



# English Policy

*We aim to teach and prepare your child today, for their tomorrow*

## Philosophy of English:

English is a core subject in the National Curriculum.

English at New Invention Junior School is a subject that children both use and enjoy, and is also a tool to be used in lots of ways in the world beyond the classroom. Our school views the acquisition of literacy skills to be of the utmost importance and so the teaching of all aspects of English is given a high priority.

## Main Aims

Our aims agree with those set out in the National Curriculum:

- *Read easily, fluently and with good understanding*
- *Develop the habit of reading widely and often, for both pleasure and information*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *Appreciate our rich and varied literary heritage*
- *Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

The school aims to develop in all children a positive attitude towards English by making it an interesting and relevant subject as well as providing opportunities for all children within the school to develop to their full potential in English. Therefore achieving the overall school aim: "*We aim to teach and prepare your child today, for their tomorrow.*"

We aim to:

- Read and write with confidence, fluency and understanding
- Be interested in books, read with enjoyment and evaluate and justify preferences
- Know and understand a range of genres in fiction and poetry; understand and be familiar with some of the ways that narratives are structured through basic literary ideas of setting, character and plot.
- To understand and be able to use a range of non-fiction text
- Plan, draft, revise and edit their own writing.
- Have an interest in words and word meanings and a growing vocabulary
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent and legible handwriting
- Tell stories, both real and imagined
- Act out roles in imaginative play and drama work
- Read and listen to poetry
- Read aloud with expression
- Explore, develop and clarify ideas
- Predict outcomes and discuss possibilities

- Describe events, observations and experiences
- Make explanations for choices made
- Give reasons for opinions and actions

### **National Curriculum and Planning**

New Invention Junior School adheres to the guidelines laid down in the National Curriculum for English (2014). The objectives laid out are used to form the basis of our; **Yearly skeletal Plans, Half Termly Plans, Weekly Plans and Daily Lesson Plans.** Curriculum overviews are available on the school website and accessible to staff. English will link to other areas of the curriculum and have an impact on learning in other lessons.

### **Assessment**

Staff at New Invention, use the results of both ongoing teacher assessment and formative assessment to help them make informed decisions about the progress of individual children, to plan the next developmental stage and to evaluate their delivery of certain aspects of the National Curriculum.

- At present the framework for assessment is as follows:  
Statutory end of Key Stage assessment occurs in year six. Supported by termly, moderated teacher assessments. Reading and Spelling, Punctuation and Grammar are assessed using statutory tests. Writing is teacher assessed and moderated by the local authority or by moderation working groups.
- On entry into Year 3, pupils are assessed using school devised reading and writing assessments and against National curriculum and age related expectation standards
- New Invention Point System (NPS) assessment sheets are used to teacher assess the pupils termly, supported by non-statutory testing.
- Both forms of assessments are executed at the end of the year to measure progress and these assessments are passed on to the next class teacher to ensure continuity.
- Continuous assessment takes place daily through interaction with children and exercise books, using teacher and pupil daily self-assessment in the form of WALTs.
- The English co-ordinator completes termly book monitoring to check progress, curriculum coverage etc and offer support.
- A clear marking policy is followed, providing ongoing challenge for all pupils.

### **Record Keeping**

Records for each child are maintained termly, using a whole school tracking system. Children are recorded against the main learning outcomes, via NPS assessments.

Records are kept for each child using 'tick sheets' for writing assessments in the front of their exercise books.

Practical literacy is also recorded and added to the class 'SeeSaw' account.

At the end of each term, children's attainment steps and progress towards their target and age related expectation is delivered to parents in the form of a written report and follow-up parents evening.

