

# ENGLISH Policy - 2019

## Overview

At Abbots Farm Junior School, our School motto '**Learners for Life, Farmers Forever**' is fundamental in driving our English Curriculum. Through a carefully planned and engaging English curriculum, we enable pupils to develop the skills, knowledge and language to communicate effectively and creatively, equipping them to become lifelong learners as well as promoting enjoyment and pleasure through engaging and memorable learning opportunities.

## Purpose of Policy

### Intent

- To set out a clear intent for the English Curriculum coverage, establishing an entitlement for all pupils

### Implementation

- To establish high expectations for teachers and pupils
  - To promote continuity and coherence across the school
  - To establish clear expectations for the delivery of the English curriculum
- To set out clear procedures for the support of staff in delivering the English Curriculum

### Impact

- To establish clear procedures for monitoring and evaluation of the English Curriculum
- To establish clear procedures for Assessment procedures with English

## Aims of Policy

To encourage pupils to:

- be effective, competent communicators and listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.
- epitomise our '**Learners for Life, Farmers Forever**' motto through their experiences of the English Curriculum

## Time Tabling of English

English lessons are taught as whole classes with Grammar and Punctuation skills integrated as part of the teaching sequence.

Guided Reading is generally taught separately as whole classes. However, if appropriate links can be made to English texts or other curriculum areas, whilst still maintaining a clear focus on the key Reading objectives, teachers have the opportunity to make their own professional decisions about this.

Spelling is taught discretely as whole classes, with additional sessions timetabled in throughout the week for children to practice.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the Creative Curriculum.

## Writing (includes Speaking and Listening and GaPS)

### Intent

Pupils should learn to:

- Write in different contexts and for different purposes and audiences
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Form letters correctly, leading to a fluent joined and legible handwriting style
- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Ask questions with increasing relevance and insight

Pupils should have access to a wide range of speaking and listening opportunities that include:

- Participating in discussion and debate
- Expressing opinions and justifying ideas
- Presenting ideas to different audiences
- Taking part in performances
- Responding to different kinds of texts
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.

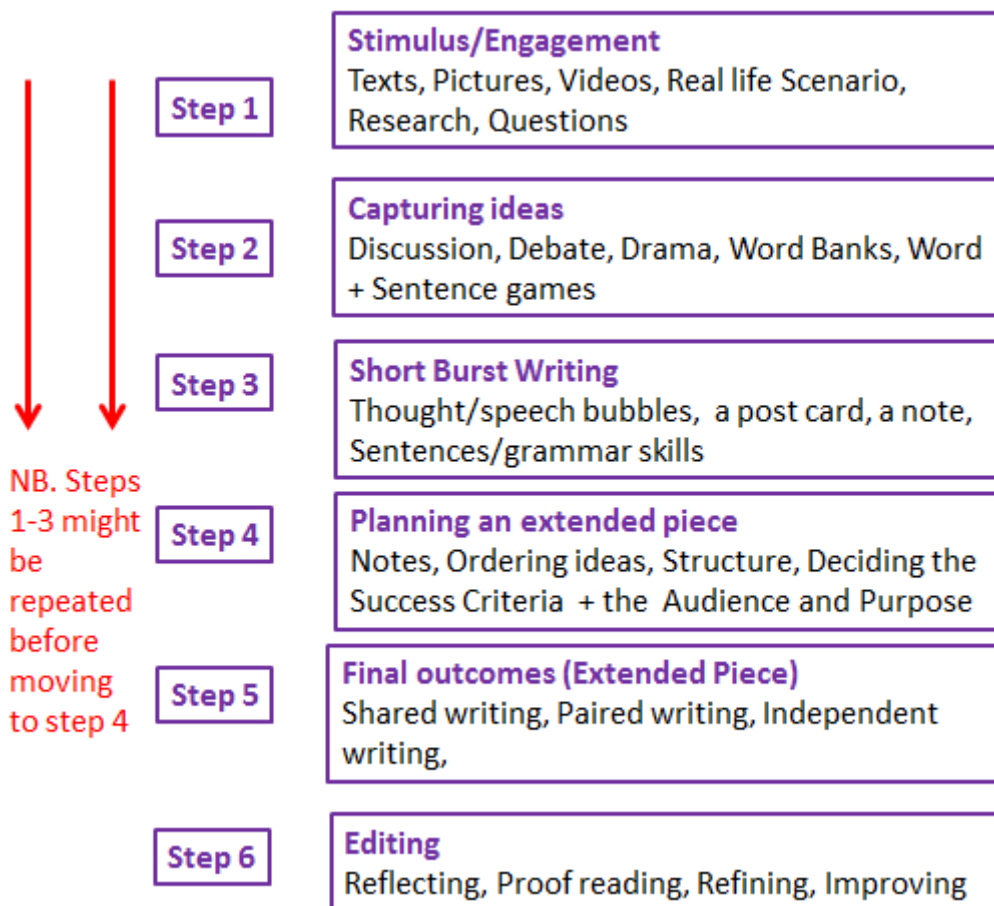
Teacher should plan by:

