

Park Junior School



English Policy

"Together we make a difference."

Our Curriculum Intent:

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Park and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

In school, oracy is a powerful tool for learning; by teaching pupils to become effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life. Spoken language skills are one of the strongest predictors of a child's future life chances, but too many children are not given the opportunity to develop these crucial skills.

'Reading fluency refers to the ability of readers to read the words in text effortlessly and efficiently (automaticity) with meaningful expression that enhances the meaning of the text (prosody)'.

'The Fluent Reader', Timothy Rasinski, Second Edition, 2010

"We replace the dooming label 'struggling reader' with the dynamic effort-based term 'striving reader' because it connotes energy, action and progress."

Stephanie Harvey & Annie Ward, Authors of 'From Striving to Thriving: How to Grow Confident, Capable Readers'

Our intentions:

Writing:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Reading:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Oracy:

- Deliberate, explicit and systematic teaching of oracy across the curriculum.
- Develop the physical, linguistic, cognitive and social and emotional elements of oracy.
- Supporting a reduction in anxiety due to the encouragement of positive discussions that focus on the sharing of thoughts and feelings, even in our current situation
- Expressing their thoughts and feelings in a more structured manner through articulation and recognition of contextualisation
- Building an understanding of social issues through active discussion and debate
- Providing strategies that can be used to encourage restorative practice or to manage difficult conversations effectively through clarity and awareness
- Collaborating with others and maintaining a dialogue with peers that can develop into friendship as well as encouraging future professional networking for both practitioners and students
- The ability to recognise the components of oracy skills and how these should be implemented for effective communication
- The ability to develop critical thinking through communication and dialogue that encourages further development and deeper learning

Curriculum Implementation:

Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Reading

Reading is not only celebrated in classrooms here at Park Junior School. Around school, you will find displays which challenge readers and engage them in reading a wider variety of text – with ‘What does your teacher read?’ and our ‘Banned Book’ display. At Park, we celebrate reading throughout every phase in the school: we offer a book-led curriculum across all phases, every class has a reading area, we have in class reading awards which are celebrated termly with a book voucher and we read to our class daily. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Book Fairs and sponsored reading events to further enrich our English curriculum.

Each week classes will have dedicated reading sessions where skills are taught as well as the use of reading throughout other curriculum areas and the actual English lessons. Our reading sessions utilise a wide range of ideas and resources to engage and enthuse pupils in language and text.

Language Acquisition & Vocabulary Development

We endeavour to ensure we provide our pupils with a 'language rich' environment; which ensures we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We work closely with a range of book fairs in raising the profile of reading to ensure we share the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls. Many classes also employ the word of the week or day to enrich the language of the pupils. This also allows for the investigation of meaning, antonyms and synonyms.

At Park Junior School, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

Curriculum Impact:

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Year 3. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

British Values in English

At Park Junior School, our values are at the heart of all we do: within our English teaching in the school, we strive to provide opportunities for pupils to develop their own core values whilst instilling the Fundamental British Values in many opportunities within units of work. Here are some examples of how we consolidate our pupils' understanding of British Values hand in hand with our own English curriculum:

- **Democracy:**
Pupils will learn about democracy through discussion and debate in many curriculum areas including English lessons.
- **Individual Liberty:**
Pupils will develop their individual liberty through freedom and choice of the content, audience and purpose of their writing (including developing and justifying own opinions).
- **Tolerance and Mutual Respect:**
Pupils will learn about mutual respect through exploring character's relationships, friendships and behaviours. Children will be provided with the opportunity to discuss, debate and justify their own views and opinions, which in turn will develop empathy for others. Children will read and write about others' personal experiences through autobiography work, non-fiction texts and narrative work.
- **Rule of Law**
Texts are chosen to provide our pupils with a chance to explore the rule of the law in an age-appropriate manner.

Reading at Park Junior School

Reading is a high priority area of our English curriculum at Park Junior School. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. A centralised aspect of our Book-Led Curriculum across the school, is that reading influences the thoughts, feelings and emotions of all of our learners. We carefully monitor the children's reading and encourage parents to be fully active and engaged with us in this in order to support their child's ongoing development.

Reading (Book Talk) takes place at least once a week in a discreet session with a teacher or teaching assistant. If children are working below their chronological reading age, targeted intervention and support is put in place. Children in all classes still have access to story time and have a class book for a sustained period: this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to! Each term, we display a list of the class text being read so that pupils and adults can talk about this. In addition to this we have 'short burst' lessons for reading daily – this is to develop a particular skill of focal point and is then used within the extended reading session.

