



English Policy Worlds End Junior School Autumn 2020 Reviewed Autumn 2022

Aims

World's End Junior school promotes English as a subject that is important across the whole curriculum. In accordance with the National Curriculum, it 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent

The overarching aim for English in the national curriculum and at World's End Junior School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

The English curriculum is implemented through both Reading and English identified on the timetables. Each child has a daily one-hour English lesson and a daily 30-minute, whole class reading lesson. In additional reading for pleasure is identified on the timetable for 15 minutes a day. As well as whole class reading lessons, each child is hear read or has a one to one discussion about their books regularly.

In English lessons, spelling and grammar rules are explicitly taught during Monday's lesson. Strategies to learn spellings are taught, the rules and patterns are referred to throughout the sequence of English lessons as well as children been given the opportunities to practice spellings in school time as well as at home. Grammar is also taught through writing, building on year group objectives.

Whole texts from the CLPE Power of reading are used to provide a context for writing. The Power of Reading approach immerses children into literature through drama, debate, discussion, poetry and art. Teacher's ensure that there is a balance of shorter and longer pieces of writing as well as a breadth of purposes/ genres for writing. Non-fiction texts are used to support the knowledge required to support the full understanding of text e.g. Year 5 read Rooftoppers by Katherine Rundell and then write an explanation text about Parkour.

Whole class reading lessons also use chapter books and whole class texts. In the sequence of reading lessons, teachers model reading the text, think and speak out aloud, pupils are involved throughout through questioning. The sequence of teaching explores both tier 2 and tier 3 vocabulary. Pupils independently answer questions about the text. Questions stems are built from reading objectives from the National Curriculum programmes of study (Otrack software has broken this down for each year group), the reading domains and Alan Peat's Critical Thinking Questioning framework.

Impact

The impact of the reading and English curriculum is that by the end of key stage 2, children are ready to access the breadth and depth of the secondary curriculum.

In addition, they develop a love of literature and can talk about their preferences for reading.

Through reading they can access their cultural heritage and through both fiction and non-fiction are able to pursue their interests and talents.

Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Teaching and learning throughout the curriculum reflects this practice. The school works with West Midlands Speech and Language and using Guidance from the Education Endowment Foundation to develop these skills in children and their confidence in communicating.

Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

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. 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.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading for Pleasure

Pupils start the day with a reading for pleasure lesson. Teachers and teaching assistants hear pupils read and discuss texts and guide pupils on book choices. Paired reading also takes place to develop the fluency of identified readers.

In addition, one of the whole class reading lessons is used for reading for pleasure. Classes / groups have the opportunity to use the Reading Den or school library as spaces dedicated to reading.

Some teachers are using 'Drop everything and read' strategy to promote reading to disengaged readers. This will be trialled throughout the school in the coming year.

Each class has a reading corner where reading display, prompt sand questions are used to promote breadth in children's book choices.

Phonics

Refer to the Early Reading Policy.

Writing

The national curriculum programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. 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. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Vocabulary

In order to ensure pupils, have the vocabulary to communicate effectively and access all areas of the curriculum, tier 2 and tier 3 is directly taught with lessons and subjects. A six-step approach is used:

1. Children say the word.
2. Children learn the meaning of the word.
3. Children learn etymology of the word and are able to make connections to other words.
4. Children find synonyms and antonyms.
5. Children use the word in context within a sentence.
6. The children demonstrate that they are able to use the word in a different context.

Children use 'Magpie' books to collect vocabulary specifically for their writing pieces using the Descriptasaurus as one resource. They use 'Wallace the Wordworm' books to collect tier 2 and tier 3 vocabulary including synonyms and antonyms throughout the curriculum.

Spelling, Grammar and Punctuation

The two national curriculum statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to

work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Handwriting

The school used the Letter-join font. Children have handwriting lessons to develop correct letter sizes, shapes and joins. The letter-join website provides animated demonstrations to model handwriting. A separate handwriting policy outlines and provides support for the development of handwriting.

Pupils are expected to show good presentation in all their work.

Some children are still developing gross motor and fine motor skills. Advice should be sought for the SENCo about provide support for identified pupils e.g. pencil grips, sloping boards, Speed-up handwriting programme and specific exercises to aid development.

Children whose handwriting is legible and joined use both pencil and a Berol Handwriting pen. All pupils should be given the opportunity to use a handwriting pen. Some pupils may need a different style pen such a triangular grip Berol handwriting pen. Advice from the SENCo and English leads should be sought where a child, parent, teacher or teaching assistant has concerns about the legibility of a child's writing.

