

**Dinglewell Junior School**  
**English Policy**  
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## **English Policy**

### **DINGLEWELL JUNIOR SCHOOL**

#### **Policy Statement**

This policy sets to outline our approach to teaching reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the 2014 National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

#### **Our School Vision for English**

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use cross curricular inspirational ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts. Curriculum coverage is carefully monitored by the English Coordinator and the Senior Leadership Team to ensure all staff are delivering the quality English curriculum in line with our vision statement.

#### **National Curriculum 2014**

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The new English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The new National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Dinglewell Junior School the focus is, of course, on the Lower Key Stage 2 and Upper Key Stage 2 sections, however we appreciate that children do learn at different rates and therefore teachers have a working understanding of the whole curriculum not just that of the phase in which they teach.

The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken language
- Reading - Word reading
  - Comprehension
- Writing - Transcription,
  - Spelling,
  - Handwriting and presentation,
  - Composition,
  - Grammar and punctuation

## Spoken language

Developing strong speaking and listening skills is fundamental to the teaching of English at Dinglewell Junior School. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, discussions and debates. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

The National Curriculum states that pupils should be *'taught to speak clearly and convey ideas confidently in Standard English'* (p10)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge

- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

These opportunities are built into planning units of work in both English and cross-curricular subjects.

## Writing

The National Curriculum states that children should;

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct

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 reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared and modelled writing sessions. Whilst children have opportunities to write at length in English lessons, they also write for longer, independent sessions regularly for a range of purposes across the curriculum.

The children are given frequent opportunities in school to write in different contexts using a wide variety of quality texts. Texts may vary from film clips to wordless picture books. At Dinglewell Junior School, we are always keen to capitalise on new texts and ideas so that children have exciting and varied stimuli for writing. The new curriculum has enabled us to use a more text-based approach to planning as well as including genre based planning where appropriate. Teachers use a range of methods within their English teaching, we use the Pie Corbett storytelling approach; more predominantly in lower Key Stage Two. We also use the Alan Peat sentence types within our writing and have a developmental continuum which enables teachers to plan these into their units effectively.

## Spelling

We want our pupils to become fluent and effective writers; and we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proof-reading should be taught during shared and guided writing sessions, children are encouraged to correct their spelling mistakes using polishing pens and write out corrected spellings three times.

At Dinglewell Junior School we have devised our own spelling lists that fit with the National Curriculum 2014. Children are taught spelling strategies as part of their English lessons and use the Look, Say, Cover, Write, Check approach on a daily basis. Children are given opportunities to follow up spelling work with activities in guided reading and in class. Differentiated spellings are sent home and tested on a weekly basis.

## Handwriting

- All children should be able to achieve a legible, fluent and joined style of handwriting.
- Handwriting skills are practised regularly, a specific session is set aside each week. Great importance is placed on presentation across the curriculum. The new and revised Nelson Handwriting scheme is used to promote a legible and joined style.
- Children who continue to find handwriting difficult receive extra support in an intervention group.
- Upon entering the school, Year 3 children use a pencil and may progress to using a handwriting pen when the teacher feels the child is ready, through the granting of a Pen Licence.
- Year 5 and 6 children may use a handwriting, fountain or roller ball pen, but Biro pens are not appropriate.

## Reading

When choosing texts, we look for a balance of fiction, non-fiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. Children should be able to develop the ability to read, understand and respond to all forms of writing. So, while components such as grammar and vocabulary are important in the new curriculum, they will be taught in a contextualised way, through the enjoyment of shared reading.

Units of work (writing) will include rich texts which will be evidenced on planning. Guided reading with a carousel of activities takes place daily in each classroom. Our staff use reading target walls for guided reading which ensure progression of skills across the year group and they utilise reading content domains to structure teaching and learning objectives.

Every classroom also has a reading area that is inviting and may be themed according to the cross curricular topic or the focused author for the term. Within our text-based approach to writing, we have devised an overview of the authors that year groups are currently using and these are celebrated within each year group (see Appendices).