- Using the National Curriculum 2014 objectives as a starting point for creating their English plans
- Referring to the Abbots Farm 'Text Types and Success Criteria' document to support the planning process
- Creating engaging and stimulating sequencings of lessons which epitomise the **'Learners for Life, Farmers Forever'** motto
- Setting clear objectives for each session which are shared with pupils

### Implementation

#### How is writing taught at Abbots Farm Junior School?

The sequencing of lessons follows a clear structure, enabling pupils to spend time immersed in their learning and developing appropriate skills and knowledge before producing extended writing. The writing process has been designed based on **pupil voice** feedback with pupils from across the school feeding in to what activities they find most useful in the build up to a piece of independent writing.



Teachers are able to make their own professional judgements using knowledge of their own Class/Year Group when choosing an appropriate stimulus. However, support for staff such as Power of Reading texts and plans are available if deemed appropriate.

The length of a 'sequence' may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Children are reminded to reflect on previous learning within the sequence in order to bring a range of skills, knowledge and experiences together for their final written outcome.

### **Inclusion**

All children receive quality first English teaching with activities differentiated accordingly. Activities are differentiated through the use of writing frames, alternative tasks, spelling banks, collaborative work and peer or adult support (Wave 1 support). Some children receive Wave 2 intervention support in small groups or pairs. Wave 3 support is also provided for pupils who are on the SEND register.

### **Handwriting**

Pupils are taught correct letter formation from the very beginning of their time in school. Pupils are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct grip and develop a neat, legible, joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered for handwriting development. Members of staff, class teachers and teaching assistants, model the school **cursive** handwriting style i.e. when writing on the board or in pupil's books.

## **Impact**

### **Formative assessment**

Formative assessment in writing comes in the form of verbal or written feedback in line with the school's Assessment and Feedback Policy. Emphasis within feedback is placed on the Success Criteria of the lesson as well as the Grammar, Spelling and Punctuation skills used. Editing sessions are used as part of the writing sequence to provide individual, group and whole class feedback, with opportunities for pupils to proof read work and make corrections as well as improve their work further based on discussions/advice/self and peer assessment.

### **Summative assessment**

Writing Assessments are made in line with the school assessment policy. Writing grids have been created in line with the National Y6 TAFs and are used termly to make judgements on attainment and progress. Termly writing moderation by the English Subject Leader quality assures the judgements made and provides individual feedback for staff focusing on next steps for individuals, groups or whole classes. Progress judgments are based not only on accumulation of new skills but depth of understanding when applying skills across a wider breadth of text types.

### **Monitoring**

Provision for Writing is monitored through book trawls, pupil discussions, staff audits, writing moderation, lesson drop-ins, lesson observations and data analysis. Books trawls include English books and other curriculum books such as Topic books

## **Reading**

### **Intent**

Pupils should learn to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- Use reading skills as an integral part of learning throughout the curriculum;
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Pupils should have access to a wide range of reading opportunities that include:

- Guided reading
- Paired/individual reading
- Class library session
- Year group lunchtime library session
- Home reading, including selecting own choice of texts
- Hearing books read aloud on a regular basis
- Reading in other subjects, including ICT texts

Teacher should plan by:

- Using the National Curriculum 2014 objectives as a starting point for teaching Guided Reading
- Using the National Curriculum Content Domains to plan specific higher order questions

- Referring to the 'Abbots Farm Reading for Pleasure' audit to plan for appropriate pedagogies
- Creating engaging and stimulating sequencings of lessons which epitomise the **'Learners for Life, Farmers Forever'** motto
- Setting clear objectives for each session which are shared with pupils
- Making professional judgements about when to teach Guided Reading discretely and where it can become part of other English or Creative curriculum sequences

## **Implementation**

### **How is Reading taught at Abbots Farm Junior School?**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers deliver a range of reading opportunities, including:

- Discrete Guided Reading lessons
- Individual/paired Reading time
- Library visits
- Reading a book to the class
- Teaching Reading skills within English sequences
- Teaching Reading skills across the wider curriculum

### **Guided Reading lessons**

In guided reading lessons, the objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class. Reciprocal Reading principles (Clarify, Question, Summarise and Predict) form the basis for discussing a text with the emphasis placed on acquiring and understanding new vocabulary and higher-order questioning.

