



## Uplands Junior School English Policy - May 2022

'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 reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society.' Programmes of Study National Curriculum 2014

The National Curriculum in English unites the vital skills in spoken language, reading, writing, spelling, vocabulary, grammar and punctuation.

This policy has been written with the UN Conventions on the Rights of the Child: article 3 (best interests of the child), article 28 (right to an education) and article 29 (goals of education).

### **National Curriculum (2014)**

The National Curriculum for English describes what must be taught in each key stage and in each year group.

The core learning requirements in English are arranged as follows:

- **Spoken language**
- **Reading - word reading and comprehension**
- **Writing - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)**
- **Spelling, vocabulary, grammar and punctuation**

### Reading Overview

At Uplands we aim to provide the children with a curriculum which is broad, well balanced, stimulating and exciting. We wish to develop a passion and instil a lifetime love of reading. Reading is a fundamental skill that crosses over many subjects.

Making sure children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. Children who are good at reading do more of it: they learn more and expand their vocabulary. We must ensure that for those who find reading difficult are targeted.

### Reading Intent

Reading is prioritised to allow pupils to access the full curriculum. The programme of study meets the requirements of the National Curriculum 2014. While at Uplands we aim to provide opportunities for pupils to read widely across both fiction, non-fiction and poetry books to develop their knowledge of themselves and the world they live in. We want them to

establish an appreciation and love of reading to gain knowledge across the curriculum and develop their comprehension skills. By the end of the Key Stage it is our intention that children enjoy reading, read fluently and are able to confidently discuss the texts they read. Books are chosen to develop vocabulary, language comprehension and the enjoyment of reading. Children are also taught the natural link between reading widely and purposeful writing.

### **Reading Implementation**

English lessons are taught on a daily basis with a joint focus on reading and writing. Book Talk occurs 4 times per week where the children practise their reading and their skills. Teachers vary their Book Talk groupings depending on the texts, the Gems (Domains) and the needs of the children. Reading gems describe the strands in which reading is taught through these include: Define, Retrieve, Summarise, Infer, Predict, Relate, Explore, Compare, Enjoy and Decode.

The children through a positive, inclusive and caring environment talk competently about the books using a range of Gems (Domains). The teaching of reading provides opportunities for group work, mixed ability work, whole class teaching, independent work, peer assessment and self assessment. Comprehension lessons occur once a week where again reading skills are taught. These reading skills are also further developed and encouraged across all the curriculum.

We have a banded reading scheme so that children choose books appropriate for their ability. There are a range of books available. We don't follow one particular scheme but have books from various publishers such as Oxford and Collins. When they reach a reading age of 9  $\frac{1}{2}$  children can read books from our book corners, our library and from home as their reading book. The range of books available includes many by well-known and popular authors. With the consultation of the children, these are updated regularly.

The children have opportunities to read their books individually to their teachers and teaching assistants. Once completed the children do a reading journal activity based on our Gems. (Domains)

At Uplands when the children arrive from their infant school the children who did not pass their Year 1 phonic test will be retested. Year 3 children who find reading the section 1,2,3 sounds hard are then targeted for extra learning support, where they revise and practise the sounds. Year 3 staff also revisit the sounds during their lessons. We use the RWI programme. Children are also targeted for 1:1 RWI support across the school. Children can take RWI books home to practise their sounds and a banded book for the love of reading. RWI resources are updated and added to when necessary. Across school other reading interventions occur to meet the needs of the children.

A range of curriculum enhancements in reading also occurs. This includes, Starbooks Reading Award, World Book Day, Authors in school, Roving Book Fairs, sponsored events,

link with the Rotary 'Books for home' scheme, development of reading corners, use of our school library (children can borrow books), development of our reading shed (on the playground) and much more.

### **Reading Impact**

By implementing the intent, children should be confident in the following areas:

- Reading a range of texts
- Discussing and comprehending texts using our Reading Gems
- Reading fluently
- Applying knowledge and skills from an English lesson to other areas
- Enjoying reading.

As well as our day to day reading assessments, through-out the year children take part in a variety of reading tests. They complete NGRT11 reading tests and baseline, midline and endline Local Authority assessments. This process helps teachers target specific areas of reading. Reading fluency across the school also makes the teachers aware of children's reading speed. We also deliver various reading interventions across school to strengthen children's learning. As a junior school, we target children who still need to develop their phonic knowledge when they join ensuring gaps are addressed.

