

Ravensdale Junior School

Policy Statement for English (2022 - 2023)

INTRODUCTION

This policy is a statement of the aims, principles and strategies for the teaching and learning of English at Ravensdale Junior School.

WHAT IS ENGLISH?

English is the primary language of communication in this country and its mastery is a prerequisite for learning. As with every other language, it is the use of words to convey meaning; oracy and written forms deliver the message and the recipient uses listening or reading skills to decode and make sense of it.

AIMS

Our aims in teaching English are that all pupils will:

- develop the necessary skills to use the English language confidently, appropriately and accurately, to the best of their ability
- be able to speak fluently, clearly and cogently, using a wide vocabulary
- be able to listen to the spoken word attentively with understanding, pleasure and empathy
- be able to read a range of material fluently and with understanding, for enjoyment and for information
- be able to write effectively for a range of audiences and purposes, using spelling, punctuation and grammar accurately and confidently
- use their reading and writing skills effectively to access all other curriculum areas successfully
- equip pupils with the literacy skills needed to access the next stage of their education – key stage 3

Principles

English is important because:

- it is the basic language of communication in our society
- it is the foundation of all the learning that goes on in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and all aspects of everyday life.

English is a core subject of the National Curriculum and is categorised into three attainment targets:

- 1 speaking and listening
- 2 reading
- 3 writing (incorporating spelling, punctuation and grammar within a range of genres in accordance with the new National Curriculum 2014)

STRATEGIES FOR THE TEACHING OF ENGLISH

The National Framework (revised 2014) is the curriculum from which the formal teaching of reading, writing, speaking and listening is delivered in daily lessons. Shared reading sessions are timetabled outside the daily English lessons and intervention groups are organised for those children who need extra support. Related learning goes on throughout the school day and throughout all curriculum areas.

Oracy (SPEAKING AND LISTENING) skills are developed through:

- children are encouraged to follow the agreed class rules for speaking and listening
- providing a range of opportunities for pupils to talk and listen in formal and informal settings
- participating in 'shared' activities during the English lessons.
- the use of drama and role play to explore imagined situations (including hot seating)
- paired talk in English and other subjects
- Speak-well sessions at the start of English lessons
- book talk
- jigsaw activities where children feedback their findings to their 'home' group
- peer assessment (oral feedback)
- links between language and music exploring rhythm and rhyme
- regular story time when an adult reads aloud to the class
- shared reading sessions including the use of a class reader (class reads a book together)
- class discussion and debate on topical or contentious issues
- showing and tell / news time when pupils are encouraged to share experiences with the rest of the class
- interviewing carried out as part of a topic/project
- group or individual presentations
- assemblies

READING is developed through:

- shared reading sessions (whole class reading and related activities. Each class is expected to plan for a minimum of three sessions each week).
- the use of **VIPERS** to teach children the different skills in reading comprehension at both word and text level (V = vocabulary I = Infer P = predict E = explain R = retrieve S = summarise or sequence)
- providing a range of reading material for pupils to enjoy and to use to access information
- teaching of **phonics** - new children who cannot read at all are initially taught the grapheme / phoneme relationship of the alphabet then proceed on to digraphs and trigraphs (two letters and three letters which make one sounds respectively). Children are taught how to segment words into phonemes, syllables and smaller words which make up compound words. The 'No-Nonsense Phonics Programme' is used for phonic intervention groups. Children attending these intervention sessions, use the Big Cat decodable books for their home-school reading book.
- modelled, guided and independent activities in the English lesson
- reading as a reader activities in our 'Writing Units'
- the reading of several reading schemes organised in reading age bands (All Aboard, Big Cat, Banana, Project X, Treetops and other Oxford Reading books) together with real books for free choice in each level.
- individual reading support by an adult as often as possible
- sessions of silent reading
- borrowing class library books
- reading books from the Inspire Library Service
- encouraging parental involvement (listening to children read at home)
- organising special events such as book fairs and sponsored reading challenges
- using organised and stimulating reading corners to encourage the love of reading.
- promoting the love of reading in assemblies and through displays