Teachers make use of a range of different stimulus including, whole books, extracts from novels, poetry, non-fiction texts, picture books, pictures and video clips.

When planning lessons, teachers refer to the 'Abbots Farm Reading for Pleasure' audit to select appropriate pedagogies for immersing children in a text before beginning to deepen pupil's understanding through targeted questioning. These pedagogies include: using Book Talk grids, Drama and Role Play activities, Readers' Theatre, Visualisation, Responding to illustrations, and Skimming and Scanning games

### **Inclusion**

If children are working significantly below age appropriate expectations, pre-teaching of the text may take place before the Guided Reading lesson so that children have had chance to hear and discuss the text.

Where pupils are working below age appropriate expectations, they also have the opportunity to participate in further Reading interventions with TAs, including 1:1 support, small group inference and deduction work and small group test technique support.

### **Home Reading**

Pupils select texts under the guidance of the teacher for home reading. Teachers monitor home reading and use rewards to promote further reading. Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Diary.

## **Impact**

### **Formative assessment**

Formative assessment in Reading comes in the form of verbal or written feedback in line with the school's Assessment and Feedback Policy.

### **Summative assessment**

Reading Assessments are made on a termly basis using test scores. Follow up pupil progress meetings support teachers with identifying any off-track pupils for further reading interventions.

### **Monitoring**

Provision for reading is monitored through lesson drop-ins, lesson observations, pupil discussions, and termly data analysis. Monitoring of Long Term planning also evaluates the curriculum coverage in terms of National Curriculum objectives, varied pedagogy and breadth of coverage (different genres)

## **Spelling and Phonics**

### **Intent**

Pupils should learn to:

- Blend and segment sounds easily
- Segment words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as well as using morphological knowledge and etymological information
- Spell words with different spelling rules/patterns
- Use a range of approaches to learn and spell irregular words
- Proof read their own writing and use resources ( dictionaries, ICT) to correct spelling mistakes

Pupils should have access to a range of spelling and phonics opportunities that include:

- Whole class teaching of specific spelling conventions and rules based on age related expectations
- Year group related spelling lists taken home and tested weekly
- Regular in-class opportunities to practise spelling lists
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Applying skills in cross curricular contexts

Teacher should plan by:

- Using the National Curriculum 2014 objectives (+ Spelling Appendix) to plan lessons
- Using spelling assessment data to plan for additional targeted Spelling and Phonics interventions

## **Implementation**

Whole class spelling lessons are used to introduce age related word lists/rules and introduce a variety of strategies for how to practise them at home. Learning takes place in a variety of ways. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation; participating in short, focused whole class activities such as adding suffixes/prefixes, word searches, Look, Say, Cover, Write, Check grids, anagrams, sentence skills

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the week. Children have access to

### **Spelling Homework**

10 spellings are sent home weekly based on age related objectives

Pupils have the opportunity to be ambitious and learn 15 words if they choose to.

Pupils who have spelling interventions learn 5 words from the year group list at home each work.

Pupils have access to suggested techniques for learning spellings at home.

## **Impact**

### **Assessment and Monitoring**

Weekly spelling tests take place in school based on the lists sent home.

Termly spelling assessments take place as part of GaPs assessments. Follow up pupil progress meetings support teachers with identifying any off-track pupils for further spelling interventions.

Book trawls and writing moderation monitors pupil's application of spelling rules and ability to edit their own spelling mistakes.

## **Whole School Staff Development in English**

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These are reflected in the School Development Plan and English Action Plan.

The English Leader arranges for relevant advice and information, such as feedback from courses or newsletters, to be disseminated to staff.

Where necessary, the English Leader leads or organises school based training for individual staff or groups of staff including teachers and teaching assistants. This includes planning support, subject knowledge CPD, model lessons, video coaching, individual coaching and mentoring.