To promote a love of reading we:

- Read aloud to children up to and including Year 6, to introduce them to new authors and styles of writing.
- Encourage and model reading for pleasure and establish an appreciation and love of reading.
- Establish and develop a varied range of texts in the classroom.
- Focus on book corners, displays and the library.
- Celebrate World Book Day with a variety of activities
- Invite real authors to enthuse our children

## **Supporting reading**

- Various core reading schemes are available to provide a wider range of reading stimuli, in particular Oxford Reading Tree, Project X, Treetops, Bug Club, Bug Phonics and Rigby Star and Navigator.
- Suitable parallel reading books are adopted to back up reading schemes and add breadth to the child's reading abilities.
- Children take their reading books home and use a reading record book to keep track of their reading and for parents and teachers to make comments on progress.
- Children move on to the next level within a reading scheme when the teacher feels it is appropriate. Once this is completed children become free readers and can choose books of their own.
- The library is available to use by all pupils, each year group has a daily slot and there are class librarians.
- In each classroom a wide range of fiction books is available for children to borrow.
- Non-fiction books related to the foundation topics being studied are on display and available for the children to read and use as part of their class work.
- Each term teachers in each year group read aloud to the children from a year group specific class reader. Sometimes, this is used for a text-based approach to a unit of English work.
- Guided Reading - groups of children of similar ability work with the teacher during the daily, guided reading session and share a group reading text. Each group is seen on a regular basis and read a variety of fiction and non-fiction texts. Some related activities are planned to support the learning during these sessions.
- A range of reading material is provided for children. Reading material from different traditions and cultures is studied as are writers from the past, contemporary writers and many non-fiction texts i.e. newspapers, advertisements, film and ICT based information.

## **Grammar**

National Curriculum 2014 has a far greater focus on Grammar. Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child. We take a pragmatic approach to the teaching of grammar and believe effective grammar

teaching takes place in meaningful contexts. Where this is not appropriate or where further practice is required we also have the Nelson Grammar scheme.

## **Assessment and Targets**

- Children in Years 3, 4 and 5 sit TESTBASE in January and May which give an indication of a child's progress in reading, spelling and grammar (which includes punctuation).
- Children's reading ages are assessed using the Salford Reading Assessment.
- Reading target walls are used for guided reading which ensure progression of skills across the year group.
- Year 6 children are assessed regularly throughout the year as part of their revision for Key Stage 2 SATs in the summer term and for the teachers to be able to give teacher assessments in reading and writing.
- Each child has a target sheet in their English books. There are non-negotiable targets which children need to achieve by the end of the year. Teachers use these targets within success criteria in lesson and set them as Next Steps for children to achieve in their writing. These targets are monitored on an on-going basis by the class teacher and our monitored by SLT and the English Subject Leader.
- Children's progress is tracked using the on-line tracking system INSIGHT.

Please also see Dinglewell Junior School Assessment Policy.

## **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

If it is suspected that a child may have special needs with respect to reading, writing, spelling or general comprehension then the Class Teacher will discuss these issues with the SENCO. Assessment is then made against the SEN level descriptors. If a child is assessed to need a My Plan, then it is discussed with parents before any action is taken. Once a child has been assessed the appropriate support can be offered.

- All children are taught in mainstream classes.
- We offer equal opportunities to all racial groups (see Equality of Opportunity).
- As part of our Equality of Opportunity policy we monitor provision for children with disabilities and make adjustments accordingly and appropriately. Our aim is to ensure that teaching and learning are accessible to all.
- Children experiencing learning difficulties are also taught individually or in small groups, those deemed to need extra, specialist support are assessed and given specific time and support with the special needs teacher and

learning support workers. These children will have My Plans or EHC Plans and will work towards specific targets within the curriculum for English.

- Particular needs of left handed children will be taken into consideration with their choice of pen and seating position and be given support with developing their style by the appropriate teacher.
- Children are taught in mixed ability classes.

