



English Policy

Next Review Date 2022

Policy Statement.

This policy recognises that English has a central position within the school and the curriculum. It will outline the purpose, nature and the management of how English is taught in our school and inform new teachers of the expectations.

All staff are fully aware of their role in the implementation of this policy and have access to it via the Staff Room, Office Policy collection, Teacher's Drive and their own personal hard copy.

Overall Aims.

- To teach children how to become effective communicators using both verbal and written skills.
- To develop confidence in communication skills and to teach the skills necessary to achieve clarity in speech and writing.
- To encourage pupils to listen, read and write with careful thought taken over the purpose, audience and composition.
- To provide a rich and varied experience of the English language, including the history behind its development and modern use.
- To give the opportunity to appreciate literacy in its many forms, and be inspired by it to learn the skills necessary to imitate and innovate it, whatever the genre.
- To develop enthusiastic and reflective readers through challenging and inspiring texts.
- To develop confident and accurate readers.
- To develop the enjoyment of writing and be given the opportunity to write creatively.
- To encourage children's ability to be thoughtful and purposeful in the planning, drafting and editing of their work.
- To ensure progress for all children is rapid.

Planning.

Short term planning for all Year Groups is to be documented on the specified Literacy Planning Template. This is completed weekly and contains details about the objective foci and the learning journey, differentiation and adult deployment. The document also highlights children in key groups that should be taken into consideration in the planning for that week. A master copy of this planning structure is available in our **Teacher Drive** in the **Subject Leadership** folder, under **English Planning Support Resources**.

A copy of the completed weekly plan must be available on the class Teacher's notice board in their room so that it is accessible for all.

The short term planning is informed by our **Reading and Writing Long Term Planning** document put together by the staff for each year group. This document has been constructed by using the National Curriculum guidance for English and maps out which objectives, genres and purpose for writing is being covered under each Half Term's Theme Umbrella. It also includes the High Quality key texts that each year group is using and when.

The Long Term Literacy Coverage Document also works to support the assessment system that we have in place making AFL more focused. In doing this, we ensure that both the text coverage and objective coverage across the year and the school is comprehensive progressive and supportive of the children's development.

Speaking and Listening.

"Reading and writing float on a sea of talk" - James Britton (1983)

Speaking and listening skills should be taught, encouraged and developed in all year groups and in all curriculum areas. Pupils should be taught, as per the National Curriculum statutory requirements to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate volume for effective communication.

Reading.

"To be successful in life all children need to be able to read and write fluently and confidently."

Reading by Six OFSTED 2010

Our Aims are to:

- develop a deep appreciation and love of reading;
- read with fluency, intonation and regard to the punctuation
- have a chance to share their enjoyment of the text through discussion;
- have children independently choosing more challenging texts to read.
- use appropriate strategies when reading new or less familiar words
- gain an appreciation of how authors use words and images to achieve different effects.

- to use appropriate reading strategies and reference skills to find specific information.

National Curriculum Statement

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Reading Milestones

The documentation of the reading milestones our pupils will be becoming secure in can be found in Appendix 1 for this policy. These are taken from the National Curriculum Expectations and specifically address Word Reading and Comprehension.

Appropriate Texts for Reading

High-Quality, challenging class texts will be used to teach reading skills and new vocabulary in reading lessons and English lessons. These have been carefully matched and selected to be engaging in each year group. (See Appendix 2)

Children will be exposed to further texts in library times, through class reader books read aloud by the class teacher, Power2Read sessions and Whole Class Guided Reading sessions.

1. 1-2-1 Reading

This will take place to teach and practise reading with teachers and will be supported by TAs.

All children must read to the class teacher. A record of this should be kept in the class Reading Record folder.

Reading Record Folder Set Up

Every class folder should include:

- book levels handed up from the previous year,
- tracking sheet to show which children have read with an adult,
- completed tracking sheets for reading done at home,
- master copy of reading reminder slips to be sent home when necessary,
- master copies of Guided Reading Question prompts (Reading Powers)
- individual reading record observation sheet for each child.
- Individual fluency metacognition record sheet for each child.

Records should include targeted questioning suitable to the reading ability of the child and the response made by the child. Adults need to indicate the accuracy of the response by using a sad, straight or smiley face.

This evidence can then be used to support Teacher's assessment.