At Park Junior, we use the Project X reading scheme to support our children in developing their reading skills. The books are banded according to their level of difficulty, providing children with a challenging reading experience which also allows them to use their developing phonic and whole word knowledge to read independently. The Project X scheme comprises of a mixture of Fiction, Non-fiction and Traditional tales, which allows children to experience a variety of texts.

RWI at Park Junior School

When pupils enter Year 3 they are assessed in their 'pure sounds' and phonetic knowledge using the RWI assessment. Pupils are then grouped accordingly, those who do not require RWI will be taught within regular English sessions. Our highly skilled TA's take small groups of pupils, following the RWI scheme. This has proved successful and children quickly move through the stages and into class based English.

Also at the start of the Autumn term, each year, every child will recap their 'pure sounds' to recall the information and allow children to continue their progress in decoding and spelling unfamiliar words.

Inference conversations and interventions

One area we look at specifically is inference. Teachers and TA's at Park carry out 'Inference Conversations' with a range of children to ascertain their abilities and needs. Those children identified as needing support in inference work within inference intervention groups. This is a specific programme targeted at pupils who are able to read, but lack the skills needed to understand. This is re-visited termly to ensure that children are making the necessary progress. Teachers produce an Inference Action Plan so that children can be monitored.

Writing at Park Junior School

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our approach at Park Junior School, when teaching writing, covers the transcription and composition requirements of the National Curriculum.

Throughout the school, our writing follows the Book-Led curriculum. Writing opportunities are sourced and developed based on the class text within each year group. Our curriculum allows children to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across the school.

Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Oracy at Park Junior School

Oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

At Park Junior we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school. Oracy can be described as a combination of learning to talk and learning through talk.

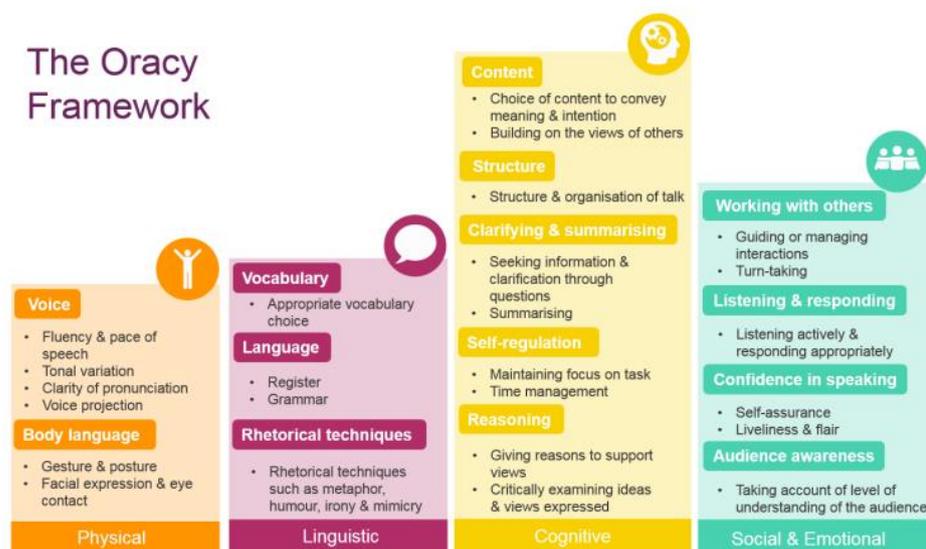
We have a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught in dedicated oracy lessons. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language.

Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations

There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.



Grammar at Park Junior School

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language.

Grammar lessons are taught as part of our book-led curriculum and sequence of lessons. Pupils are given opportunities to apply their grammar understanding across a range of tasks. All tasks are purposeful and work towards a goal. It is class teachers' expectations that, following the sequence of lessons to form building blocks to a piece of writing, pupils will begin to independently apply the grammar skills and content taught and embed these within their writing.

Spelling at Park Junior

At Park Junior School, spelling is taught regularly in focused sessions within each class. Class teachers use Oxford Reading, RWI spelling and a progressively organised map to support with the teaching for spelling. This can be used as homework for children when applicable. Spelling rules are also linked to our grammar work and embedded within the English lessons throughout the week.

English and inclusion

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Resources

There are a range of resources to support the teaching of English across the school. Every child has their own dictionary, year 5 and 6 each have their own thesaurus and 3/4 have one between two. Each classroom has a book area, with a range of books available to share. The books will be a selection of fiction and non-fiction texts.

Within the group room there is a wide range of group texts. These can be taken and used by Teachers and TAs whenever needed. There are both levelled books and general readers. We have an extensive bank of RWI resources which are updated and used as appropriate.

Every child in the school is provided with and regularly changes their banded 'Project X' book. These are used to work on decoding and fluency within the classroom. Children are allowed to take these home at the teachers' discretion.

The book selection (particularly class readers and library) is updated on a regular basis.

Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- works with the head teacher on linking the focus of English work to the school development plan and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.

This policy will be reviewed at least every two years.

Autumn Term	Spring Term	Summer Term
Monitor Planning For links national curriculum for English. Coverage of all key skills and ensuring progression. Monitor Teaching Learning walks to observe reading lessons in practice. Both Slow and falling behind progress analysis	Monitor Books – work For links to unit objectives, using clear learning intention, success criteria and differentiation. Monitor Teaching Learning walks to observe writing lessons in practice. Both Pupil voice	Monitoring end of year assessments To analyse strengths and weaknesses in preparation for the next year. Analysis of data, presented to new teachers. Identify slow progress and those falling behind ready for targeting.

Policy created by:	Vicky Towson	May 2023
Policy to be reviewed:	English Co-ordinator	May 2024
Policy agreed by governors:	Signed:	Date:



Writing Guidance

Appendix 1

What is extended writing?

Extended writing is at least half a page of continuous writing (dependent upon the child). It must be enough to be deep marked/assessed. Each piece will need to be deep marked, showing achievements and the next step (target).

How many pieces of extended writing are needed?

At least two pieces of extended writing in English books and one piece in topic/science, at least, per half term. (Three altogether each half term). Extended writing pieces must be deep marked. Judgements in English books will be supported by the assessments from topic/science.

How often do we deep assess?

We will use the last four/five deeply marked pieces as the evidence for the end of term Harmony assessment. Assessment documents will already have been used to support next step (target) in these pieces which should make it an easier task.

How do we record extended writing?

There will be one sheet for teachers to record; date, genre and book in which the writing is written. This will be handed in with the books for the scrutiny. These pieces of extended writing must be deep marked.

How do we show it is a Harmony assessed piece?

The piece will show evidence of having been deep marked, but in addition it will be included on the record for extended writing.

How are targets in our books clear?

Please ensure that targets and the follow up for children are clear in the books. The school expects to use pink and green as evidence of deep marking. Yellow highlighter is used to indicate errors. These targets can then be used on the next extended writing as a 'personal' success criteria. Target cards are also available should the teacher decide to use them.

What about Learning Intention?

Learning intentions need to show exactly what you are trying to teach. This can be in the form of different intentions for each lesson, or where it is a block of lessons a title can be used instead with the learning intention just at the beginning.

What is the Celebration of Writing Book?

The children will write in this book once a term and will be based upon 'Unleash your creative monster' book. It also will not need to be marked as the purpose of the writing is to present current writing ability to celebrate.

The writing in this book is for the children to enjoy presenting rather than for assessment or feedback. It would be nice if the children could look back at past pieces of work to enjoy their own progress and share the piece they have done once completed. They will see their own progress which will hopefully motivate them further in their writing.

Greater Depth in writing

Children need to not only know all the elements which make their writing effective, at their age phase, but also be able to select which elements should be chosen. **Personal success criteria** (PSC) should be used for all extended writing pieces. This allows all children to show that they are able to select which areas they need to work on but also those which would be most appropriate.

It is fine to use check lists with basic and advancing activities, however the greater depth child should not be using this as that is where their 'depth' of knowledge and understanding comes through.

Depth Marking Stickers

Depth marking stickers can be used within regular lessons to move on those children who need it, allowing them to demonstrate their understanding and use of key aspects of learning. The examples are only a guide; staff are free to make their own stickers for occasional marking. Some staff use 'consolidation', 'depth' and 'greater depth' which can be effective.

Marking stickers are also used for extended writing, at times, to demonstrate aspects of the age expected curriculum the child has achieved and areas they could work to improve.

Appendix Two: Handwriting and presentation

- ✚ At the start of a new school year, turn to a new page, and write the new year group on it.
- ✚ The date should be written on the left, next to the margin and underlined.
- ✚ Learning intention to be written on the left, next to the margin and underlined.
- ✚ In class books, only black ink pen (no biro unless through special needs) or pencil to be used for writing unless there is a need for colour. This needs to be consistent for each child.
- ✚ Only list items (i.e. bullet points, numbers, letters) to be in the margin.
- ✚ In maths one digit one box with small squares and one number one box with large squares (use discretion).
- ✚ Box squares does not apply to writing words in maths.
- ✚ The size of the square in maths books depends upon the need not the age.
- ✚ All writing to be on the line (even in maths books).
- ✚ In maths logical layout must be taught, used, with expectations clearly explained and modelled.
- ✚ For 'I' as in 'me' it must be a capital letter. This needs teaching, modelling and correcting at all times.
- ✚ Mistakes should have one line put through with a pencil and neatly done.
- ✚ Never allow doodling unless an agreement has been made – then provide a doodle book.
- ✚ Never allow children to draw an arrow or write PTO at the bottom of the page it is unnecessary and messy.
- ✚ Rubbers are only allowed for diagrams and pictures.
- ✚ All children are to be given pens to write with when appropriate, pencils are for drawings and diagrams.
- ✚ Pencil cases – can not have anything dangerous in them and are to be stored (not on the tables). Only to be used at special times.
- ✚ All displays should be checked for spelling and grammar prior to display.
- ✚ Kinnetic letters should be used for displays and there should be evidence of handwritten pieces by the teacher – e.g. questions, prompts for areas.
- ✚ Handwriting – ten minutes daily for term one, then reminders for the rest of the year. Children with a specific need will have a programme.
- ✚ Correct letter formation and level appropriate standards of handwriting to expected and encouraged.
- ✚ Teach, expect and correct use of ascenders and descenders.
- ✚ Children should NEVER write below the bottom line on the page and only the date is allowed on the top line.