## **Intervention Programmes**

- Wave 2 and 3 Intervention programmes are used across the school where appropriate.
- Apples and Pears Spelling and Phonics programme is used to support children who have been identified as having difficulty spelling linked to their phonic knowledge.
- The Dancing Bears programme is used for children who have entered Key Stage Two with gaps in their phonic knowledge or delay in speech and language development.
- Rapid Writing is used for groups of children who need further support in writing. They are identified using teacher assessment and through consultation with the SENCO.

## **Equal Opportunities**

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

- By exposing pupils to a wide range of material we aim to enable pupils to see English as a major cultural feature and part of a wider body of knowledge and skills.
- We use teaching methods and resources that allow all children (irrespective of their gender, ethnic origin or academic ability) to have equal access to English and to experience success and enjoyment in their work.
- We value each individual and so encourage each child to feel the value and worth of others. In doing so, we encourage empathy so that each child approaches issues of Race, Gender and Ability with tolerance and insight when investigating different types of text, discussing issues as part of an English lesson and when reading a range of fiction and non-fiction material.
- The children should develop an awareness of the implications of English (past and present) for the individual and the local, national and international communities.
- The children are encouraged to develop informed opinions, and should be able to support them with reasonable arguments free from prejudice.
- We aim to foster and encourage a lasting enjoyment and appreciation of literature and non-literary works (eg sources, internet, factual) from a variety of eras, cultures and traditions.
- As part of our daily English lessons, we encourage children to consider critically the way language is used by writers and to develop the ability to analyse, evaluate and discriminate this use of language.

## **Role of the subject leader**

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

Monitoring and evaluating English:-

- Pupil progress and analysis of data
- Provision of English, ensuring the breadth and balance of the curriculum
- English across the curriculum
- The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Reporting to governors and SLT
- Guidance support and training for parents and carers
- Keeping up to date with recent English developments

## **Parental Involvement**

At Dinglewell Junior School we encourage parents to support their children with literacy by reading with them and making a comment in their reading diaries. We also encourage parents to volunteer to hear children read in school. English homework is set weekly by class teachers and we expect children to learn spellings. World Book Day is celebrated in school in a number of ways, often by children dressing up as favourite book characters.

## **Conclusion**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Assessment Policy

Feedback and Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy



## Appendix 1

### CELEBRATING AUTHORS AT DINGLEWELL JUNIOR SCHOOL

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN TERM</b>				
<b>Term 1</b>	Julia Donaldson	Oliver Jeffers	Cressida Cowell	Michael Morpurgo (War stories such as: The Amazing Story of Adolphus Tips, Toro!Toro!, Private Peaceful and War Horse)
<b>Term 2</b>	Jeff Brown	Roald Dahl (Poetry such as: Revolting Rhymes, Dirty Beasts, Songs and Verse and Rhyme Stew)	Francesca Simon	Roald Dahl (Autobiographical work such as: Boy, Going Solo and The Great Mouse Plot)
<b>SPRING TERM</b>				
<b>Term 3</b>	Beatrix Potter	Michael Morpurgo (Animal stories such as: The Rainbow Bear, Dolphin Boy, This Morning I met a Whale, The Butterfly Lion and Born to Run)	Lucy and Stephen Hawking	JK Rowling
<b>Term 4</b>	Roald Dahl (Fiction stories such as: BFG, The Twits, The Magic Finger, The Giraffe, the Pelly and Me, Esio Trot, and James and the Giant Peach)	Michael Rosen	Rick Riordan	David Walliams
<b>SUMMER TERM</b>				
<b>Term 5</b>	Anne Fine	Terry Deary	Lynne Cherry	Jacqueline Wilson
<b>Term 6</b>	Aaron Becker	Gillian Cross	Roald Dahl (Fiction stories such as: Charlie and the Chocolate Factory, Charlie and the Great Glass Elevator, Matilda, The Witches, Fantastic Mr Fox)	Louis Sachar