2. Reading at home

It is expected that all children read out loud to an adult at home at least 3 times a week for approximately 15 minutes. This will then be recorded in the child's reading record and must be signed by the accompanying adult.

In order to allow this to happen, all children are able to take out two books from our Library at any one time. Children are expected to have 1 book that is a Personal Choice and 1 book that they can read fluently and the choice has been supported by the class teacher.

All children have a **Reading Pouch** which must **always include** their reading record, their Fluency book and any support materials for reading fluency. It is expected that this is handed into the class teacher **everyday** so that rewards can be issued for home reading and the child has an appropriate book that can be used for 1-2-1 reading with the teaching and other adults in school.

Reading Reminder slips will be sent home in a child's Reading Record book when evidence of reading at home falls below the expectation.

3. Rewards for Reading

Every time a child reads at home, they will be awarded 1HP.

Children can also earn a Golden Ticket to The Reading Reward by reading a total 12 times in a 3 week period.

A child can also earn steps towards their Golden Ticket by choosing to read in our Portable Outdoor Library that is set up in the playground at lunchtimes. This reading for pleasure activity will get them a sticker that they can add to their reading record. Children should be encouraged to use this facility especially if reading at home is limited.

Extra house points are on offer for the house team that read the most each week. The winning house team get their reading house points for that week doubled!

Reading at home house points are recorded on House Team coloured hundred squares. Once they are filled a GOLDEN 100 TOKEN gets added to the house point tub.

If the number of children reading three times a week is significantly low in a class, teachers are expected to investigate what the barriers to reading at home are and to determine a course of action to improve this.

4. The Planning and Teaching of Reading

Reading is taught in three forms at Sholing Junior School:

- In the **English Writing Journey** (Author/Vocabulary/Inference) = 1hr session per week
- In **Power2Read** sessions (Fluency/Vocabulary/Retrieval/Inference) = 3x20min sessions per week
- In **Whole Class Guided Reading** sessions (Predict/Infer/Vocabulary/Retrieve/Author Intent/Commentary/Summarising) = 45min session per week

Reading skills will also be identified and taught when appropriate in other foundation subject areas.

Our timetable also includes four 15 minutes **Story Escape** times across a week, where the teacher is expected to read out loud to the class.

5. Reading Assessment

The assessment of both word reading and comprehension of what is being read should be ongoing throughout the year by teachers supported by evidence gathered by TAs, volunteers and the class teacher.

Evidence from 1-2-1 reading time should be located in the whole class **Reading Record folder**. Adults should record both the question and response given by the child on the child's individual observation sheet. They should also indicate the accuracy of the child's response in relation to the question posed so that accurate assessment can be made by the class teacher.



Reading Record For: _____

Word Reading:

Comprehension:

<i>Date</i>	<i>Q</i>		<i>Response Accuracy</i>	<i>Teacher Comment</i>
	<i>A</i>			
<i>Date</i>	<i>Q</i>		<i>Response Accuracy</i>	<i>Teacher Comment</i>
	<i>A</i>			

Evidence can also be recorded on sticky labels when collected during whole class or small group activities, as per the SENCo's guidelines, and stuck at the back of the child's literacy book or in the Reading Record Folder, depending on the class Teacher's preference.

Formal assessment will be completed twice a year (End of Autumn 2, Spring 2 and the end of Summer 2) using the Nfer Reading tests for all year groups. This will give children a standardised score that will be tracked and monitored using our assessment system.

Gaps in reading skills (word or comprehension) should be picked up in intervention groups and in IEP targets where necessary. This may be as a result of summative or formative assessments or in same day pick-up groups. Teachers should take into consideration key groups and common traits across the year group when deciding the best way to teach, develop or assess any gaps in children's reading skills.

6. Reading Areas.

Reading Displays in class must include:

- The Reading Powers icons and roles.
- A large colour copy of the front cover of the current book being used in the Writing Journey. The author's name must also be clearly visible and other books by the author should be promoted and supplied on the class bookcase. Books on a similar theme should also be promoted and available on the class bookcase.
- If the class reader book is different to the book being used for the writing journey that this should be clearly visible and accessible for any adults in that class to use.

