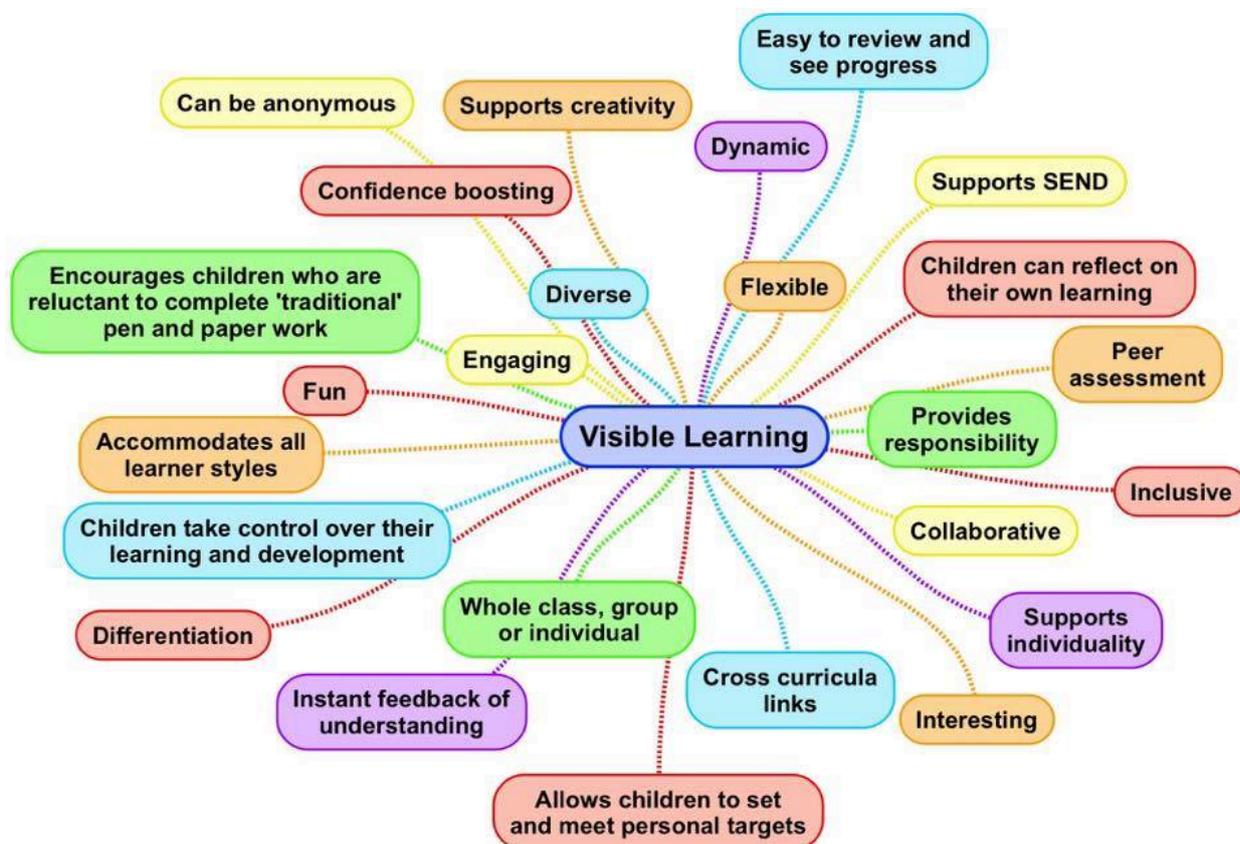


# ENGLISH POLICY

	Name of School	Whybridge Junior School
	Policy review Date	1 <sup>st</sup> September 2018
	Date of next Review	31 <sup>st</sup> August 2019
	Who reviewed this policy?	Mr Darren Gildersleeve

## Our teaching pedagogy is rooted in **VISIBLE LEARNING**



This policy will be reviewed in full by the Board of Trustees on a yearly basis.

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### **1. Introduction**

This policy is a statement of the aims, principles and strategies for the teaching and learning of Literacy at Whybridge Junior School. It will form the basis of the approach to the teaching of English in the school.

### **2. Aim**

At Whybridge Junior School we firmly believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

### **3. Objectives**

We want all our pupils by the end of Year Six to have high standards of literacy; equipped with a strong command of the written and spoken word and a love of literature through widespread reading for enjoyment.

