



'BE THE BEST YOU CAN BE!'

ENGLISH Policy

Lead person responsible:
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Rationale

At Roe Green Junior School we believe that literacy and communication are key life skills. The teaching of English should promote high standards of language and literacy whilst producing independent and fluent readers. Through our curriculum, reading and writing encompasses all areas of learning. As educators, we provide our children with a strong command of spoken and written language, and aim to instill a love and enjoyment of reading.

This English Policy relates to the language requirements prescribed in the revised National Curriculum.

Aims

- To provide a rich and stimulating language environment where speaking, listening, drama, reading and writing are integrated.
- To provide equal access for all children to the English curriculum in order for all children to reach their full potential and enjoy their work.
- To support our children in the transition from learning to read to reading to learn.
- To provide opportunities for children to become confident, competent and expressive users of language, with a developing knowledge of how it works. Children will be encouraged to develop informed opinions, and support them with reasoned and coherent arguments, both written and verbal.
- To be able to read a wide range of materials fluently, critically and with understanding, and for pleasure.
- To encourage children to become confident and independent writers. Children should know, understand and be able to write in a wide range of fiction/non-fiction genres and structure text in the appropriate style.
- To allow children time to edit and self-assess their writing thus providing them with ownership of their work.
- To set and provide achievable targets for all learners.
- To acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language in adherence with standard English.
- To provide opportunities for cross-curricular links between English and other subjects.
- To promote an inclusive approach to the teaching and learning of English through effective differentiation and personalised learning.

Reading

Our key aims for children are:

- be able to read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and self-correct;
- understand phonic and spelling systems and using these to read and spell accurately;

- to show an interest in words and their meanings and a desire to grow their vocabulary;
- to read a variety of texts with enjoyment and evaluate their own preferences. We aim to achieve our ambitions through:
- Word reading (decoding)
- Comprehension through both listening and reading

Reading is essential to the high quality teaching of English. It is important that teaching focuses on developing the competence and fluency in both of the aforementioned areas; different types of teaching are required for both.

Comprehension and decoding are taught through regular Whole Class Reading sessions (Daily 09:00 – 09:30), the use of good quality whole class reading texts and as an integral part of all English lessons and other curriculum areas where reading is part of the learning.

At RGJS we aim to develop each child's ability, understanding and enjoyment of reading through access to the class library, school library and links with and visits to Kingsbury Library. Trail Books are provided in class libraries to monitor and track children's reading progress. Home reading forms part of the homework requirement and incorporates both reading and comprehension activities.

We arrange and take part in many rewarding and fun activities throughout the year, i.e. Book Week. This can include visits from travelling book fairs, theatre groups and speakers.

Children are exposed to high quality novels helping them to develop and identify particular author style, various themes, and to make links to other areas of the curriculum; allowing children opportunities to access challenging texts.

Target children receive additional support from teachers and support staff. They are given further opportunities to read aloud and are helped to develop skills for decoding and comprehension.

We recognise the importance and value of teachers reading aloud to learners in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Writing

Our key aims for children are:

- to have clear and legible handwriting.
- to be able to write in a wide variety of genres in fiction and poetry for specific purpose and audiences.
- to explore the ways in which different genres of writing are structured.
- to understand, use and be able to write a range of non-fiction texts.
- to develop strategies to communicate effectively through the written word.
- to recognise that drafting and editing are an important part of writing practice

- to develop their powers of creativity, imagination and critical awareness through reading and writing.

Writing is developed through the provision of writing models and guided writing. Planning and drafting for a purpose is encouraged and opportunities for collaborative writing are provided.

Children have the opportunity to respond to their teacher's comments by using green pen. They are encouraged to use their 'What Makes Good' success criteria and their 'What Makes Excellent' success criteria to challenge themselves guiding them in their editing. Children will be encouraged to use the working wall as a scaffold for their own writing.