Each class must have a designated Reading Area where children can access both fiction and non-fiction books. This area should also promote books that will support their current foundation topics using books from the Library that have been issued Topic Box. It should encourage reading for pleasure and may display children's books reviews or recommendations. This area can be decorated as the teacher desires and should be the responsibility of the children to keep this area tidy and the books well looked after.

8. The Library.

Our Library is quite literally at the very heart of our school and provides a wide range of fiction, including classic and contemporary stories and texts that are more suitable for children with Dyslexia, a dedicated non-fiction section, poetry, picture books and a listening library. See Appendix 3 for more details about the expectations - Library Policy 2019

Writing.

Our Aims are to:

- To create an enjoyment and stamina for writing.
- To be exposed to a range of quality texts, authors and genres of writing.
- To create thoughtful writers who are able to edit and improve their writing independently and accurately.
- For children to be able to write for a range of purposes with confidence.
- For children to recognise and use grammatical features accurately.
- For children to be able to recognise the links between reading and writing.

1. Planning for Writing

Children should be exposed to and inspired by high quality texts and stimuli. Texts should aim to support the Curriculum Umbrella being taught, however there may be cause to use examples that are not specific to the desired topic when looking at specific skills. Children will encounter a wide range of texts including visual literacy during the course of each academic year. This includes texts that represent other cultures, a variety of strong female and male role models, characters from diverse backgrounds and whose perspectives reflect and mirror those of the pupils at Sholing Junior School.

Children are also encouraged to recognise the links between reading and writing.

Learning Journey

The writing learning journey should follow: Reading as a Reader → Reading as a Writer → Skill Development → Modelled/Shared Writing → Independent Writing. This journey will include speaking and listening links as well as links to the spelling rules being explored at the same time. This journey can take anywhere from 1-4 weeks depending on the number of skills being taught/developed.

Differentiation

All children should be exposed to the objectives for writing for their age group. If children have significant gaps in their writing ability these should be addressed in intervention groups and/or specially differentiated tasks when in whole class situations.

Children should be sat in mixed ability pairs where possible.

2. Book Lead Writing Journey

High Quality texts that are age appropriate have been carefully selected in order to reflect the vision for English at Sholing Juniors. There are a range of text types (film, novel, picture book, non-fiction,

poetry) which aim to act as mirrors to the children's current experiences and perceptions but also as windows that offer them a new perspective and culture. **See Appendix 2 for the full list of Texts.**

Constructing a Writing Journey: There are planning documents created specifically to support teachers in identifying the steps they will take to teach, model and allow for independent application of the desired writing outcome.

The writing outcome will be driven by a purpose for writing. At Sholing Juniors we categorise our writing outcomes into 4 purposes for writing: To Entertain, To Inform, To Persuade, To Discuss. Visual artefacts are present in all classrooms on their English Working Walls to support each purpose.

When delivering a writing journey, Teachers will use the NC (National Curriculum including Appendix 2 of the NC) objectives for their year group to identify skills to teach, model and apply that can be linked to the key text they are using. There will be no more than 3 skills being taught in each writing journey - however reference to prior learning is expected.

3. Skills Booklets

Each year group has a tailored skills booklet that is issued to all children at the beginning of each academic year. These booklets should be used across all curriculum areas.

In each Skills Booklet there are writing prompts that show the expected requirements for the designated year group as well as what constitutes "Working Towards" and "Greater Depth" expectations.

The booklets also provide support for Spelling by including the National Curriculum Word Lists appropriate to the year group, Phonics Sound Mat, Spelling construction tips and 2 pages for children to "Have a Go!" before using a dictionary or seeking an adults support.

Sentence construction visuals are also given in the booklets in the way of ISPACE word banks and sentence structure images.

The booklets also have space for children and teaching staff to allocated personal targets. These should include any writing targets set in IEP's for SEND children. No more than 2 targets should be set at any one time.

Targets should be continually monitored. When independent evidence is found, the date, book the evidence is in and adult's initials should be written next to the target met. When the teacher deems the target to be secure in the child's understanding, it can then be labelled as "Achieved" and a new target can be set. Target setting should be done in collaboration with the child.

Spelling.

1. Selecting Spellings and Groups.

Any lists that children are given to learn will be differentiated according to year group objectives, but more importantly the stage which children are at with their spelling. There will be a minimum of 3 differentiated spelling groups (Dahl, Morpurgo, Wilson) with the addition of a group for any children with specific spelling difficulties (Blyton.) Further differentiation of groups can be made if required. Teachers can use their professional judgement and SWST to guide their groupings.