Planning

CLPE Power of Reading website provides medium term planning. This is adapted by teachers and Activinspire Primary flipcharts reflect both the planning and the teaching sequence.

Sentence stems for grammar and spelling rules are identified on the flipcharts.

The flipcharts show greater depth opportunities in blue font and additional scaffolding is provided for SEND/ SEND monitoring pupils.

The use of the open dyslexic font promotes accessibility for all.

Lesson Structure/Role of the Teacher/Teaching Assistant

Both the teacher and teaching assistant work to support the following in both reading and English lessons:

Building a success criteria from texts

Modelling

Shared writing

Shared reading

Vocabulary

Planning/content gathering

Drafting

Editing/ improving

Supporting self and peer assessment

Both the teacher and teaching assistant keep an 'Assessment for Learning' record book which identify support pupils needs and how this is addressed.

Basic skills errors in spelling, grammar and punctuation to be addressed throughout the lesson.

The teacher and teaching assistant provide regular opportunities for guided work to support pupils to develop their answers, writing composition, model how greater depth can be achieved.

Throughout the lesson there is questioning and response from pupils.

Both the teacher and teaching assistant model correct grammar in both their spoken and written English and this is also expected of pupils.

Classroom Environment

The school work's closely with our speech and language therapist through West Midlands Speech and Language. Training and audits have labelling and resources within the classroom support children's independence in accessing materials to support their learning.

Interactive display's in classroom provide another resource for the children to use with vocabulary, examples of 'what a good one looks like', success criteria created with the children and reflecting the writing process of planning/ content gathering, drafting, editing.

Homework

Children borrow two reading books: Big Cat Collins fiction and nonfiction, fiction books from the classroom collection. Books are scanned by the children so that the teacher can track the literature being read. Children are expected to read every day and record this is recorded in their daily planner either by an adult or for more fluent readers, children themselves. Teachers/ teaching assistants discuss regular reading with children during the daily reading for pleasure lesson. If a child is not reading regularly at home, an appointment is made with the parent or carer to discuss how the child can be supported at home. This is part of the home school agreement. This is recorded on Cpoms and progress monitored. If the child is still not being supported at home, the teacher will follow this up with the parent or carer. If this continues, a school leader can advise further.

Children are given weekly spellings and are expected to practice these at home every day. Again, this is part of the home school agreement. As with reading, the teacher will work with the parent or carer to ensure the child is supported at home and if necessary, seek the support of a school leader.

Family Partnerships

School staff use class dojo to share with parents and carers, texts that are being studied and share children's writing.

Parents are invited to their child's English lesson so that parents develop and understanding how reading leads into writing through the Power of Reading approach.

Resources

No-nonsense spelling
No-nonsense grammar
Letter join
Power of Reading
Rapid phonics
Project X code
Fresh start spelling
Inference Training
White wolves reading sets
Read and respond reading sets
Dictionaries
Thesauruses

Equal Opportunities

The provision of English teaching is regardless of race or gender and should allow all children to reach their full potential. In order to achieve this, activities should be set in a familiar context where possible. Children with special educational needs should be taught in class with the other children and provided with appropriate work on the same topic as the other children (as guided by SENCO).

Record Keeping/ Assessment

In reading NFER and Pira tests are used to assess pupil progress and areas of development.

NFER and Rising Stars test are used for assess grammar, punctuation and spelling.

National curriculum objectives from the programmes of study are used as ongoing formative assessment in writing.

Pupils progress is discussed at least termly with teachers and actions identified to support children where progress is a concern.

Tickled pink and green for growth highlighters are used in both the English Writing book and reading journal. Written feedback in the form of:

What went well

Even better if is given for both shorter and longer pieces of writing.

Special Educational Needs/Gifted and Talented

We aim to provide a rich English education, which will develop the potential of all pupils.

Any child who is assessed to have special education needs in will have English targets created through use of Birmingham's Individual Target Plan process. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors such as 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. Ongoing formative, and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs. Where appropriate, specific strategies and intervention programmes relating to English are implemented.

Next Policy Review: Sept 2021

Footnotes:

i) Growth Mindset features:

- Building reading stamina by reading regularly in school and at home

- Children understand that they can improve reading fluency through regular practice
- Children are encouraged to talk about their reading choices and are willing to be guided by both their peers and adults to widen their reading diet
- Children talk about the purpose for writing and discuss the impact their writing will have on the reader
- Through editing their writing, pupils understand that this is an important process to develop and improve their compositions
- Pupils correct their spellings and understand that this is an opportunity to learn about word roots and patterns, prefixes and suffixes

ii) QFT includes:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modeling and explaining
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

Equal Opportunities

This policy and guidelines promotes the practice of inclusion for all.