



Winterton Junior School English Policy

MISSION STATEMENT

For children to:

- Enjoy speaking, listening, reading, writing and develop their ability to self assess and improve their skills.
- Develop skills in effective communication with others through speaking, listening, reading and writing both within school and outside.
- Express creativity and imagination.
- Become enthusiastic and critical readers of stories, poetry and drama, including that from different cultures and times, as well as non-fiction and media texts.
- Understand how language works by looking at its' patterns, structures and origins.
- Use this knowledge to choose and adapt what they say and write in different situations.
- See how literacy skills in school are applied in everyday life.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils are given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Winterton Junior School we strive for children to be a 'Primary Literate Pupil'.

We aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2013).

At Key Stage Two (Years 3-6), children are taught to:

- Speak clearly and convey ideas confidently using Standard English.
- Develop reading and writing in all subjects to develop their acquisition of knowledge.
- Read a range of texts and respond to different layers of meaning in them.
- Develop their vocabulary actively through increasing their store of words in general; make links between known and new vocabulary; discuss shades of meaning in similar words.

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction; and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

In addition to opportunities within class, there are speaking and listening opportunities during weekly assemblies and occasion assemblies such as: Harvest, Christmas, Easter and Summer.

Some children take part in the annual Scunthorpe Speech and Language festival.

APPROACHES TO READING

Every adult and every child in school is involved in a guided reading group. Guided Reading groups have a 'Reading Leader'. The Reading Leader (an adult in school) is responsible for their reading group, which is made up of several children (between 4 – 8 children) who are of a similar reading ability.

Two guided reading sessions are held every day in school, which last for 20 minutes, one at 11.40am and one at 1.05pm. Every child works with their Reading Leader and their group in one of the sessions. Children are also expected to read at home every day so that the specified number of pages are read in preparation for their next guided reading session the following day. This enables the child to interact successfully in every adult led guided reading session.

The Reading Leader poses questions in order to check understanding of the text, explore the author's style of writing, the use of punctuation and language and the children join in discussion around the content, characters and genre of the book and make comparisons with other literature that they have read previously. If a child has not read the pages set in the independent session and at home, they are expected to complete their reading during playtime/lunchtime.

We are continuing to invest in a wide range of quality, exciting and stimulating fiction and non-fiction books. There is an expectation that every book is treated with care and is always brought back to school every day together with the child's personal Reading/Writing Journal. The books are carefully selected by the Reading Leader to accommodate the children in their group in relation to both their reading and writing ability. Sometimes then, a more difficult book may be chosen to challenge the children's reading ability. However, a book, more in line with the level the children are writing at, may be chosen, to enable the children to explore the elements found within it (grammar, punctuation, style, description, etc) as a tool to develop their own writing skills further.

During the Reading Leader led session, every child has an opportunity to read out loud. The Reading Leader also reads to their group, modelling the use of expression and punctuation. Throughout these sessions, the children are encouraged to 'magpie' any 'wow' words and phrases they come across, and record these findings in their personal Reading/Writing Journal, to be used later in their own writing. The Reading/Writing Journals are also used to record the book currently being read and the target pages set each day. There are a variety of sections within the Journal that the child can complete whilst reading both in school and at home. If a child comes across any words that they are unfamiliar with, they are encouraged to discuss these with their Reading Leader during their adult led guided reading session, or, when reading at home, they should be encouraged to look in a dictionary or discuss any unfamiliar words with an adult at home, making a note of the definition of the word for later reference and use. There is no expectation for adults to comment in the Reading/Writing Journal but we, of course, welcome any contribution Parents/Carers wish to make in relation to their child's home reading.

During the Reading Leader led sessions, every child is expected to contribute in reading and discussions. During their independent school session, the child is expected to maintain self-discipline and complete tasks relating to the basic skills of English and Maths including handwriting, spelling, punctuation and grammar, times tables and arithmetic. During their home reading, again the child is expected to maintain self-discipline and reading stamina by completing the pages set either by reading quietly and independently or out loud with an adult (or a combination of both).

APPROACHES TO WRITING

Handwriting, in accordance with the Handwriting Policy, is expected to be practised daily as part of a child's independent working session.

Planning is created and delivered using a variety of resources including the archived Primary National Strategy framework.

Learning is differentiated for ability groups within each class through 'steps to success', resources such as writing frames and adult support.

Shared Writing takes place with the teacher modelling both writing and the writing process with the children.

Guided Writing groups are identified using AfL strategies from previous lessons and where necessary guided groups are planned in for the following day with an identified common current learning need.

Extended writing across the curriculum opportunities take place at least fortnightly and in most cases, weekly.

At the end of each term writing attainment is analysed at pupil progress meetings with target pupils and next steps identified.

Each child in school has a Reading/Writing journal, which is used as a working document to expand the vocabulary choices that are available to them as they write.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum such as Science and Topic.

THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English is planned for and used as appropriate.

ASSESSMENT AND TARGET SETTING

Children are often involved in generating steps to success relevant to genres and daily objectives and these are on display in the classroom.

INCLUSION

We provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Children who require additional support for their reading and writing including phonics work are identified at pupil progress meetings and suitable provision, i.e. Toe-by-Toe, is put into place. Children in Upper Key Stage 2 who require additional support are included in the Fresh Start intervention programme, which is additional to the daily English lesson.

Children demonstrating Dyslexic tendencies undergo assessments and, if appropriate, access the Lexia Programme on a daily basis.

Children who require additional support (including PPG; SEN; G&T) are given access to booster sessions which are planned and delivered by teachers and teaching assistants.

The impact of all interventions is monitored half termly to ensure accelerated progress is being made by all children.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:
Monitoring and evaluating English:

- Pupil progress.
- Provision of English (including Intervention and Support programmes).
- The quality of the Learning Environment.
- The deployment and provision of support staff.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent English developments.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor, Mrs Emma Johns.

This policy will be reviewed every three years or in the light of changes to legal requirements.

English and Literacy Policy written by Stacey Melding: Autumn 2017

English and Literacy Policy approved by Staff: Autumn 2017

English and Literacy Policy Date approved by Governors: Autumn 2017

English and Literacy Policy to be reviewed: September 2020