2. Teaching Time.

Spelling will be taught in discrete sessions of around 20 mins each, with a minimum of 6 sessions across a fortnight.

Children will work on the same spelling pattern for 2 consecutive weeks in order to:

- a) Enable time for an individual word pattern can be learnt and embedded within children's writing
- b) Time can be allowed for a range of spelling activities and investigations to be achieved.

Extra intensive phonics programs are also provided as a catch up strategy for those children who are struggling with letters and sounds on entering Year 3.

Spelling should also be consolidated in/as Handwriting lessons, using the cursive script, as motor memory and handwriting fluency play a large part in becoming a good speller.

3. Assessment of Spelling.

Summative:

Three times a year each child is assessed via a Single Word Spelling Test conducted online to ascertain a spelling age. These are to be completed in Early Autumn 1, SPRING 1 and Summer 1. The SWST can also be used to group the children for each term. The spelling ages acquired in the SWST will be added to our Online School Pupil Tracker to track progress across the year.

Formative:

Children will be tested at the end of each fortnight on their given spelling lists. How these tests are conducted is up to the individual teacher.

Communication to parents: Parents should be made aware of their child's spelling scores after each fortnightly test via the Reading Record book.

Spelling lists will be uploaded onto the website so that parents can access the lists from home.

Reading Record books contain the Year 3/4 and Year 5/6 spelling lists appropriate to the child's year group as well as phonic sounds for the LA.

4. Marking/Correcting of Spelling:

Marking: Teachers are expected to prompt the correction of HFW words (as per the common exception word lists) for the child to check independently as part of their next steps.

Lower School:

Teachers should correct up to 3 spellings in a child's work. These can be signalled in the margin on the line of the spelling error with sp. It is then up to the teacher to decide whether they will underline the incorrect word or expect the child to find it.

If it is underlined the teacher can then choose to give the correct spelling in the margin with the expectation that the child copies it out 3 times.

If it is not supplied, the expectation is that the child finds this word either on word mats provided, uses their "Have A Go!" section in their Skills Booklet or in a dictionary.

NB: This should all depend on the ability of the child.

Upper School:

Teachers should use Next Steps marking to invite the children to check their spellings with the expectation that they locate and correct them independently using words mats and dictionaries.

The teacher may wish to direct the child by suggesting which types of words need checking ie: Common Exception Words/ High frequency / technical vocabulary.

If the child is **Below Expected** Standard for their age group, teachers may wish to adopt the lower school marking system.

Skills Booklets: These contain a page with the Year 3/4 spelling word lists and/or the Year 5/6, depending on the age group. These are to be used to check spellings whilst the child is working or as a part of the editing process. The booklet also contains a page with the phonic sound mat on and tips about how to identify the spelling of new words. Each booklet also has two pages dedicated to our "Have A Go!" mind-set, where children should be encouraged to try a spelling before having it checked. Correct spellings should be highlighted or circled for future reference.

Classrooms will also have access to the Year 1 and 2 Common Exception word lists for the SEN to access. These can be included in each child's individual Learning Pack Zippy Wallet.

5. Spelling Display

Every class should have a display specifically for spelling at the front of the classroom. It **must** include the following items:

- Current Spelling Lists for each group (Blyton - Dahl - Morpurgo - Wilson)
- Current Spelling Rule display pocket
- Last Week's Spelling Rule display pocket
- Name of the current class Spelling Wizard
- Support materials for the current spelling rule including sound family posters that are relevant, use of "root word" display item and prefix and suffix display cards that are relevant
- "What to do if you're stuck on a spelling" display prompts.

Handwriting.

Handwriting and presentation in all areas of the curriculum is key is establishing high expectations as well as supporting the development of spelling and fine motor skills.

We adopt the cursive/joined handwriting style. In line with the progression of skills mapped out on our pupil progress system, by the end of Key Stage 2 all of the pupils should have the ability to produce fluent, legible and eventually, speedy joined-up handwriting. We aim to make handwriting an automatic process that will support the free flow of their ideas and creativity.

