



Name of Policy:

English Policy

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Intent

At Wallace Fields Junior School, we believe in a creative and progressive English curriculum that will develop children's ability to listen, speak, read and write for a range of purposes with confidence and enjoyment. Our teachers choose and place high quality literature at the heart of learning reading and writing, which inspires, challenges and motivates pupils to learn; in turn, this establishes enjoyment and engagement in English. Writing opportunities across the curriculum allow all pupils to express themselves creatively and imaginatively. Through discussion of a variety of texts and development of comprehension skills, they become critical readers of stories, poetry, non-fiction, and media.

Our planning follows the National Curriculum for English 2014 to enable all children to:

- Be confident at speaking and listening, expressing their opinion with clarity, making formal & informal presentations and taking part in discussion
- Use discussion to learn by elaborating and explaining their ideas and questioning those of others across all subjects
- Become confident, independent readers with a developed habit of reading for pleasure and for information through exposure to a wide range of quality texts across the curriculum
- Be ambitious in their choice of vocabulary, understanding what is meant by 'tier' words and increase their confidence in using tier 2 and 3 words accurately
- enable children to write with accuracy and meaning, adapting language and style for a range of audiences and purposes
- Spell independently using a variety of strategies to edit their own work independently

These aims are embedded across our English lessons and all other areas of the curriculum. They develop their knowledge through a clear pathway of progression. Accurate assessment ensures support is targeted. Opportunities for children to showcase their skills are provided and outcomes are evidenced across the curriculum with high quality written work in all books and on displays.

Implementation

At Wallace Fields Junior School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through daily English lessons and additional handwriting, spelling and guided comprehension lessons.

Reading for pleasure is evidenced throughout the school. Within each class, there is a well-stocked bookshelf and displays to encourage the reading of different books. Teachers make opportunities for 'book' talk where children and teachers can recommend books to each other, this specifically happens through our 'book of the month' input and fortnightly library sessions but can also happen throughout all areas of the curriculum. Some upper school children become reading buddies who listen to, and encourage our younger readers. Our extensive school library is kept stocked with new titles by our school librarian; poetry, fiction and non-fiction. Each class has a lesson in the library at least once a fortnight and we have a library club and Book Club to encourage reading for pleasure. Reading comprehension skills are taught within a whole class lesson once a week using quality texts. Inference skills are a focus in English lessons through longer shared texts and intervention is provided for those who need additional support. Reading is rewarded and celebrated throughout the school and through a variety of competitions like readathons. Reading is also celebrated annually with World Book Day including a themed book week with author visits and organised book sales. Reading diaries are used to monitor reading.

When planning English lessons, teachers often make links to other areas of the curriculum or to current events to provide a context for learning and writing; quality texts are also used as a model to share. Teaching units focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum with comprehension & grammar embedded into lessons. Lesson sequences build

progressively with teachers seen as writers modelling the process; this culminates in an extended piece of writing can then be edited and improved.

Children may use chrome books in English lessons and also use multimedia to study how words and images are combined to convey meaning. Children are encouraged to use and apply their learning of the English language in other areas of the curriculum. Writing is celebrated through awards and displays in all areas of the school.

Assessment for Learning is embedded into the English curriculum through use of success checkers which enable children, with support from the teachers, to review their achievements in their work and identify areas to develop. This enables a continuous, individualised approach to improving their work. Support is targeted through quality additional intervention and support within the lesson from the teacher or teaching assistants.

Quality and ambitious vocabulary is explicitly taught and encouraged through our whole school use of Word Collector interactive displays, which are built around a purpose, context or audience for the children's use.

Spelling is taught through a weekly spelling lesson and embedded into English lessons. The school uses Spelling Shed to support continuous practice at school and home. Children are encouraged to be independent by using strategies taught, dictionaries and spellcheckers. Those who are still learning decoding have intervention through phonics and reading decodable books.

Impact

Due to the creativity of our English curriculum and our celebration of reading for pleasure, we have a community of enthusiastic readers and writers who love to talk about their work and share ideas within the class. Outcomes of work, in all curriculum books, evidences the high quality of cross-curricular writing opportunities given, which enable children to write across a range of forms and adapt their writing successfully, considering the context and purpose for writing.