To enable this, pupils need to be able to:

- Read and write with confidence, fluency, accuracy and understanding;
- Orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting and present work to a high standard;
- Have an interest in words and their meaning and a growing vocabulary;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Plan, draft, revise and edit their own writing;
- Have a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, so that they can express their ideas, opinions and views with clarity and confidence.
- Be interested in books, read with enjoyment and, evaluate and justify their preferences.

### **4. Planning and Organisation**

- The Literacy Curriculum at Whybridge Junior School is planned and delivered using the New National Curriculum (2014) as well as other guidance (e.g Wordsmith) to enable quality learning and teaching to take place. This provides a broad and balanced curriculum and gives opportunities for a wide range of genres to be covered, and ensures continuity and progression from Year 3 through to the end of Year 6.
- Planning at Whybridge Junior School is carried out in three phases: a long-term plan which is the New National Curriculum (2014); a medium-term plan which provides a half-termly overview of the areas and objectives to be covered; and weekly plans which give details of the learning objectives, teaching activities, differentiation and assessment focus. Plans are linked to other areas of the curriculum whenever appropriate. At Whybridge Junior School we believe that medium term and weekly plans are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way.

- All plans are electronically stored on the shared area of the school's network in order to allow ready access by all members of staff involved in the planning and/or teaching of literacy.
- At Whybridge Junior School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all of our pupils. Over the year each year group will cover a balance of Narrative, Non-fiction and Poetry text types. Lessons are structured to ensure independent learning along with guided, modelled group/class work. The independent learning sessions are differentiated to meet the needs of the children, with appropriate learning challenges set. Where appropriate groups or individual children are supported by Teaching Assistants.
- Members of the Senior Leadership Team and the Literacy Coordinators, in line with the cycle of monitoring for this subject, will carry out the monitoring of planning & teaching in Literacy.

## **5. Teaching and Learning**

We will use a range of learning approaches to promote pupils' knowledge and understanding in Literacy. At Whybridge Junior School we believe that children learn best through the following approaches in each area:

### **SPEAKING AND LISTENING**

We aim to:

- Offer the children opportunities to talk and listen for a range of purposes and communicate effectively with different audiences
- Enable children to express their ideas and opinions confidently and clearly in a wide range of situations
- Involve children in a range of music and drama activities. Reading
- Help children express their ideas using standard English, where appropriate, through discussion
- Teach children to listen carefully to each other and to recall accurately ideas and information that they have heard
- Enable the children to listen to each other, question, seek clarification and challenge others with appropriate care and sensitivity.
- Teach children to respect the views and ideas of others, particularly when they differ from their own
- Teach children to respect and appreciate the range and diversity of dialects and accents

### **Approaches**

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.

The range of strategies may include:

- Providing a range of opportunities to talk and listen in formal and informal settings, e.g. talking partners, hot-seating, role play, puppets, class discussions and debates, recorded media, assemblies and drama productions, 'show and tell', story sacks, and pupil voice meetings.
- Modelling the correct use of standard English and a range of styles of language used in different contexts
- Use of drama and role play to explore real and imagined situations
- Encouraging children to ask and answer questions and problem solve
- Informal discussion with the teacher or with other pupils

## **READING**

We aim to:

- Encourage children to enjoy books
- Enable children to read for a range of purposes, e.g. for pleasure, to find information, to discover models for own writing, to explore the views and attitudes of others, to support other subject areas etc.
- Ensure that early experiences with reading are carefully structured and monitored whilst remaining fun
- Encourage children to form the habit of voluntary and sustained reading, both for pleasure and for information
- Develop a growing confidence and competence in reading texts with increasing accuracy, fluency and comprehension
- Bring critical thinking skills to reading so that children can predict, compare, evaluate and question texts
- Ensure that all children have access to a wide range of high-quality literature
- Involve parents/carers actively in the support of reading and literacy activities, thereby developing the home/school partnership.

### Approaches

From their earliest years we want our children to see books as a source of enjoyment and information. The ability to read fluently, and with understanding and enjoyment should be the goal of all of our children. As teachers, we must be enthusiastic about books ourselves and use a variety of strategies to promote books and reading.

These may include:

- Reading aloud to the children
- Having welcoming book areas and library with a selection of fiction, non-fiction, poetry, plays and current topic books
- Attractive book displays, which promote high-quality texts, and guide and inform the reader
- Whole class reading; texts or big books
- Shared reading

- Paired reading
- Guided reading
- Individual reading (both at school and home)
- Book week and activities
- Using taped stories following the book
- Books made by children
- Library usage
- Encouraging children to take books home and share them

The importance of reading is such that extra time is given to it outside the literacy sessions (refer to class timetables).

