

	<b>Oldfield Park Junior School</b>		Version
	<b>English Teaching and Learning Policy</b>		
	Date	Author(s)	Notes
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## **Oldfield Park Junior School** **English Policy – October 2018**

### **English In Our School:**

*“English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”*

#### **The National Curriculum 2014**

English unites the essential skills of reading, writing, speaking and listening. A successful understanding of English and its application is essential in order to help pupils achieve academically. It empowers the learner to succeed, providing them with the skills necessary in order to progress satisfactorily through their junior education into their chosen secondary school. These skills will not only help create a more independent and rounded learner, but they will also go on to provide the pupil with the tools they need to achieve their full potential in everyday life.

As teachers, we are always looking for opportunities in which these English skills can be applied successfully across all areas of the curriculum. Our pupils are given opportunities in which they can demonstrate and apply their communication skills independently in an environment which constantly provides reassurance and support. In

short, we want our pupils to become experts - utilising the skills they have developed in order to become more independent and efficient learners.

### **Aims and Objectives:**

At Oldfield Park Junior School, we aim to encourage all of our pupils to:

- read and write with confidence, fluency and understanding
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and a growing vocabulary
- know, understand and be able to write in a range of genres
- to understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- think critically about their own writing and the writing of others
- be interested in books, read with enjoyment and evaluate and justify their preferences
- through both reading and writing, develop their imagination, creativity and critical thinking skills
- become confident speakers and learn how to listen attentively
- know how to work independently and as part of a group during collaborative activities
- to give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English
- to ensure that there is equality of access and opportunity for all children to develop their English skills
- to seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Junior to Secondary Education

## **Reading, at Home and in School:**

*“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.”*

### **The National Curriculum 2014**

**Book Bands and Reading Guidance:** The children are required to have two books at any one time; a library book which has been chosen independently, and a banded book which reflects the child’s reading ability. At the beginning of each academic year, every child will be assessed by their class teacher. A banded book is chosen based on the learner’s needs and their reading ability. Pupils take responsibility to change their home reading book and library book regularly, and when they are ready (through consultation with the class teacher, the child and sometimes the parent) they may move onto the next colour band. Some children may have moved beyond the reading band scheme leaving them to make more independent choices in the library. In this situation, informed guidance will be provided by our librarian in order to ensure that the children continue to be challenged and engaged when selecting new texts.

**Encouraging Reading across Genres:** We are extremely lucky at Oldfield Park Junior School as we have an extensive library, and a dedicated and enthusiastic librarian. We want to ensure that the children read a wide variety of books during their time at the school as we want them to continue to develop into readers who demand challenge and variety. The children will record their book choices in the classroom and these choices will be closely monitored by the class teacher, who will ensure that the children read across a wide variety of genres.

**Reading at home:** As part of their weekly homework, children are required to read to an adult on at least five occasions for no longer than fifteen minutes - this is considered a minimum and we encourage parents to read more than three times a week if possible. The adult is required to sign the pupil’s reading journal, leaving a comment if deemed necessary. Conversation and questioning between the adult and the child during these sessions is encouraged as it will help to develop the pupil’s comprehension and questioning skills. On Friday, during assembly, the school celebrates the children’s progress by awarding the class with the highest percentage of readers with a trophy. Currently, Oldfield Park Junior School is aiming to achieve over 90% in each class every week.

## **Guided Reading:**

*“Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.”*

### **The National Curriculum 2014**

*Guided Reading* was introduced to Oldfield Park Junior School in September, 2011. Every day, usually between 10am and 10:35, the class teacher will spend time working with a group of children on their reading. Although sharing a text is sometimes an element of these sessions, often the focus will be on dissecting a text through questioning, modeling and evaluation. The class teacher will closely monitor the children’s responses during these sessions and progress is recorded carefully in order to ensure individual progress.

*Guided Reading* takes place as part of a wider umbrella of activities referred to as *Guided Learning*. While the teacher is working on developing the reading skills of his or her group of children, other groups will be completing various other tasks independently. Pupils may be asked to edit and improve a prior piece of writing, learn their spellings, mark homework, practice their tables or simply read independently. The class teacher ensures that the tasks are varied and carefully mirror the needs of the children in their care.