1. Teaching Time:

Handwriting should be timetabled for at least once a week. In addition to this, at least one spelling activity for each rule taught, should be a handwriting-based session. This could focus on a particular join or a particular cluster of letters.

2. Programme of Study:

All teachers need to teach the cursive handwriting style with the use of the 3 join types:

<u>Horizontal</u>	<u>Washing Line</u>	<u>Loop</u>
<i>ed ar il</i>	<i>ou ri wt</i>	<i>re</i>

3. Progression Rewards:

Handwriting progression will be assessed in the penultimate week of Autumn 1, Spring 1 and Summer 1. This means that levels of expectation can be established early in the year and those achieving their next level for handwriting in the summer term have time to rehearse the skill before moving up to the next year group. This assessment should be made by looking at how consistent the child has been across that half or full term. It should not be based on one piece of writing. All books can be used for assessment references. Children do not need to be made aware as to which year expectation matches each level of the handwriting progression. And they don't have to be in that year group in order to achieve a particular Handwriting Level. The year groups labels are however indicative of the expectations from the National Curriculum.

PTO For the progression of the Handwriting Awards and the expectations of their writing style.

PRINTER To gain this award, children must be able to complete in pencil:

Year 1 – BASELINE EXPECTATION				
Sit correctly at a table, holding a pencil comfortably and correctly.	Key Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Form capital letters.	Form digits 0-9.	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

APPRENTICE SCRIBE: To gain this award, children must be able to complete in pencil:

Year 2			
Form lower-case letters of the correct size relative to one another.	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Key Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Use spacing between words that reflects the size of the letters.

Upon receiving their Apprentice Scribe Certificate, children will be issue their Pen Licence and a Handwriting Pen.

Year 3	
Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

SCRIBE: To gain this award, children must be able to complete in pen:

Year 4	
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

MASTER SCRIBE: To gain this award, children must be able to complete in pen:

Upon receiving their Master Scribe certificate, children will be issued their Fountain Pen.

Year 5	
Beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Beginning to choose the writing implement that is best suited for a task

CALLIGRAPHER: To gain this award, children must be able to complete in fountain pen

Year 6	
Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Choosing the writing implement that is best suited for a task.

4. Left-Handed Children:

Left-handed children may find it difficult to follow the teaching of letter formation from a right-handed teacher. They may benefit from small group or one-to-one teaching.

Left-handed children should make sure that they are sat on the left of a right-handed child.

5. Further Support:

Some children may benefit from using pencil-grips to support their fine-motor development. These come in various shapes and sizes and can be obtained from the SENCO. TA's or Teachers may need to experiment with which grip is the most comfortable for the individual.

Writing ramps can be provided for children who would benefit from an elevated writing space. This may be due to being able to reaching the top of pages or to support children with visual difficulties.

Support can also be provided in the form of cushions and footstools.

There are also a number of resources to support handwriting practice and development in the English Resources Centre as well as websites such as:

<http://www.teachhandwriting.co.uk/index.html>.

The Assessment and Monitoring of English.

Sholing Junior School uses to formally assess children for Core Subjects.

1. Using for English assessment.

Teachers are required to update the assessment system for English (Reading & Writing) to show which objectives have been taught by selecting the Working Towards button for that objective.

Teachers can then select **Mostly Achieved**, **Achieved** or **Greater Depth** depending on the child's level of independence when completing the objective.

Assessments must be up to date by the last week of each half term, unless specified otherwise by SLT.

2. Book Scrutiny.

Each Year Group Team is expected to complete an informal book scrutiny for English at least once a term. To do this teachers must select 6 books; 3 PP - 1 Working Towards, 1 Working At and 1 Greater Depth and 3 Non-PP - 1 Working Towards, 1 Working At and 1 Greater Depth. These can include children that teachers would like support in assessing.

During this session, teachers should look at the following items:

- Progression of presentation from WT to GD. Is this similar across the year group?
- Progression of spelling from WT to GD. Is this similar across the year group?
- Levels of productivity from WT to GD. Is this similar across the year group?
- Consistency and quality of marking across the year group.

Teachers should use the WT, WA and GD Writing Mats for their year group to support their discussions about the accuracy of their assessment of Writing.

Appendix 1: Sholing Junior School Reading Long Term Planning 2019

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Appendix 2: WHOLE SCHOOL Literacy Spine 2020

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Appendix 3: Library Policy 2019

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