assistants support reading activities to ensure that children have more frequent opportunities to read with adults
- Reading interventions are put in place to support pupils who are struggling with reading
- We still encourage all readers to share a book at home and ask for comments in their home/school diaries
- Class readers are selected on a weekly basis – the selection criteria is based on improvement and enthusiasm
- Staff use APP for assessing reading
- Pupils reading targets are regularly reviewed
- Activities are arranged in school to promote the pleasure and knowledge that can be gained from books eg Book Week.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read.

Our aims and connected provision

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing).

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

- Daily literacy lessons use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- Teachers model writing 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 at the end of each unit
- We use the Nelson Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. We encourage joined handwriting to support spelling and speed – there are daily handwriting sessions for years 3 and 4
- Attention is paid throughout the school to the formal structures of English, grammatical detail and punctuation. We may teach these as a separate lesson where necessary and apply the skills within text level work
- We correct grammatical error orally/written work (where appropriate)
- We encourage and promote ‘talk for writing’
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- Writing targets are set with the pupil and reviewed regularly
- We use Success Criteria which are clearly linked to the Learning Objectives
- Conferencing is used to support pupils’ evaluation skills
- Weekly spelling based lessons looking at patterns - these are then reinforced during the following week in independent work
- There is targeted one to one/small group support, phonics support for some pupils with limited spelling strategies
- Pupils are encouraged to use their Spelling Logs first before asking an adult for a spelling.

Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include ‘instruction verbs’ used in examinations
- Subject specific - accurate mathematical and scientific words.

Our aims and connected provision

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Using dictionaries and thesaurus.

Cross Curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books.

The Use of ICT

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

The Learning Environment and Resources

Every classroom has an interactive Learning Wall which displays the Learning Objectives, Success Criteria and key language for the lesson. The classroom should also have a VCOP board, which should be changed regularly and a display of:

P purpose
S sense
V vocabulary
A audience
N narrator
S sense

We use Literacy and Language Resource for some of the units taught. Each class should have a teacher handbook, 15 pupil books and 15 anthologies and each year group a copy of the relevant disc. Other resources are available in central storage.

Pupil exercise books:

- Small orange book for daily lessons
- Year 6 A4 book for extended writing
- Small exercise book for guided reading
- Small book for spelling log
- General note book.

Assessment

- APP is used to assess both reading and writing and teachers are asked to submit onto SIMS points progress in line with the school assessment schedule
- Analysis of English achievement is carried out half termly, pupils who are slow moving or making little or no progress are discussed and plans made for necessary intervention
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support, differentiated curriculum and may be entered for Level 6 tests at the end of Key Stage Two
- Pupils with SEN will have English based targets on their IEP - these are reviewed termly.

Professional Development

- The local cluster has an English group which meets termly
- Subject leaders are expected to attend relevant courses during the school year
- Regular writing moderation takes place in house and with Cheynes Infant School

Governor Involvement

The English Subject Leader is expected to work with the English Committee twice a term and to work alongside relevant Governors during school visits identified during committee meetings. The purpose is to ensure Governors are able to hold the school to account for progress and for the allocation of resources.

The Governing Body reviews this policy triennially

Agreed by Governors on 9th July 2014

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to read "P. S. Day", is written over a faint, circular watermark or stamp.

Next review date: July 2017