**Class Book:** Teachers will ensure that they share a quality text with the whole class at least once a day. The text in question will be linked closely with the class topic. As with guided reading sessions, the teacher will encourage the children to think critically about the book, asking and answering questions about content as well as author intention and grammatical features.

## **Mastering the Written Word:**

*“Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.”*

### **The National Curriculum 2014**

**Building Skills:** We have worked extremely hard over the last few years so as to enable our children to build on their writing skills and develop into confident and articulate writers. Wherever possible, the teacher will ensure that the writing tasks the children are given are linked closely to the class novel or the class topic (in some cases this might be both). Each English lesson builds on the last, enabling the pupils to gather an arsenal of tools in order to complete their final written piece to an exceptionally high standard. Through planning and scaffolding the children will eventually apply these skills during an extended writing session.

### **Extended Writing:**

Children are usually informed on the Monday of what their final extended piece will be that week, and the unfolding lessons will help support this final project. The writing will be tied tightly to the class topic or text, and it will expose the children to a number of different writing genres. Children are encouraged to think carefully about their *audience* and the *purpose* of their writing.

Writing completed during these is marked thoroughly by the class teacher who will indicate two positives about the piece, and one area in need of improvement (two stars and a wish). The teacher will leave a question for the child to answer. Children can respond to their teacher’s comments in purple pen. The teacher may also identify targets that have been completed by the child (see *Writing – Individual Targets*). There are also opportunities for the learners to self-assess their own completed written pieces, as well as peer-marking the work of others.

Follow up work such as editing and publishing will sometimes take place over the following week, allowing the children to complete work to a high standard and evaluate their own progress.

### **Grammar:**

*“Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.”*

## The National Curriculum 2014

Grammar sessions take place in the form of lesson starters every day. Usually, coverage will in some way tie closely with the pupils' final written task – e.g. *a look at the use of speech marks and their conventions prior to a piece of fiction writing*. Tasks encourage children to tackle the mechanics of the English language through a series of mixed and independent tasks designed to develop and extend their understanding of often quite challenging concepts. In some cases whole lessons may be used if a concept is considered too complex to get across in a short starter.

Concepts are often discussed and dissected through the use of the class book. Author's sentences can be examined in intricate detail and pupils' can 'steal' ideas in order to improve their own written pieces. Our key goal here is to keep grammar relevant to the child, and exciting. Again, purpose creates interest and excitement!

**Writing – Individual Targets:** Many elements of the new curriculum focus on the learners' ability to *build* on a given set of skills. Writing is no exception. Each year-group is given a clear set of writing requirements which they are expected to complete by the end of the academic year. Through marking, the teacher will identify when a target has been accomplished. Repeated completion of these targets will indicate a solid grasp of the skills in any given area of writing.

It is important to recognise that not all children develop academically at the same pace. Therefore, we have ensured that each child is also given their own personal writing targets in order to help them improve the quality of their written work. Individual targets will usually be agreed between the child and the teacher; new targets will be given once the current targets have been achieved.

**Assessment of Writing:** Through both marking and termly assessment, the class teacher will monitor and provide feedback to the pupil regarding their achievements and progress in writing. Target sheets are updated regularly to ensure that the learner knows exactly what they have accomplished and what in particular needs further development.

Children with writing difficulties will be required to have more pieces of writing monitored per term; this will inform next steps and ensure rapid progress.

### **Spelling:**

*“The word lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.”*

## **The National Curriculum 2014**

Each class will be given a set words at the beginning of the school year; they are expected to learn these *End of Year Spellings* by the time they move on to their next class. These words are statutory, and should be learnt alongside topic words and weekly spelling patterns issued by the class teacher. Each term the class teacher will test every member of the class on these spellings and keep a record of the pupils' progress.

In addition to the *End of Year Spellings*, the children are also issued with weekly spellings which contain spelling patterns investigated as a class during handwriting, and vocabulary linked with their termly topic. Teachers may also test the children on these words once a week.