Appendix Three:

Reading

- There are independent reading opportunities throughout the week.
- Class read to on a regular basis (a range of fiction, non-fiction and poetry)
- Shared Reading to be the vehicle for teaching reading skills and comprehension (not just as a model for writing)
- Books to be used sometimes as a stimulus for developing other areas of the curriculum too.
- **Book Talk** - being confident with the model (not reading around the group but to incorporate independent reading) A range of texts used. Evidence of the curricular target being addressed. Questioning techniques and interactive teaching to be featured (use of whiteboards, hot seating etc.) Where it's possible, links to be made with the shared text and the writing outcome. Curricular and group reading targets to be addressed in this session. This is a key opportunity for developing comprehension – not through exercises. This session can also take place within the English lesson as and when appropriate to you. Speaking and listening can sometimes be delivered through reading too.
- **Guided Writing** – having a particular writing focus, whether it be sentence, word or text level and working with a small group to improve this. Harmony assessment sheets can be used to enable correct focusing of this.
- **Library** Children have access and planned time to good quality books within the school library. Teachers make use of curriculum library and select any books relevant and necessary.
- **Read Write Inc.** – this is an intervention to be used at the teachers' discretion. Discussions should be ongoing between teachers, TA's, SEN Managers, English subject leader and RWI leader. **Pure sounds** can be referred to during the day to support reading and spelling. Any TA or teacher who does not feel confident should seek support from the RWI Manager, SEN Manager or English subject leader. In the Autumn term, five minutes a day will be spent recapping pure sounds to enable recall.

Reading Awards

- Track my read – this is an online site which children log all reading done.
- They can log this both in school and at home.
- Reading is tracked and data is given for each child.
- Each week, the data is gathered in classes and presented on a display in the hall.
- Prizes are given to child in each class with the most reading minutes for that week.

Speaking and Listening

The skills to be explicitly taught and opportunities planned for reinforcement throughout other areas of the curriculum. Again this is an area that needs modelling. The four strands to be addressed equally. The framework allows plenty of coverage and this can be used to develop other areas.

Writing

Clear purpose and audience to be identified at the beginning of the unit.

The model of direct teaching, practicing of skills linked to the writing outcome, modelling, independent/collaborative, guided work with time for some editing to take place needs to be addressed.

Real purposes for writing means that it doesn't always take place in a writing book or an English lesson.

Ensure that a balance of fiction and non-fiction writing is taking place.

Motivation for and celebration of writing is evident. This is now in the form of 'Celebration of writing books' which children use three times a year, share in class and continue through the school. A variety of stimulus is being used – visual literacy: film, video, ICT clips, artefacts, picture books and photographs etc. ICT to be planned for, to develop and engage children's interest.

Computing

Used as a tool to **enhance learning** and the teaching of literacy. Opportunities for using ICT in shared reading and writing, guided reading and the teaching of phonics, sentence level work and spelling to be considered.

Not just limited to word processing but skills developed in a meaningful learning context.

Padlet is an ideal tool to use for 'publishing' children's writing with a purpose. It also means that other children can give feedback on what has been written. Thus providing peer assessment.

Parents

We consider and develop the involvement of parents in all aspects of the curriculum both in and out of school. Different ways of engaging parents are considered; parent workshops, drop-in sessions, pamphlets, videos, photographs, school website etc.

Parents must be informed of curricular coverage to enable them to support their children. This is done through the school website.

Assessing writing (Harmony)

Why assess?

- To track children's progress over time.
- For teachers to become aware and more confident about N.C. expectations and grammar/spelling requirements.
- To raise attainment and identify next steps in learning.
- To inform curricular targets.
- To identify whole class strengths and weaknesses to inform planning and target groups.
- To involve students in the process using peer and self-assessment.
- To use analysis to move the writer on NOT the piece of writing.