## TEXT BASED APPROACH TO WRITING

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN TERM</b>	<b>DAWN OF TIME</b>			
<b>Term 1</b>	'Tyrannasaurus Drip' and 'Cave Baby' by Julia Donaldson  'Dinosaurs and All That Rubbish' by Michael Foreman	'Roman Tales' by Terry Deary	'The Great Kapok Tree' by Lynne Cherry	World War Two book from Michael Morpurgo collection - TBC
<b>Term 2</b>	'Stone Age Boy' by <a href="#">Satoshi Kitamura</a>	'Romulus and Remus' A Roman Myth	'The Chocolate Tree: A Mayan Folktale' by Linda Lowery  'Charlie and the Chocolate Factory' by Roald Dahl	'The Diary of a Young Girl' by Ann Frank  'Boy' by Roald Dahl
<b>SPRING TERM</b>	<b>CLAIM TO FAME</b>			
<b>Term 3</b>	'Snowflakes' by Cerrie Burnell  'The Tale of Peter Rabbit' by Beatrix Potter	'Pinocchio' by Carlo Collodi	'George's Secret Key to the Universe' by Lucy and Stephen Hawking	'Mystery of the Egyptian Scroll' by Scott Peters
<b>Term 4</b>	A collection of Fables by Aesop  'The BFG' by Roald Dahl	'We're going on a bear hunt' by Michael Rosen	'The Little Prince' by Antoine de Saint-Exupery  'Mr Wuffles' by <a href="#">David Wiesner</a>	David Walliams book - TBC
<b>SUMMER TERM</b>	<b>POPPIES FROM PARIS</b>			
<b>Term 5</b>	'The Diary of a Killer Cat' by Anne Fine  'Old Possum's Book of Practical Cats' by T. S. Eliot  'The Cat Who Walked Across France' by Kate Banks	'Lost and Found' by Oliver Jeffers	'How To Train Your Dragon Series' by Cressida Cowell	'Beowulf' by Kevin Crossley - Holland
<b>Term 6</b>	'Journey' and 'Quest' by Aaron Becker	'Revolting Rhymes' by Roald Dahl	'The Sleeping Army' by Francesca Simon	'There's a boy in the girls' bathroom' Louis Sachar

## NON-FICTION TEXTS LIBRARY LOANS

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 3	<u>DAWN OF TIME</u> <b>History</b> - Dinosaurs, The Stone Age, The Bronze Age and The Iron Age  <b>Science</b> - Rocks, soils, fossils, skeletons and light	<u>CLAIM TO FAIM</u> <b>History/Geography</b> - Gloucestershire and famous people associated with our county  <b>Science</b> - Nutrition, forces and magnets	<u>POPPIES FROM PARIS</u> France  <b>Science</b> - Plants
YEAR 4	<u>VENI VIDI VICI</u> <b>History</b> - Romans and Roman invasion  <b>Science</b> - Electricity and sound	<u>POWERFUL PLANET</u> <b>Geography</b> - Volcanoes and earthquakes  <b>Science</b> - Solids, liquids, gases, changing state and the water cycle	<u>WILD THINGS</u> <b>Geography/Science</b> - Animals and their habitats.  <b>Science</b> - Grouping, sorting and classification; digestion and teeth.
YEAR 5	<u>AMAZON ADVENTURERS</u> <b>History/Geography</b> - Mayan civilisation and rainforests  <b>Science</b> - Plants and life cycles	<u>TRAIN LIKE AN ASTRONAUT</u> <b>History</b> - Ancient Greeks  <b>Science</b> - Space	<u>VICIOUS VIKINGS</u> <b>History</b> - Anglo-Saxons and Vikings  <b>Science</b> - Solids, Liquids and Gases and different materials
YEAR 6	<u>BLITZ N BLIGHTY</u> <b>History</b> - World War 2 and British History thereafter  <b>Science</b> - Light	<u>WALK LIKE AN EGYPTIAN</u> <b>History</b> - Egyptians  <b>Science</b> - Classifying animals and the human body	