Grammar, Punctuation and Spelling

In accordance with the National Curriculum 2014, teachers regularly include grammar into English lessons. Every year group has specific requirements which are embedded within all areas of English teaching and learning. Opportunities for the inclusion of appropriate grammar targets are planned for in writing lessons, and included in the success criteria for that lesson. Teachers use the Nelson scheme for GPS to support explicit grammar lessons.

It is important that children are able to express their ideas and information coherently and fluently in all aspects of English, using the Standard form. Spelling is taught through regular teaching of spelling patterns, weekly spelling lists, and the encouragement of dictionary use.

Speaking and Listening

It is our intention to ensure that children learn to speak confidently and with clarity in a variety of situations and purposes. Children are also encouraged to develop their capacity to listen with attention and understanding.

We aim to do this through opportunities for poetry recital, drama lessons and performance during class assemblies and class presentations across curriculum areas.

We recognise the need for children to be able to take part in 'Speaking and Listening' in Standard English – fluently and accurately – while acknowledging that a pupil's own dialect or other language is also of prime importance.

Computing

We acknowledge the important role Computing has to play in the development of language skills and as an added resource to support writing within the classroom.

The role of the English Subject Leader

The Subject Leader takes the lead in policy development designed to ensure progression and continuity throughout the school. Support is provided for colleagues to develop their planning and the implementation of the National Curriculum. The leader also gives support in assessment and record-keeping activities.

The Subject Leader is responsible for the purchase and organisation of central resources; keeping up to date with developments in English education to disseminate information to colleagues as appropriate.

Planning

Planning is the responsibility of the year group. It is monitored by the English Subject Leader and is expected to include:

- Learning Objectives
- 'What Makes Good' / 'What Makes Excellent'
- Differentiation
- Plenary activities

A yearly overview for each year group is discussed and agreed at the beginning of each academic year with the Leaders. The English Subject Leaders assist with any new planning as required.

Provision for SEND and EAL pupils

Our first response to support pupils is to ensure they receive High Quality Teaching – Refer to RGJS SEND Policy.

In Years 3 – 5, teachers aim to include all pupils in their daily English lessons. All children benefit from participating in modelled, shared and guided sessions. For those with specific needs, smaller groups are conducted - aimed at increasing the learners' proficiency in the English language. Regular Speech and Language sessions are held for identified children.

In Year 6, a targeted group of children, some of whom have SEND and ISPs, have small group English subject lessons daily with extra support from a SEND teacher.

There is an EAL group for children new to English that takes place daily aimed specifically at their needs. The aim is to enable them to participate proficiently in class learning activities.

Provision for Able and Ambitious pupils

A wide selection of books in the library is aimed at challenging pupils and English units are planned to include text from higher age ranges to stretch higher achievers. Clubs, visits and competitions are arranged to challenge and inspire children.

'What Makes Excellent' success criteria is used to challenge children to achieve higher age-related expectations. Smaller group teaching during lesson time is aimed at extending learners.

Home-School Links

It is the school's aim to involve parents directly in the life of the school, and thus in the development of English. Parents are encouraged to hear their children read, to oversee their child's reading and to discuss books with them. Book trail guides with year group expectations are included in pupil school planners and are updated termly to encourage home reading. Families are also encouraged to support their child with learning the weekly spellings.

Assessment

The National Curriculum sets national targets for pupils of all ages and abilities. In primary school there is statutory assessment at the end of Year 6. In addition to this, there is ongoing formative and summative teacher assessment, in line with the National Curriculum performance descriptors. An essential part of assessment is the regular verbal and written feedback to pupils regarding their work. This should follow the school feedback policy and include opportunities for pupils to edit their work for improvement.

Children have regular opportunities to assess their own work using 'What Makes Good' / 'What Makes Excellent' criteria. Teachers discuss and set targets for children in line with their specific needs.

Writing is teacher assessed with children having regular opportunities for independent writing within English lessons. Good practice encourages teachers to moderate writing within year groups, especially before termly assessments.