We work from the premise that in the Foundation Stage and Key Stage 1 there is a strong and systematic emphasis on the teaching of phonics and other word level skills. Children are taught to: discriminate between the different sounds in word; learn the letters and letter combinations most commonly used to spell those sounds; read words by sounding out and blending their separate parts; and write words by combining spelling patterns of their sounds. These are taught in a variety of ways, and involve the use of multi-sensory activities to capture their interest, sustain motivation and reinforce learning. Parents are involved through the use of a home-reading book partnership and information meetings on reading. Children take part in guided reading lessons when appropriate.

In Key Stage 2, as the pupils gain fluency, the forms of teaching emphasise advanced reading and composition skills at text level. Reading is taught discretely, in the literacy lesson, and during guided reading sessions. The online reading schemes (BugClub and Rapid Reader) play a vital part within the school and allows for personalised learning through the use of Rising Stars tests (termly) to provide group target setting. Reading comprehension is taught weekly.

## **WRITING**

We aim to:

- Teach children that writing is an effective means of communication
- Recognise that writing has a clear purpose
- Enable children to write in English that is accurate as well as appropriate to the task and audience, be it standard, non-standard, formal or informal
- Value and display children's writing, encourage a high standard of presentation
- Encourage children to experiment with a wide range of written forms using specific features
- Establish a supportive environment in which children collaborate using the full range of their linguistic diversity
- Develop children's skills in peer and self-assessment using learning objectives and success criteria as measurements
- Develop drafting, planning and editing skills
- Allow the children to learn using different techniques, including pictorial plans (graphic organisers) and mind-mapping
- Teaching grammar, punctuation and spelling in line with New National Curriculum guidelines

## Approaches

The development of writing is taught daily during either Literacy lessons or across the curriculum. We promote a stimulating and language-enriched environment with opportunities to write for a variety of purposes:

- Cross curricular writing tasks
- Opportunities in role play
- Shared, guided and modelled writing
- Independent writing
- Different media
- Display of quality writing
- Extended writing sessions
- ICT
- Response partners
- Genre frames
- Drafting
- Learning Ladders
- Proof reading and editing skills
- Intervention programmes
- Easter School to boost reading and grammar
- Regular tests/assessments to inform planning and target setting

## HANDWRITING

We believe it is important for children to develop a fluent, legible handwriting style so that they are able to communicate effectively, have a high self-esteem, develop automatic motor control of spelling patterns, and write without conscious thought regarding handwriting

We aim to:

- Teach children that the correct posture, paper position and pencil/pen hold facilitates correct letter formation, leading to a clear, legible and fluent cursive style

Approaches:

- Teaching children how to join letters and giving them regular opportunities to practice
- Encouraging children to join writing as soon as they have developed a high enough level of motor control
- Giving children the opportunity to redraft their work so that they can concentrate on handwriting
- Handwriting displays, focusing on a variety of aspects in handwriting to promote good handwriting; achievements celebrated and quality handwriting displayed
- Teachers and TAs model joined handwriting to encourage correct letter formation and handwriting fluency

- Using triangular pencils or pencil grips for those children with poor pencil grip
- Slopes supplied to those children who would benefit from them to aid writing style
- Left-handed writers sat on the left-hand side of the table

We work from the premise that in Key Stage 1 children continue to develop their fine motor control through some of the Foundation Stage activities. They have weekly handwriting practice and joined handwriting is introduced by Year 2.

In Key Stage 2 handwriting practice continues on a weekly basis. Children's own styles are allowed to develop once they have become fluent writers. Children write on lined paper in books or with line guides and pens are introduced when the children are ready.

## **PHONICS AND SPELLING**

We aim to:

- Ensure that young children are well-placed to read and spell words with fluency and confidence by the time they reach the end of Key Stage 2
- Develop children's confidence in their ability to write/spell
- Enable children to become effective communicators of writing
- Create within children an informed interest in words
- Teach children strategies to spell unknown words correctly
- Enable children to identify their own misspellings
- Teach children spelling systematically by using the No Nonsense spelling scheme

Approaches

- Talk to children about the letters that represent the sounds they hear
- Demonstrate writing so that children can see spelling in action
- Demonstrate how to segment phonemes in words
- Demonstrate how sounds are represented by graphemes
- Support and scaffold individual children's writing as necessary
- Provide word banks
- Regular assessments of phonological awareness and spelling strategies to inform teaching
- Plan multi-sensory phonics activities that capture children's interests, sustain motivation and reinforce learning
- Look, say, cover, write, check spelling strategies
- Use of dictionaries and thesauruses
- Phonics/spelling homework

Spelling is taught discretely and in conjunction with other subjects in the curriculum.

