



Name of Policy:

## English Policy

<b>Reviewed Edition</b>	May 2021
<b>Next Review</b>	May 2024
<b>Person responsible for updating policy</b>	English Lead

Version number	Date	Author
1	11/05/2021	JC
1.1	24/05/2021	SC

# Contents

Intent.....	3
Implementation .....	3
Impact .....	4
English curriculum planning.....	4
Contribution of English to teaching in other curriculum areas .....	5
Teaching English to children with special needs.....	5
Assessment and recording.....	5
Resources .....	6
Monitoring and review .....	6

## 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 and confident with tier 2 words**
- 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 in 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 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. Some upper school children become reading ambassadors who listen to, and encourage our younger readers. Our extensive library is kept stocked with new titles by our school librarian; poetry, fiction and non-fiction. Each class has a lesson in the library once a fortnight and we also 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 and in English lessons and intervention is provided for those who need additional support. Reading is rewarded and celebrated through Book Bingo certificates challenging children to extend their reading to different genres. Reading is also celebrated annually with World Book Day and a themed book week with author visits and organised book sales. Each year group has their own Padlet of book reviews written by pupils. 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 which is then edited and improved.

Children may use Chrome books or computers 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 books and displays.

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 work and the impact of cross curricular writing opportunities which enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

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 vocabulary. 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 three phases (long-term, medium-term and short-term). The Primary Strategy Framework forms a basis of our Long Term plans. Our yearly teaching programme identifies the key objectives in English from the National Primary Curriculum that we teach to each year.

Our medium-term plans, give an overview of the units for each term plus grammar, spelling and reading objectives. These plans define what we teach and ensure an appropriate balance, progression and distribution of work across each term. The English subject leader is responsible for keeping and reviewing these plans.

Teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of activities. 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.

### Computing

The use of computing skills enables children to use and apply their developing skills in English in a variety of ways. Children use computers as a source of information and as a way of enabling them to present their completed work effectively, for example children use the Internet when searching for information about a different part of the world, 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.

### Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. They talk about things that improve their health and about rules for keeping them safe around the school. Children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

### Spiritual, moral, social and cultural development

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 individual children in their *Pathway Plan*. Teachers provide help with communication and literacy through:

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using multimedia materials

## 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 teaching objectives. Teachers assess pupil progress in writing continually through each term. The progress is tracked in

Pupil Asset (on line 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 before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning 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 schools to validate judgements.

## **Resources**

There is a range of resources to support the teaching of English across the school including a range of multimedia equipment (Mimio boards, visualisers and chrome books). All classrooms have dictionaries, thesauruses and a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer, the Computing suite and a set of mobile chrome book devices. The library contains a vast range of books to support children's individual research.

## **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 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.