Work is marked and assessed in line with the marking and assessment policies. We recognise the importance of responding to children's work instantly to provide praise, support, encouragement and feedback as outlined in the 'Developmental Marking Policy'.

### **Writing Overview**

At Uplands we strive to create a stimulating writing environment where children thrive and feel empowered to be the best they can be. We aim to support children in their progressive learning journey, to become knowledgeable and resilient writers, through engaging and purposeful teaching. All staff endeavour to equip our children with a complete set of writing skills and give children the knowledge of where to apply them, to have the skills to complete pieces of writing to suit different genre and understand the required elements of each.

### **Writing Intent**

While at Uplands we aim to provide our children opportunities to write exciting and engaging pieces of work across the whole curriculum through quality first teaching. Progressive, stimulating and relevant lessons are taught with the purpose of writing embedded in each task, children are encouraged to offer ideas to shape their own curriculum. Every opportunity is made to make writing relevant to the real world and practical projects linking with the community.

The programme of study meets the requirements of the National Curriculum 2014. Key elements of writing are taught within English lessons (spellings, punctuation, composition and

grammar) and applied to a range of other contexts across different foundation subjects. This can be seen in our 'Writing Curriculum Map'. Ambitious and technical vocabulary is encouraged across different subjects and strengthened through reading tasks, children are also taught the natural link between reading widely and purposeful writing.

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.

### Writing Implementation

All children are given a broad range of writing genre which build on their KS1 experience and reading studies. English lessons are taught on a daily basis with a joint focus on reading and writing, each genre sequence starts with a cold task and ends with a hot task. There are also frequent opportunities for independent writing through other curriculum areas such as free writing and sketch stories.

Children are taught within mixed ability class groups. After assessing the needs of the children from the cold tasks work is set as followed: Main Task (set for children working at expected), Scaffold (Main Task but with scaffolding i.e. teacher support, teaching assistant support, modelled examples or Main Task in smaller steps) and Challenge (Main Task with elements of Greater Depth expectations for writing). The teaching of English provides opportunities for: group work, mixed ability work, whole class teaching, independent work, peer assessment and self assessment.

Handwriting is taught through the 'Nelson' handwriting scheme allowing children to progressively develop a consistent, fluent and joined style of writing. As children develop a joined style of writing they will progress from pencil to pen.

Spellings are taught within the English lesson and follow the National Curriculum (2014). Children are shown the spelling patterns and encouraged to find other words that match this pattern. Spellings groups are created to match the needs of the child and tested on a weekly basis, some list may link to RWI (Read, Write, Ink) or IEP (Individual Educational Plan) targets. Ambitious vocabulary is encouraged through 'Word of the Week' and built into 'Sketch Stories'.

### Writing Impact

By implementing the intent, children should be confident in the following areas:

- producing engaging pieces of extended writing across different elements of the curriculum,
- editing their own work: improving structure, grammatical features and engagement for the reader,
- applying knowledge and skills from an English lesson to other topic areas,

- recognising and create the appropriate style of writing to match formality and purpose.

The assessment of writing is through a 'cold and hot task' process where teachers identify elements in children's independent writing judging them as working towards, expected and greater depth within their current year group. Throughout the cycle the teacher will be responding to children's work providing praise, support, encouragement and future thinking points to move their work forward.

### **Planning**

Teachers and staff plan in year groups. All plans are used electronically. To guide planning, staff are reminded of the importance of the following aspects of teaching and learning:

- Clear objectives - shared and understood
- Appropriate targets - shared and success criteria given (when necessary)
- Direct teaching to move learners towards the targets
- Safeguarding time for practising new learning - including oral rehearsal
- Plenaries and reviews to move the learning on
- On-going assessment through observation and questioning
- Previewing where the learning is going next

Teachers should plan to create a balance across these requirements, mindful of making the most of new technologies for learning, including the creative use of our IWBs to display digital and moving images that inspire more responsive reading and writing. Planning must meet the needs of the children and the interest of the co-hort. Cross curricular links are encouraged and English skills seen across all subject areas.

Long term planning is based on the English programmes of study.

Medium term planning is carried out half termly and focuses on the purpose of writing, text types used and stimulus.