### **Handwriting and the Pen Licence:**

Children are taught to write cursively through demonstration. If a child is found to be joining 75% of the time they are then awarded a pen licence, this allows them the use of a pen as opposed to a pencil. Their work is continuously monitored, should it begin to falter the child is given a point on their license. After three points, the license itself can be revoked until the handwriting has improved.

Year 6 pupils are automatically granted a pen licence upon entry into the year group.

### **Approaches to Teaching and Learning:**

The major focus for the teaching and learning of English at Oldfield Park Junior School will be through the daily English lesson. During the hour, there will be a clear focus on instruction and direct teaching. Teaching should be:

- discursive - characterised by high quality oral work
- interactive - pupils' contributions are encouraged, expected, and extended
- well-paced - there is a sense of urgency, driven by the need to make progress and succeed
- confident - teachers have a clear understanding of the objectives
- ambitious - there is optimism and high expectations of success

English teaching needs focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction
- demonstration

- modeling
- scaffolding
- explanation to clarify and discuss
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas
- initiating and guiding exploration
- investigating ideas
- discussing and arguing
- listening to and responding
- interactive and visual

### **English Provision:**

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability.

**Equal Opportunities** issues are a cause for national concern in the area of English. Girls tend to achieve higher in Reading and Writing than boys. Gender issues are being closely monitored in relation to reading and writing through tracking assessment online and using visual stimulus and interactive teaching involving games on the interactive whiteboard. The teachers at Oldfield Park Junior School are committed to an environment that promotes equal opportunities for all children, regardless of their race, colour, gender and religion and any work undertaken reflects this commitment.

**Use of Computers:** technology is employed throughout all areas of the curriculum in order to facilitate and enhance learning. The interactive whiteboard is used in English to aid the children with a visual approach. Texts, games and the internet are just a few examples of the items used throughout our daily English lessons.

The computing suite can be used throughout the English lesson to meet an objective if required. The children also have the ability to use the suite in the library for group work. *Junior Librarian* is installed, so children are able to take books out and leave/read reviews in a fun, interactive manner.

**Planning:** Clear and careful planning is important to the success of the teaching and learning of English. Lessons are to be planned with reference to the learning intentions/objectives from the Framework and supporting material, e.g *Literacy World*, *Literacy Activity Builder*, *The Story Making Framework* and Visual Literacy programs may be used. Each teacher must cover the intended objectives from the Framework.

Speaking and listening activities will be shown on the weekly planning and the use of ICT will be expected throughout the majority of English lessons (IWB). Planning will be annotated by the person who is teaching the lesson and filed for the English Subject Leaders to monitor. Medium Term Planning is also saved at the start of each topic on the T drive for the English Subject Leaders to monitor.

## **Special Needs Provision**

**SEN Children:** The Inclusion Manager will liaise with the English Subject Leaders and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

Any Individual Education Plans (**IEPs**) will be linked, where appropriate, to the suitable Year and Term objectives from the Framework. Teachers will be mindful of the needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN Policy.

**Gifted and Talented Children:** Children who demonstrate greater skill are able to attend relevant *APEX* courses to further their talent in this subject. Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge.

**EAL children:** Children with English as an additional language are taught across the school and have their needs identified when joining Oldfield Park Junior School. The teacher will recognise the needs of the individual and arrange a meeting with the SENCO.

## **Monitoring and Assessment**

The English Subject Leader will be able to monitor individual planning which is stored safely on the school's servers. Each member of the teaching staff will annotate their own individual hard-copy plans, and these notations should help inform future planning and monitor pupil progress.

Other forms of monitoring will include:

- discussions with staff concerning progress of groups and individuals through staff meetings and informal discussions
- Working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate
- regular monitoring of resources and new thinking in the subject area
- reviewing of assessment outcomes and data to evaluate the quality of learning in English throughout the school

- checking that appropriate opportunities to raise multicultural and gender issues are created and taken
- ensuring that the time spent on the teaching of English is in line with national recommendations
- Learning Walks and both informal and formal observations to ensure consistency throughout the school
- Termly assessments in order to better monitor progress in SPAGs, writing and reading (information entered onto SPTO)