



NETLEY ABBEY JUNIOR SCHOOL

ENGLISH POLICY

_____ 2020	
Shirley Nicholas-Bond	
Signed:	Dated:

Chair of Governors:	
Signed:	Dated:

Review Cycle	Every 3 Years
Policy prepared by/Reviewed by	English Lead
Committee responsible	FGB
Statutory/Discretionary/School	School
Date of latest FGB approval	21 Nov 17
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Definition

English is the basic language of communication in this country and much of the world and its mastery are fundamental to educational progress and ability to function in the wider world.

Aims

- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard and respond appropriately, speaking clearly and audibly in ways which take account of their listeners.
- To enable children to adapt their speech to a wide range of circumstances and demands and to use talk to solve problems and disagreements.
- To enable children to evaluate their own and others' contributions through a range of talk, drama and role play opportunities.
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge.
- To encourage children to become enthusiastic and reflective readers through contact with a variety of different motivating, inspiring and challenging textual media.
- To help children enjoy writing and recognise its value in communicating meaning to a range of different readers.
- To enable children to write appropriate and engaging texts, whilst developing greater control in the core elements of writing.
- To develop the children's ability and responsibility to evaluate their speaking, listening and writing, identifying strengths and areas for development.
- To take account of children's interests and motivating factors, encouraging choice and independence in learning.
- To enable children to practise all of the above skills in English lessons, other areas of the curriculum and the wider world.

Teaching and Learning

At Netley Abbey Junior School we use a variety of teaching and learning styles, to ensure our curriculum is delivered in a way that engages all learners.

We do this through daily lessons. During the week there will be four lessons of one hour, plus additional guided reading, spelling, handwriting and Let's Think sessions. The children are provided with opportunities to write extended pieces and apply technical skills in a creative way fortnightly.

Within all classes, there are children of differing abilities. We recognise this and provide suitable and appropriate learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a number of strategies, including:

- Providing different resources
- Providing extra adult support
- Differentiating the scaffolding provided to children
- Giving and creating with the children differentiated success criteria
- Giving each group a different task to complete
- Providing additional activities to meet a particular individual need

Within the lesson, the children may experience a range of approaches, including:

- Whole class shared sessions
- Guided activities with a teacher or Learning Support Assistant
- Independent individual, paired or collaborative group work tasks
- Individual teaching.

Children have the opportunity to experience a wide range of textual media and have a variety of resources such as computers (including laptops), interactive whiteboards, dictionaries, thesauri and word banks, to enhance their learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

English Curriculum Planning

English is a core subject in the National Curriculum. We are currently using the 2014 Curriculum as the basis for our planning. The content and ideas from this are used as a starting point from which teachers then elaborate and include their own ideas, taking into consideration the needs of the children, learning styles and cross curricular links (e.g. using art, music and dance to respond to reading). We regularly interview children to find out what motivates them and use this information in planning units of work.

We carry out curriculum planning in two phases- Yearly Overview and Short Term.

The Yearly Overview outlines what we will teach over the course of a year. This identifies the number of weeks devoted to each unit, broad cross-curricular links, grammar coverage, writing outcome, purpose and audience. It also ensures an even coverage of genres and text types and allows the teachers to plan for progression within the genres over the four years.

Teachers complete a weekly **Short Term Plan**. This lists the specific learning objectives for the unit, gives details of how the lessons are taught and identifies what the class and individual groups of children will be learning. It also highlights the overall expected outcomes for children of differing ability.

Guided Reading and Writing sessions are objective-led and relate to individual learning needs. After setting personalised targets, teachers plan their guided reading and writing sessions by breaking down the target into smaller chunks of

learning. It is expected that teachers, where possible and appropriate, will make links with the English unit being taught.

Spelling and Grammar (SPaG) is taught at least three times weekly to the children. In lower school and year 5, the children have a minimum of three lessons per week of at least 20 minutes. In year 6, the children have two spelling sessions per week. These lessons follow a four step teaching sequence that 'Revisits, Teaches, Practises and Applies' the spelling/phonics rule being taught. The children are regularly tested for progress through Vernon Spelling tests, Phonics based tests and weekly tests that focus on one specific rule and have been sent home for homework or completed during school time. The spelling of high frequency words are also practised, tested and monitored within classes, weekly. Grammar teaching is embedded within each English lesson, with some skills being taught discreetly where necessary. Evidence of coverage can be found plotted on Long Term English plans for each year group, highlighted within Short Term weekly Plans, on classroom English working walls and within children's books.

Handwriting is taught daily to the children. All children have an explicit handwriting session at least once a week (as well as specific booster sessions) and this teaching is embedded in other areas of the curriculum. Children are taught different elements of handwriting in line with the Penpals scheme of work. This is reviewed by the class teacher and differentiated where necessary.

On our planning for the foundation subjects, we identify areas where children can apply their knowledge, skills and understanding from English lessons.

Contributions of English to other Curriculum Areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum including:

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children are required to read, discuss and interpret problems in order to identify the mathematics involved. They use talk to solve problems, explain and present their work to others and communicate ideas through the use of precise mathematical language.