Short term planning is carried out weekly. These plans include learning objectives, activities including scaffold and challenges, success criteria, useful resources and use of support.

Planning is reviewed as part of the monitoring cycle by the English co-ordinators and senior management team. Coverage is also monitored through the termly curriculum maps where English skills are also identified within foundation subjects.

### **Cross-curricular links**

Every opportunity to improve English skills across the creative curriculum should be taken. This is facilitated by our 'Creative Curriculum' approach to the foundation subjects. They offer good opportunities to practise the range of text types and gems (Domains). We encourage creative thinking, working with others, problem solving and enquiry because they enliven pedagogy and develop confidence in handling language precisely.

### **Computing**

Interactive Whiteboards, Computers, laptops and ipads are all used to enrich English and enhance skills including exploring multi-modal texts (images, animations sound and writing).

Children are encouraged to use 'Spelling Shed' (an interactive app to improve spelling) and the use of ipads to correct spellings is encouraged.

### **Display**

We recognise the important role display has in the teaching and learning of English by having work displayed in the school. Every class has an English area where working walls show; key vocabulary, examples of texts, examples of sentence structure etc that provide a visual support for the children's learning.

### **Role of the Subject Champion**

The English subject leaders are responsible for co-ordinating English throughout the school. The two leaders consist of: Reading across the curriculum and Writing across the curriculum. Within their role they:

- Ensuring continuity and progression across the whole school
- Providing all staff with guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of English are to be taught
- Advising on training, this will be in line with the SIP (School Improvement Plan)
- Advising and supporting colleagues in the implementation and assessment
- Assisting with requisition and maintenance of resources required for the teaching of English. This will be within the confines of the school budget
- Working alongside the local Network of schools to support assessment and moderation across the authority (including feeder schools)
- Inspire a love and interest in their subject area
- Work alongside the local authority consultants to improve teaching and learning

It is the role of the writing champion to ensure continuity and progression across the whole school. This is carried out through the following opportunities: book trawls, learning walks, pupil voice, moderation meetings and working alongside the local network school to ensure standardisation of work.

### **Reporting**

Parents receive three appointments across the academic year where progress is discussed and targets are given to move learning forward. Parents receive an annual written report on which there is a summary of their child's efforts and progress in English over the year and a judgement against the 'Age Related Expectations'.

At the end of Key Stage 2 each pupil's level of attainment against national standards is included as part of their annual written report.

### **Resources**

Materials are constantly updated, as new and relevant items become available. New resources are ordered after consultation with staff and discussions with the children.

### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in English. We aim to take account of cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils.

### **Children with SEND**

SEND pupils are fully included into the daily English lesson (Ambition for All) so that they benefit from our oral work and by listening and participating with other children in demonstrating and explaining.

Targets on Individual Education Plans (IEPs) are taken into account when planning group and individual activities. Teachers will address the child's needs through scaffolded tasks or through the use of support, unless their EHCP (Educational Health Care Plans) recommends further adaptations.

Several interventions run across school:

1 to 1 tuition

Comprehension Express

RWI (Phonic Teaching)

Precision Teaching

Small teaching intervention groups

Further advice can be obtained from the school's SENCO.

### **Parental Involvement**

At Uplands we encourage parents to be involved by:

- Informing them about termly targets
- Sending out help sheets particularly on helping with reading and writing at home
- Inviting them into school 3 times per year to discuss children's progress
- Giving them an annual report on their child's English work
- Getting their children involved in initiatives e.g. poetry competitions, World Book Day, Book fairs, sponsored events
- Sending out homework so that parents can support their child
- Support resources on the website

### **Homework**

Children complete a range of creative curriculum activities where English skills transferred, this is completed within every 10 days. On a daily basis children are encouraged to read to an adult and home and complete a reading journal activity once a book has been completed. Spellings are given on a weekly basis to all year groups. Within the Spring term Year 6 children are supported with homework linked to SAT assessments. A weekly homework club is offered to all children to support with this work.

### **Monitoring and Review**

Monitoring of the standards of children's work and the quality of teaching is the responsibility of the English co-ordinators and the senior management team. The work of

the English co-ordinators also involves supporting colleagues, being informed about current developments and providing the lead and direction for the subject in school forming the 'School Improvement Plan'. The school's governing body is updated on a regular basis about the quality of Teaching and Learning in English.

Policy reviewed April 2022

Next review April 2024