

Holland Junior School

English Policy

School Vision

At Holland Junior School, we are a happy, friendly and caring school at the heart of our community. Hand in hand with our families, we have high expectations which nurture the successes, growth and happiness of every child. Children will leave our school with lasting memories and the skills to blossom in their future.

Aims

English is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to children's intellectual, emotional and social development as it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Our aim is 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.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

DfE (2013) 'English programmes of study: key stages 1 and 2'

DfE (2014)

'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the National Curriculum and advising on their implementation.
- Monitoring the learning and teaching of English, providing support for staff where necessary.

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources.
- Monitoring and supporting the quality of the learning environment.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of English to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for development of English in subsequent years.

The classroom teacher is responsible for:

- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Curriculum

Teaching and Learning

English is taught five times a week. Basic Skills lessons are taught weekly and focus on the key skills for writing- spelling, punctuation, grammar and vocabulary. Each week culminates in writing at length which provides children with an opportunity to apply and embed skills learnt during the week in a piece of independent, extended writing.

At Holland Junior School we use high quality texts and creative teaching approaches to stimulate and inspire children. By using such tools children are able to engage and connect deeper with a text. Studying one text over a longer period of time, children are given greater contexts for writing and are able to immerse themselves in the world of the book.

Each half term the class teacher chooses a selection of high quality texts and then delivers lessons based on this text. The children are exposed to many different genres of writing and skills are developed in order to write independently at length. Books are chosen to coincide with the current IPC topic, therefore providing plenty of opportunities for cross curricular writing.

Approaches to Reading

Teachers regularly share a range of narrative and non-narrative texts with the whole class. Every school day finishes with 10 minutes where the class teacher reads a chosen text to the children. Each class has a welcoming book corner which is regularly updated to suit the interests of the children.

As part of the home/school agreement children are expected to read at home at least three times a week. We strongly encourage parents/carers to hear their child read unless they are at a level where

the pupils can assess their own reading. Feedback on home reading is made by parents/carers or pupils within the Home Reading Records.

Guided reading sessions take place for 30 - 40 minutes three times a week. Guided Reading operates as a whole class teaching and learning session.

During the guided session with the class teacher, the teacher will set a particular learning objective based around a particular reading skill in line with the 2014 National Curriculum e.g. Retrieval.

Approaches to Phonics and Spelling

As a Junior School, we follow on from the teaching of Phonics in Early Years and Key Stage 1. We use "Little Wandle" phonics teaching and reading scheme as a rapid catch up for pupils who join our school and require consolidation of early phonics learning. This scheme follows the 'Letters and Sounds' programme. Phonics intervention groups and additional support is set up for those children struggling with their Phonics learning and who did not pass the phonics screening test at KS1.

In Key Stage 2, the children have discrete 'Spelling' lessons three times a week. During these lessons children begin to understand the principles underpinning word construction, recognise how to apply these principles in their writing and develop the skills for proof reading. In Years 2 and 6 children are required to take a 'Spelling, Punctuation and Grammar' test. We endeavour to prepare children for this year 6 test as early as possible and therefore make spelling and grammar a key priority in all curriculum areas.

Assessment and Evaluation

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 marking and feedback policy. The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Role of ICT

Teachers and pupils use IT to support and enhance the language curriculum. IT can be used at a whole-class level through the use of the Clevertouch Board, which allows Teachers to model the writing process effectively; show a variety of text types and video clips as a stimulus for writing as well as using interactive games to encourage the children to develop their grammar skills. Groups, pairs and individuals can work at a computer to develop a number of skills. They have access to the Internet in order to research a variety of topics, use word processing programs to create and edit their own texts and they can use multimedia software to develop presentations of their knowledge and research. In addition to this, pupils have access to other software that enables them to extend phonics and grammar skills. Using iPads allows pupils to make their own newspapers, magazines and films which can have text attached to them.



Resources

Each classroom has an engaging book corner with a range of fiction and non-fiction texts. Books for Guided Reading are kept in a central area and are banded according to level where appropriate. Reading books for taking home are banded and kept on both the lower and upper floors of the school. Additional reading scheme books for Project X Code, Little Wandle and Oxford Reading Tree Phonics Readers are kept in the Rainbow Room on the lower floor. Resources for phonics and spelling teaching are kept in classrooms (i.e. word mats). Spellings, grammar, punctuation and phonics prompts are also displayed on Working Walls in classrooms.

Inclusion

At Holland Junior School we are committed to inclusion in all its aspects and ensure that all children regardless of ability, race, gender, culture, special educational need or disability, are given appropriate opportunities to access the curriculum. In order to achieve this, we provide a differentiated curriculum and, where possible, additional support.

To be read in conjunction with:

- Equal Opportunities/Inclusion Policy
- Teaching and Learning Policy
- Policy for Teaching and Learning of Children with Special Educational Needs
- Policy for Teaching and Learning of Gifted and Talented Children