### **Monitoring**

The English co-ordinator, Headteacher and SMT take responsibility for the monitoring of the English curriculum and the standards achieved by the pupils. Monitoring takes the form of:

- Lesson observations;

- Plans, Weekly / Daily plans;
- Book/work scrutiny;
- Learning Walks.
- Pupil interviews
- Moderation

### **Entitlement/ Equal Opportunities**

All pupils, irrespective of age, ability gender and ethnic origin are entitled to participate fully in and benefit from a broad range of appropriate mathematical activities at every Key Stage of their mathematical experiences. At New Invention Junior we include SEND (Special educational needs and disabilities) LAC (Looked after children) and those pupils with speaking and listening difficulties, and G&T (Gifted and talented).

### **Teaching Methods**

- **Writing**

Writing is taught throughout the whole curriculum, although pupils are taught writing skills within English lessons. Each term in each year group takes on a theme and a book(s) is chosen for which all English work will be based on to create continuity. Authentic "Writing for Real" tasks are then created from this to build up the Non-Fiction texts and fictional/creative writing should also be created at least once per half term. The English Co-ordinator has specified text-types that must be covered by each year group within a theme to ensure coverage of all text types across the school. Children are also encouraged to write and perform different forms of poetry related to each theme.

- **Reading**

Pupils are all provided with a reading book from the Collins Big Cat Reading Scheme purchased in March 2016. This is a progressive scheme and encourages children to read widely, however children are also encouraged to read a 'free' reading book of their choice, especially the higher ability children who are expected to read from the 'Rich Reading Realm'. Children have reading skill sessions within school which teach them the specific skills they need to deconstruct, analyse and respond to various texts linked to the content domain. From September 2018, reading is taught through the use of 'VIPERS' to allow breadth of teaching across the content domain. Other reading skills are incorporated in English lessons when interrogating the book that is being studied and therefore Reading skills are supporting writing. EAL children are also catered for by having a scheme in school for them from November 2015. Staff are also encouraged to participate in the daily DEAR Bell activity whereby they read aloud to their class at some point during the day - mainly aimed at the end of the day. The books shared have been stipulated by the English Co-ordinator to ensure progression and avoid repeating texts as children move through school. Following the Covid-19 pandemic, phonics has become more of an issue in KS2 with more children not passing the phonics test in KS1 before arriving with us. Appropriate phonic intervention is in place to allow these children to catch up. **It is an expectation that children are heard reading aloud at least once a week, and at least once a fortnight by their class teacher. It is also an expectation that children read at home and that this reading is monitored by their parent/carer and their class teacher. There will be rigorous checking of this in school by the class teacher, English Co-ordinator and SMT. Children considered to be in the bottom 20% in terms of their attainment for reading will be heard read more often than others to support accelerated progress.**

In Autumn 2019, we purchased Reading Plus as a supplement to our Reading curriculum as a resource that builds fluency and speed as well as comprehension and vocabulary skills. This is an invaluable resource and is planned for within school but it is an expectation that children use this at home too in order to progress at a more accelerated rate. Staff are expected to monitor usage of their own individual class and ensure children who do not use it regularly are picked up on and encouraged to do so.

Children are requested to record any home reading in their Reading Record. This can be reading from their books from school, books from home, or any reading tasks completed on Reading Plus. Parents are also encouraged to hear their child read on a regular basis at home and record their comments in the Reading Record. Statements have been stuck in to the front of Reading Records to support parents with appropriate comments to log after hearing their child read as well as questions they could ask their child to check understanding. Teachers monitor the home reading and a weekly percentage is recorded at the end of the week to track how many children in the class have read at least twice at home during the week. This is shared in weekly assemblies with the Headteacher.

◦ **Speaking and Listening**

Speaking and listening is addressed through all aspects of teaching. Pupils are given the opportunity to work in groups, develop drama skills and use expression in a range of different situations.

◦ **Spelling**

See additional spelling policy.

◦ **Objectives (What the children will be learning)**

Lesson objectives are shared with the pupils at a relevant point of the lesson. Such criteria should be addressed at points throughout the lesson, with the children.