WRITING is developed through:

- the teaching of writing (please ref to The Teaching of Writing at RJS document) is through planning

‘Writing Units’ and follows a three stage process from reading to grammar to writing. The RJS English curriculum sets out the genres taught in each year group

- modelled, shared, guided and independent activities in English lessons
- guided work within and in addition to English lessons
- reading as a writer activities delivered in the ‘Writing Units’
- providing a wide range of contexts for writing
- the ‘Headstart Grammar Scheme’ to teach specific punctuation and grammar rules and ensuring the application of these (there are grammar overviews for each year group in the English Curriculum document)
- encourage a process of drafting and redrafting
- providing writing opportunities for collaborative writing
- extended writing opportunities across the curriculum
- encouraging pupils to use a thesaurus to extend knowledge and use of vocabulary
- pupils responding to marking and editing work
- the use of Writing Progress Books to demonstrate progress over time with at least one piece of writing produced each term

SPELLING is developed through:

- the teaching of phonics - spelling strategies and spelling rules in English lessons
- the use of the ‘No-Nonsense Spelling Scheme’ to teach spellings and strategies for learning
- the marking of work
- the correcting of spelling mistakes (see marking policy)
- regular learning of spelling lists allocated according to ability groups
- encouraging pupils to identify their own errors and use dictionaries.
- the learning of statutory words (these have been split between the four year groups) and application of rules and spelling patterns as provided in these words

HANDWRITING is developed through:

- modelling handwriting in the English lessons
- regular teaching and practice sessions (following the Martin Harvey Scheme), starting with the cursive form leading to joined, fluent, style of writing (see Handwriting Books)
 - Year 3 – regular practise throughout the year
 - Year 4 – regular practise for the first term
 - Year 5 – regular practise for the first half term
 - Year 6 – regular practise for the first 4 weeks of the autumn term
- the reward of a pen licence once joined and fluent handwriting is achieved (equates to the old Level 4 expectation)
- discouraging the use of rubbers.

TEACHING ASSISTANTS are used to support the teaching of English in the following ways:

- acting as positive role models for children in shared reading/writing sessions
- hearing pupils read individually
- supporting and guiding small groups or individuals in their learning
- fostering discussion and questioning among small groups
- providing other support, such as in word processing and computer spelling programmes
- delivering intervention programmes such as Rapid Phonics and Rapid Writing, Read-it Write-it, and Language Link.

PUPILS WITH SPECIAL NEEDS IN ENGLISH

SEND children are, where possible, given extra support by a classroom assistant, being regular assessed by the class teacher and by the special needs co-ordinator.

Included in this programme are:

- pupils with difficulties in learning to read who are given extra opportunities for reading with an adult
- pupils with learning difficulties who are given extra support in the classroom
- pupils whose first language is not English have the necessary support to help them access the curriculum (regular EAL intervention support)
- specific interventions such as Rapid Writing are used with identified groups of children. (please refer to SEND policy for complete list of intervention programs)
- No-Nonsense Phonics intervention programme for the teaching of phonics in small groups
- outside agencies such as speech or language therapists are referred to as required.
- Speak-well to encourage oracy development

HOMEWORK is used to support English by:

- encouraging pupils to take a book home each day to read to an adult (this is monitored)
- the learning of spelling lists for weekly assessments
- a writing task as and when required (including the practise of grammar skills) to support learning throughout the curriculum

EXCELLENCE in English is celebrated in display and performance including:

- display of hand-written and word-processed work
- read or spoken presentations to the class or whole school at assembly time
- performance of improvised or scripted plays
- occasional inclusion in published anthologies
- the award of the Writing Cup each term to one child in each class
- housepoint and sticker rewards for good and excellent work
- displaying children's work

STRATEGIES FOR ENSURING CONTINUITY AND PROGRESSION

Planning is a process in which all teachers are involved wherein:

- the foundation for planning is based on the statutory and non-statutory objectives in the National Curriculum for English.