Further assessment is conducted through:

- Baseline reading assessments (NFER) are conducted at the beginning of Year 3.
- Formal reading assessment (NFER) at the end of Years 3, 4 and 5.
- Other Reading assessments may be used by teachers to inform their assessment judgements e.g. Rising Stars

Staff Training

The active participation of all staff is necessary for the successful implementation of English policy. This includes support staff who work with individuals and groups to aid developments in language skills.

The English Subject Leader alongside other teachers will review current practice and teacher assessments to agree areas for future development and communicate these areas in staff meetings. Opportunities for teachers to observe lessons and share good practice are valuable CPD. For the academic year 2022-23 teachers will have targets linked to the English Curriculum as part of the Performance Management Cycle.

APPENDIX 1 – Library Policy

Philosophy

The library has an important role as part of a school ethos that encourages a wide and creative curriculum. It is an important aid for learning for all children allowing them access to a wide variety of reading materials. All books (not reference books) are available to be taken home to share.

Aims

- To encourage a positive attitude to reading through providing choice and diversity, giving each child the opportunity to pursue interests at his/her own level.
- To encourage independent research skills that can be taught within the library setting.
- To encourage a responsible attitude towards books and their care by making each child responsible for his/her individual books and the overall care and presentation of the library.
- To encourage (alongside the class library of books) a good home/school reading partnership.
- To develop an understanding and working knowledge of library classification systems.
- To assist in the delivery of all areas of the curriculum by providing additional reading resources.

Library Organisation

The library has several sections.

Non-fiction

These are shelved using a numbered Junior Dewey classification system that includes the use of broad colour bands.

Fiction

Fiction books are filed on shelves in alphabetical order of the author's surname.

Big Books

A selection of 'big books' are available for teachers to share with children. These can be removed from the library if teachers wish to use them in classrooms.

Reference

Reference books are available for children to use whilst in the library. Teachers may also use these in class but children are not allowed to take them home.

Specific Areas of Learning

There are a selection of identified texts to support the Spanish curriculum and to celebrate the diversity of our community. These form a regular part of the book displays in the library.

Using the Library

- The library is used as a classroom for Year 6 every morning. All classes are allocated a timetabled library lesson once every two weeks. A copy of this timetable is available on the staff room notice board.
- It is the responsibility of all users to look after the library. Teachers should ensure that children know this expectation and systems e.g. library monitors are in place to ensure that each class group leaves the library as they would hope to find it.
- Lessons in the library are included in the allocation of curriculum time for English. As such, teachers need to plan for these sessions. As well as a time to return and choose a book for home reading, there are opportunities to teach independent research skills, share a story etc. A computer and projector are available for teacher use in the library. Teachers must not mark books in the library.
- After having books scanned back on the library system, children should return their books to the correct place on the shelves. Books should be replaced on the shelves with the spines facing outwards. The non-fiction books use a colour coded Junior Dewey classification system and the fiction books are shelved using alphabetical order of author surname.
- Teachers should maintain monitoring systems for lost or damaged books. Books taken home are the responsibility of individual children. There is a school letter kept in a folder on the computer desk which should be sent home to ask parents/carers for help to find lost books or to contribute to the replacement cost of a lost book. (This is a fee of £5.00)
- If there are difficulties issuing or returning individual books using the Junior Librarian system, the class teacher or LSA should resolve this in conjunction with the IT technician or Literacy subject leader.

Junior Librarian Computer System

- All books in the library are catalogued on this computerised system. All children have an allocation of two books which allows each child to have one library book per fortnight alongside their classroom reader which is usually changed weekly.

- Each book has an individual bar code on the inside front cover. Each child also has an individual barcode identification label which is kept in the home diary. (The child id. codes are also available on A4 laminated sheets kept by class teachers.)
- Books are issued and returned using the Junior Librarian computer scanner. As this system is the same as used in all classrooms children become familiar with this from Year 3.
- Teachers are able to use the Junior Librarian System to monitor books loaned and to ensure books are returned on time.
- Any new resources are catalogued and labelled using the JL system before being made available for borrowers.