



Believe. Achieve. Succeed Together.

Iver Village Junior School

English Policy

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Review Date	Reviewed by	Changes
August 2020	RB	Updated in line with new systems put into place
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Purpose

The purpose of this policy is to ensure that all staff are able to implement the teaching of English to a high standard in order for our pupils to achieve to the best of their abilities and to raise levels of attainment in English.

Aims & Objectives

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations and across the curriculum.

Our objectives in the teaching of English are:

- to enable children to speak clearly, fluently and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of activities including through drama activities;
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster and instil the enjoyment of reading, and a recognition of its value;
- to foster and instil the enjoyment of writing, and a recognition of its value;
- to encourage accurate, meaningful and purposeful writing, be it narrative or non-fiction;
- to develop a secure understanding of spelling, grammar and punctuation;
- to improve the planning, drafting and editing of their written work;
- to produce effective, well presented written work.

Teaching and Learning.

At IVJS we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have a daily English lesson in which they will follow the cycle of: feature review, planning, drafting, editing and redrafting. In addition, children will receive a daily spelling, punctuation and grammar starter and plenary that focuses specifically on developing skills and understanding in this area. The children develop their oral language skills and imagination through talk partners and drama activities. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Children use ICT in English lessons where it enhances their learning. Literacy is encouraged and developed across our curriculum and links are made where appropriate. We encourage children to use and apply their Literacy learning in other areas of the curriculum.

Homework

Children are also set homework tasks in order to strengthen their learning in English. These tasks directly link with the current unit of learning. Each week, a spelling lesson is timetabled in which a spelling pattern/rule is taught. Children are set spellings weekly which are of appropriate challenge and linked to the pattern taught that week. They are required to practise these and have a weekly spelling test. Children are expected to regularly read for homework and record this in their reading records.

Guided Reading

In addition to the daily English lessons, guided reading is timetabled at least 3 times per week. The teacher plans and teaches guided reading lessons as a whole class. The class text will be an appropriately selected Power of Reading book which the whole class will engage with simultaneously. The class teacher will carefully plan to support the needs of all children in their class to ensure all are able to access the book and the more able are stretched suitably. A selection of activities will be planned for by the class teacher to develop a range of skills and strategies such as:

- Questioning
- Clarifying
- Skim reading
- Scanning
- Predicting
- Empathising
- Visualising
- Summarising
- Analysing

Handwriting

Children receive at least a weekly handwriting lesson using the LetterJoin handwriting scheme. Children will have the opportunity to practise new letters, joins and all children and adults are encouraged to write neatly with fluent joins where appropriate. Interventions are in place and led by LSAs to develop handwriting of focus children.

The teaching English to children with special needs

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Educational Health Care Plans (EHC). Additional intervention sessions take place outside of the English lessons to ensure gaps are closing and knowledge is secured.

English curriculum planning

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

- Our long term teaching programme identifies the key objectives in English that we teach throughout each year and ensures progression from one year to the next.
- Our medium-term English plans give details of the main teaching objectives for each term. These define what we teach and ensure an appropriate balance and distribution of work across each term. These plans are kept by both the class teachers and the subject leader.
- Our short term plans, or daily plans, are the responsibility of the class teacher who completes the plans for the teaching of English. These plans include the specific learning objectives, which are listed on the medium term plan, for each lesson and give details of how the lessons are to be taught.

Assessment and recording

Assessment in English forms part of the assessment for learning cycle. It is an on-going process which takes a number of different forms.

- Daily assessments are used to help regularly adjust plans and review progress against specific objectives. Learning questions and skills based success criterias are shared with the children in every lesson, while marking is developmental. Daily assessment provides the opportunity to identify strengths, areas for improvement and for the children to respond, with the aim to review and extend their learning at least once a week. Teachers then monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals.

- Weekly assessments are made where the teacher assesses each child on their learning pit.
- Success criteria statements are updated on each child's spreadsheet once a writing cycle has been completed and the piece of work published.
- Each half term a summative assessment is recorded on target tracker where the teacher assesses the child's 'step'. The writing assessment spreadsheets and 'ticks to steps' document are used to decide which target tracker 'step' the child is working at. A child has to demonstrate they can do each statement at least 3 times before they are considered secure.
- Final assessments of the children's learning are made towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year.
- We use the national assessments for children in year 6.

Monitoring and Review

Monitoring of the standards of children's work and of the quality teaching in English is the responsibility of the English subject leader. This will be monitored each half term in four ways:

- Book scrutiny
 - Learning walks/observations
 - Planning scrutiny
 - Data analysis

The English subject leader will give the Headteacher half termly, termly and an annual evaluation of the subject, identifying strengths and weaknesses and areas for further improvement. The head teacher allocates regular management time to the English subject leader so that the subject can be monitored. Finally, a named member of the school's governing body is assigned to oversee the teaching of English and this governor meets regularly with the subject leader to review progress.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses as well as other resources on display in order to aid learning. All classrooms have a selection of fiction and non-fiction texts relevant to year group and curriculum areas to be studied. The library contains a range of non-fiction and fiction books to support children's individual research and to enthuse and inspire a love of reading.