◦ **Main Teaching**

Teachers may employ a range of delivery techniques for the main teaching activity, to introduce or consolidate learning:

- **Teacher led didactic teaching:** whereby the teacher delivers explicit concepts and methods to the whole class, while differentiating questioning;
- **Pupil led learning:** whereby the teacher begins with a challenge or text type/structure and pupils use a range of techniques to investigate and construct their own piece, with support materials and adults available throughout;
- **Teacher led small groups:** whereby smaller groups within the class have the teacher led focus whilst others investigate or consolidate learning.

By employing a range of such methods throughout the English topics, it enables the needs of all the children to met, therefore allowing them to progress at a faster rate.

◦ **Independent Activity**

Pupils are given a substantial amount of lesson time to independently practice, improve or consolidate concepts and skills, via a range of differentiated activities. This may be supported by further direct teaching of whole class or small groups, at suitable times within the lesson, on order to enable the pupils to progress further.

◦ **Plenary**

At a suitable point within the lesson, the teacher should reinforce the learning objective to aid pupil's progression and enable them to achieve success.

To close the lesson the teacher will emphasise the teaching point of the lesson and apply the objective to other situations or pose a challenge to extend or consolidate learning.

### **English outside of the English lessons**

Teachers are encouraged to extend English learning beyond the main lesson. English learning takes place during morning challenges, whereby children are set problems, challenges which build upon existing knowledge or invite them to consolidate or address issues with prior learning.

Pupils are also encouraged to work on areas of spelling and grammar within shorter time allocations within the school day, whereby they can access questions at speed and be challenged with grammar errors and omissions.

Cross-curricular evidence of English is also expected and the English co-ordinator asks staff to plan for this at the start of each term and this is monitored. Expectations for the quality of high-level reading and writing evidence is expected across the school and can strengthen teacher assessment and moderation.

### **Use of I.C.T.**

ICT should be embedded within the English curriculum, including the use of IWB, iPads and cameras. All of which can be used to aid pupils' writing and research.

### **Differentiation/Meeting the needs of all pupils**

Within years 4 to 6, classes are grouped by ability, in to one more able set and two middle mix classes. Work is then further differentiated, within classes to ensure access to the curriculum for all. By grouping the children through ability and using intervention strategies children can work at the appropriate level and make progress.

Pupils on, above or below age-related expected level can then be provided with the appropriate level of work, to enable them to progress towards their target.

Children identified as SEND:

- EHCP created to monitor and address their needs;
- Given additional opportunities to practice key skills;
- Given additional Teacher Assistant support.

Children identified as Gifted or more able:

- Provided with regular open ended challenges within and outside of the English lesson;
- New concepts developed and extended at a faster rate;
- Given opportunities for independent study or investigations.

### **Work presentation**

Throughout the majority of English written work, pupils' books should be set out as below. Some work, however, may not be suitable to fit this format so should therefore be set out using an appropriate structure recommended by the teacher. Worksheets should be kept to a minimum, only using them if it is unsuitable for the pupils to set it out themselves.



# Neat Work Checklist



How my English work should look...

The image shows a sample of neat handwriting on lined paper. The text is written in blue ink and is underlined. The date 'Monday 1st September' is written in the top left corner. The text is written in a cursive style. There are three callout boxes with arrows pointing to specific parts of the handwriting:

- WALT / title neatly underlined.** (Points to the underlined date)
- Each new line must begin at the margin.** (Points to the start of a new line)
- No writing should be squeezed in the bottom space—just turn over!** (Points to the bottom margin)
- Full date in top left corner, underlined with a ruler.** (Points to the underlined date)
- One line left after WALT / title before starting work.** (Points to the line below the date)

The handwriting includes the following text:

Monday 1st September

WALT: present our work correctly

I will always leave only one line between the WALT and my work. In addition I will always begin each new line at the margin and remember never to use the margin as additional writing space.

I leave a line if I need to start a new paragraph.

If I need to stick anything in, I must fold it and stick it in straight, without it hanging out of the side of my book.