



Bilton Church of England Junior School

English Policy 2017

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers use the National Curriculum 2014 as a starting point for creating their English plans.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear learning intentions are set for each session and are shared with pupils. Teachers plan for the needs of the whole class.

Literacy is encouraged and developed across our curriculum as a whole.



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Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school feedback policy. All children receive a detailed written report on their progress and attainment in English in their end of year report.

Formal assessments are conducted termly; they are used to monitor progress and inform future planning.

Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding.

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- whole class guided reading sessions outside of the English lesson
- reading and study of texts within English lessons
- regular independent reading
- to receive a Home School Reading diary to record home reading (independent and with an adult)
- hearing and discussing books read aloud on a daily basis. Each class has a Class Reader and DEAR (Drop Everything and Read) time.
- selecting own choice of texts both from class books and the school library
- reading in other subjects. Each class receives a selection of books based on their current Topic from Warwickshire Schools Library Service.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. The school library is an important resource and pupils are taught how to use it appropriately.



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Teaching and learning

Teachers promote and value reading as an enjoyable activity and a life skill.

On entry, all children are assessed and children identified as not meeting age related expectations will begin a programme of targeted reading support such as Project X.

In whole class guided reading, teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral and written responses and collaboration. Texts are rich and challenging. Questions are given to provide practice and develop personal responses to texts.

Texts are also studied within English lessons and provide an inspiring stimulus for a series of reading and writing opportunities. Many other opportunities are provided for pupils to practise and extend reading in other subjects.

All teachers are responsible for providing a stimulating reading area, promoting book ownership and recommending books to pupils.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Reading diaries.

Writing

Aims

- To enable children to write clearly, accurately and coherently across a range of genres and for a range of purposes and audiences
- To develop a rich and wide vocabulary
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Entitlement

- English lessons are delivered five times weekly and are recorded in English books.
- A range of opportunities to write in other subjects
- To be exposed to a rich range of examples of each genre to inspire and model writing
- Specific spelling sessions during the week including a weekly test.

Teaching and organisation

Lesson sequences begin with an inspiring text from which a variety of writing opportunities are explored and developed. Throughout a year, children will experience writing across a range of genres including narrative, poetry, journalistic style, non-chronological reports, diaries, letters, persuasion, playscripts, arguments and explanations.

Writing is marked in accordance with the Feedback Policy.



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Spelling

The school uses the No Nonsense Spelling programme to deliver spelling teaching. Whole class teaching of spelling takes places 2 or 3 times per week, according to the programme. Children are taught a range of strategies for learning spellings in line with the expectations of the National Curriculum. Spellings for each half term are posted on the website and sent home in a spelling book to be learned. These are then tested in class weekly and recorded in a separate spelling test book. Children who have been identified as needing additional support with spelling will take spellings according to their own identified needs and may receive targeted input in school. Spellings are corrected in written work in line with the Feedback Policy.

Grammar

Grammar will be taught in a discrete English lesson weekly and is recorded in a Grammar and Punctuation book. Coverage is taken from the National Curriculum 2014. Skills learned in grammar lessons are then reinforced across the curriculum.

Handwriting

Children are taught a cursive style of handwriting using the PenPals scheme. Where children have developed a neat, cursive style of writing at their infant school they may continue this style. However, those children who have not acquired this will adopt the PenPals model. Additional support with handwriting will be given to identified individuals.

Speaking and listening

Children will be encouraged to speak clearly and for a range of purposes including making presentations, taking part in discussion and debate and when performing. Children will be taught to listen to others speaking in a range of contexts and 'tracking' of the speaker is expected throughout the school. Speaking and listening skills are taught discretely within English lessons and used across the curriculum.