We are working from the premise that in Foundation Stage and Key Stage 1 children engage in discrete 20 minute Letters and Sounds sessions, following the letters and sounds structure of review, teach, practice and apply. National Curriculum spellings and spelling patterns are also taught in KS1. This continues for those children who need further Letters and Sounds intervention in Key Stage 2.

In Key Stage 2 dedicated time is allocated for teaching and investigating spelling (every second Friday), as well as word level work linking to a related text in the main literacy session. Each week, children are taught National Curriculum spellings and patterns appropriate for their year group as well as differentiated for their ability.

## **6. Cross-curricular Literacy Opportunities**

- At Whybridge Junior School we seek to take advantage of opportunities to make cross-curricular links, in which the children can practice and apply skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum.
- We also aim to provide extra-curricular opportunities to enhance literacy, e.g. drama workshops, visiting authors, special book day activities, reading clubs, film clubs etc.

## **7. Use of ICT**

- We aim to ensure that all children are primary IT literate by the time they leave Key Stage 2. We believe that computers and other forms of IT can play a key role in enhancing the learning experience and support effective teaching of Literacy.
- All classrooms are equipped with an interactive whiteboard and computers. Each class has the opportunity to use laptops and iPads during literacy lessons as well as timetabled ICT lessons.
- Clicker 6 is used throughout the school to support children in their writing.

## **8. Literacy and Inclusion**

- We aim to provide for all children so that they achieve as highly as they can in Literacy, according to their individual abilities. Literacy lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children.
- By means of on-going assessments and tracking we can highlight a difficulty or identify which individuals or groups are under-achieving and for what reasons, and will take steps to improve their attainment.
- Likewise, able and gifted children are identified and suitable learning challenges provided.
- All children will be given opportunities to participate on equal terms in all Literacy. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.
- Assessment, Recording and Reporting
- A variety of assessment strategies are used, based on a range of evidence for such judgements, including oral contributions, reading fluency and comprehension, and written material.
- Children are formally assessed at Year 1 with the National Phonics Screening, and at Year 2 and Year 6 according to SATS tests, tasks and teacher assessments.
- In addition to on-going assessments made and noted against planning records, assessments are also made in reading and writing three times a year (four times in the case of Year 3 as Baseline Assessments are being done in Autumn 1), according to the Assessment Schedule. The outcomes of these assessments are recorded on individual and class tracking sheets, and are used to inform the updating of the SIMS data program. As a result of this, targets will be

set for all children, individuals or groups may be identified for further targeted support, and progress will be monitored for all pupils. Accurate information will then be reported to parents and the child's next teacher.

- Regular review and discussions are held with children to discuss their targets to enable them to move to the next stage in their reading and writing.
- Parents are made aware of the on-going progress their child is making via two parental consultations and a written report each academic year.

At Whybridge Junior School, we will respond to pupils' work by:

- Checking that the children have understood the learning objectives
- Checking that the children know how/when they have achieved them
- Encouraging them to identify, and subsequently work to, agreed success criteria (at an age appropriate level)
- Observing the children at work, listening and discussing with them
- Asking pupils to comment/reflect upon their progress; offering constructive comments on the progress made
- Marking and annotating work in line with the school's Feedback Marking Policy and providing opportunities for children to respond to the comments made on their own work

## **9. Roles and Responsibilities**

The Head teacher and Deputy Head teacher will:

- Provide support by encouraging staff and praising good practice
- Monitor learning and teaching through lesson observations
- Monitor planning and reviews
- Give feedback to teachers following lesson observations
- Support staff development through in service training and provision of resources

The Literacy Coordinator will:

- Monitor and evaluate Literacy: pupil progress, provision of Literacy (including Intervention and Support programmes), and the quality of the learning environment e.g. through lesson observations, curriculum walks, and the scrutiny of children's work, teacher's planning, assessments and evaluations
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

The Class teacher will:

- Be responsible for the teaching of Literacy as set out in the policy
- Provide planning and reviews for the head teacher and literacy leader to have access to

- Provide samples of literacy work to the literacy leader
- Assess children's work regularly, and use to inform future planning

## **10. Conclusion**

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Feedback Marking Policy
- Special Educational Needs Policy
- Online Safety Policy
- Homework Policy