By the end of KS2, children are competent readers who can recommend and take part in discussions about books; can independently research all curriculum subjects, communicating their knowledge to a wider audience in a variety of forms and use specific and high-level, tier 3 vocabulary, more accurately – ensuring their readiness for KS3. They are able to reflect on their writing then edit and improve their work.

Attainment at the end of KS2 is consistently above the National average and places Wallace Fields Junior School as one of the top achieving schools in Surrey.

English curriculum planning

English is a core subject in the National Curriculum. We use the New Curriculum (2014) as a guide to planning a well-balanced programme of study for English.

We carry out the curriculum planning in English in two ways (progression mapping and short-term planning). The National Curriculum forms a basis of our progression map and is split between lower key stage 2 (LKS2) and upper key stage 2 (UKS2), identifying the key objectives in English from the National Primary Curriculum that we teach to each year.

Teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning questions for each lesson and gives details of the activities being carried out. It also includes details of what each group of children will be learning and where support or challenge will be used.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Science

Children are encouraged to think, talk and write as scientists, using topic specific, tier 3 vocabulary to demonstrate their developing understanding and skills. They are encouraged to demonstrate these distinct areas through a variety of ways, through dialogue, scientific diagrams and cohesive, well-constructed conclusions.

Computing

The use of computing skills enables children to use and apply their developing skills in English in a variety of ways. Children use chrome books as a source of information and as a way of enabling them to present their completed work effectively, for example children use chrome books to access the Internet when searching for information about a different part of the world, historical event or when using desktop publishing to present a piece of work. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use computers as a resource for learning, whenever they feel it is appropriate.

Life Lessons (was known as PSHE)

English contributes to the teaching of a child's personal, social and health education by encouraging them to take part in class and group discussions on personal and topical issues. Children will talk about things regarding their health, their bodies and about rules for keeping them safe both online and in and around the school. Children discuss lifestyle choices and meet and talk with many visitors who work both in and out of the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special needs

At Wallace Fields Junior School, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for any individual children to ensure that they catch up and keep up. Teachers provide help with communication and literacy through:

- Using texts that children can read and understand
- Using visual and written materials in different formats to scaffold, support and extend as required
- Precise reading intervention identification to ensure targeted support
- Intervention programmes where needed such as Little Wandle Letters and Sounds 'Rapid Catch-up' phonics programme

Assessment and recording

Teachers assess children's work in English in three phases. The continuous short-term assessments that teachers make as part of every lesson (assessment for learning) help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the learning questions. Teachers assess pupil progress in writing continually through each term. The progress is tracked in Pupil Asset (our online assessment tool). In reading, progress is assessed termly with a written comprehension, through an NFER reading assessment and throughout the term with oral responses or writing. Spelling, punctuation and grammar is also assessed termly with a short test in all year groups. Children undertake a statutory written reading and spelling, punctuation and grammar assessment at the end of Year 6. With the help of these assessments, teachers are able to set targets for the next school year and summarise the progress of each child. Any subsequent teachers can then use these long-term assessments as the basis for ensuring intervention or specific targets are integrated into any planned work for the new school year.

Teachers meet termly for writing moderation to review individual examples of work in order to build up levels of confidence and consistency in assessment of writing. Meetings are also held with other year groups and in a local schools cluster to validate judgements.

Resources

There are a range of resources to support the teaching of English across the school including a range of modern texts and multimedia equipment (Mimio boards, visualisers and chrome books). All classrooms have dictionaries, thesauruses and a wide collection of fiction and non-fiction texts, which can all be subsidised through our well-stocked library. Children have access to the Internet through their classroom chrome books, and are encouraged to consider the reliability of any information gathered by checking the sources and validating anything that they find.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English leader. The work of the subject leader/s also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an annual summary report in which the strengths and weaknesses in the subject are evaluated, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable samples of the children's work to be reviewed and to undertake lesson observations of English teaching across the school.