Science

In science, the children are challenged to predict outcomes, clearly describe what they have done, suggest reasoned explanations for their observations and to hypothesise. They do this orally and in writing.

Information and Communication Technology

The use of ICT enables children to use and apply their developing skills of English in a variety of ways. ICT is used as a resource to find information and as a way of both planning and presenting their work effectively. Proofing tools enable drafts to be checked for spelling errors.

Personal, Social, Health and Citizenship Education- Including SEAL

Children are required to take part in class and group discussions on a range of topical issues and events including health and lifestyle choices. Planned activities promote co-operative learning and mutual respect.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which children can give critical responses to the moral questions and dilemmas they meet. Their understanding and appreciation of a range of texts brings them into contact with both their own literacy heritage and that of other cultures. The organisation of the lessons allows children to work together and provides a chance to discuss their own and appreciate others' viewpoints.

Children with Special Needs including Able, Gifted and Talented (AGT), children with English as an Additional Language (EAL) and other Vulnerable Groups

We teach English to all children and teachers provide learning opportunities matched to specific needs. Work in English for children with identified learning difficulties takes into account the targets that have been set in their Individual Education Plans (IEPs). A range of interventions are used in school to support children with specific learning difficulties- more information can be found on the SEN information report on our school website.

Assessment and Recording

Ongoing assessment

Assessments of individual lessons are recorded by annotation on the short term plans. Learning Support Assistants feedback orally to the teacher, and on guided reading and writing sheets where appropriate. These notes help to adjust future teaching activities to more closely match the learning needs of the children. It also helps with future planning. The children also give regular feedback to the teachers as to what they have learnt, enjoyed, found difficult and would want more time on in a unit for work.

Reading and Writing Targets

After ongoing and termly assessment, next steps in learning are identified and reading and writing targets set for each child to enable them to make progress. Children are taught the necessary knowledge, skills and understanding to meet their targets through guided reading and writing sessions. Targets are reviewed

regularly in consultation with the children, who are expected and encouraged to take responsibility for showing that they have met their targets.

Writing Assessment – longer pieces

At least once a fortnight, teachers plan opportunities for a longer writing session (approx. sixty minutes). This allows the children to write independently in a calm, quiet manner. The classroom setting is sometimes altered through sound. It is expected that around half of the longer writing opportunities will be linked to the learning objective being taught in English, and that the other half will be reserved for 'site of application' writing, where children revise text types taught in previous units.

The work produced in these sessions will be in English books and feedback will be given to children as usual, either written or verbally: teachers give positive feedback to children, and give them areas for improvement. These areas for improvement are discussed with the children, who then spend time editing and improving their work. This work feeds into the teacher's SIMs data and use of the Hampshire Assessment Materials to assess children's writing.

Reading Assessment

We are currently using HAM materials for assessing reading. Teachers monitor children's progress through guided reading, written work in English, drama, oral work, 'Testbase' tests, pupil conferencing and gathering and recording ephemeral evidence. Within guided reading, planned opportunities enable children to develop understanding through a range of response activities. Pupils' targets are taken into account when planning guided reading, and texts and questions are selected appropriately.

Termly Assessment

Throughout the year, all teachers complete their data assessment in line with the Hampshire Assessment Model. Children are graded as Beyond, Secure, Close to or Not Met for reading and writing. Where Not Met is selected, teachers specify where the child is working e.g. Yr5 WW (Working Within Year 5). From this data, the English Manager can analyse the progress of numerous groups, including vulnerable groups.

In the summer term, the Year 6 children will undertake the end of Key Stage 2 SATS. Scores achieved, along with analysis grids and assessment for learning data, is reported on SIMMs and ASP.

Various whole-teaching staff moderation activities, using national exemplification materials, are held regularly during the year to ensure consistency and accuracy of the assessment and levelling of reading and writing.

When children enter the school in Year 3, their reading and writing is assessed. Where necessary, a special intervention programme is organised by the Special Educational Needs Coordinator (SENCO) to improve these skills.

Frequency of reading is monitored by individual reading records, kept by children, which record what and when they have read. This is monitored by the class teacher.

Resources

There are a wide range of resources to support the teaching of English across the school. All classrooms have a range of dictionaries and thesauri. A comprehensive selection of appropriate text books and associated CD ROMs are centrally located. Reading books, book band books and free choice books are readily accessible. A wide range of guided reading books, including high-interest, low reading-age books are available and continually being reviewed and updated by the English Manager. Children have regular access to the library and computer suite. There are class sets of laptop computers that can be used for word processing and to run a variety of English CD ROMs. Specialist resources for children in need of intervention programmes can be obtained from the Special Educational Needs Coordinator (SENCO).

Monitoring and Review

Monitoring the standard of the children's learning and the quality of teaching is the responsibility of Head teacher who delegates elements of this to the English Manager.

The work of the manager involves supporting colleagues in the teaching of English, being informed about current developments and working with the Head teacher and the leadership team in providing strategic lead and direction for the subject in school. Specific time is allocated by the Head teacher for the manager to monitor standards of work and teaching, analyse test results to help identify targets for improvements and to formulate an action plan.