- teachers following the processes and learning intentions in all of the related English documents on the portal
- grammar, spelling and punctuation skills are taught in accordance with the non-negotiables and expectations set for each year group
- text genres required to be covered by the National Curriculum are planned for across the four year phase and increasingly challenging texts (class readers) are designated to each year group

Feedback to pupils about their own progress in English is achieved through discussion and live marking of work.

Live marking or group and whole class feedback:

- informs a pupil(s) of what to do next to improve their learning
- aims to be encouraging and supportive
- uses READ to address any whole class misconceptions

ASSESSMENT

Assessment is used to monitor and track the progress of individual pupils in English. It involves identifying what each pupil has learned, and what should be the next stage in his/her learning. INSIGHT is our online assessment programme which we use to record children's attainment and monitor progress. Children are assessed as to whether they are working at age related expectations. WTS relates to children working towards age related expectations, EXS relates to children working at age related expectations and GDS is the grading for children working at the greater depth level (working above age related expectations). As well as ongoing AfL (assessment for learning), Ravensdale Junior now uses a termly assessment scheme for reading (NTS Reading by Rising Stars). Results from the NTS as well as teacher assessment for writing is input into INSIGHT each term. Year 3 input their baseline data at the start of autumn term after completing the summer NTS Year 2 paper for reading. All writing is teacher assessed against the Transform year group criteria for writing.

In Year 6 children sit statutory assessment tests for reading as well as the taking the SPaG test (spelling, punctuation and grammar). In Year 6 teacher assessment for writing may well be subject to external moderation by Derby City Council.

Opportunities for assessment also include:

- written assessments
- moderation within and with other schools
- weekly spelling tests
- hearing pupils read during guided reading sessions as well as individually
- small group discussion perhaps in the context of a practical task
- pupils self-assess
- peer assessment

COMMERCIALY AVAILABLE SCHEMES OF WORK are used alongside the National Framework.

The principal schemes are:

- Reading: Oxford Reading Tree, All Aboard, Big Cat, Project X, Banana books and Focus on Literacy
- Spelling (see statutory word lists), Letters and Sounds, Support for Spelling (DfE), No-Nonsense spelling scheme
- Handwriting: Martin Harvey
- Comprehension: Focus on Literacy, Letts, Headstart, Longman (these schemes are only used as support materials)

- . Headstart scheme for grammar
- . No-Nonsense Phonics

STRATEGIES FOR RECORDING AND REPORTING

The class teacher keeps records of each pupil's progress. Termly assessments are input into INSIGHT (see above)

Reporting to parents is done through interviews and the end of year written report. Reporting in English focuses on pupils':

- . attitudes to English
- . competence in reading and writing skills
- . progress in speaking and listening
- . attainment and progress in terms of age-related expectations

RESOURCES

Resources in English include:

- . VIPERS reading domains
- . thesauruses
- . ICT and the Internet
- . the Library
- . class readers
- . ipads
- . Inspire Library in Nottingham
- . variety of comprehension and skills books
- . reading scheme books
- . VCOP aids (vocabulary, conjunctions, openers punctuation exemplars)
- . each classroom has a Working Wall
- . dictionaries

Information and Communication technology is a major resource, which is used in English for:

- . word processing
- . Desktop publishing
- . spelling
- . accessing information (from CDs and the Internet)
- . sending e-mails
- . producing powerpoints

TRAINING NEEDS OF STAFF, either expressed or identified by the co-ordinator will inform the School Improvement Plan and Performance Management records.

The English Leader attends Transform English Network Meetings and feedback to staff.

Regular training for both teachers and teaching assistants is provided by the English Leader throughout the year.

Staff have CPD files in which they record all training received and courses attended.

Support from Transform Trust.