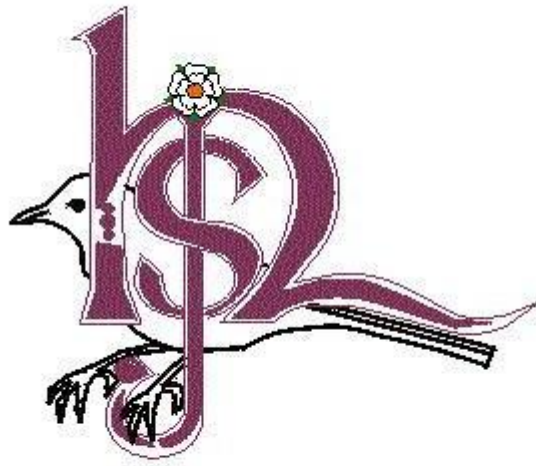


Honley CE (VC) Junior School



ENGLISH POLICY

Reviewed and approved by governors	April 2016
Next Review Date	April 2018

Honley C of E Junior School - English Policy

1. Rationale

- 1.1. At Honley Junior School we believe that all pupils deserve the best education we are capable of providing. Through studying English, pupils develop skills in speaking and listening, reading and writing, thus enabling them to communicate effectively. These key English/Literacy skills will be further taught and embedded in all curricular areas through a 'Literacy across the curriculum' approach.
- 1.2. Our ethos is to promote, develop, nurture and celebrate a love of English. Through speaking and listening, reading and writing, we will provide children with a range of challenging stimuli which aims to make English relevant and exciting. Our rigorous and systematic approach will provide continuity and progression. Our vision is for children to leave our school with a life-long love of English.
- 1.3. This policy outlines the approach to the teaching of Literacy at Honley Junior School. It will provide a systematic and consistent approach throughout school. The policy uses the 2015 National Curriculum as well as other creative and innovative approaches in order to provide a relevant and broad and balanced English curriculum.
- 1.4. All children will study the 2015 English National Curriculum. Its overarching aims will underpin all English/Literacy teaching. (See below)

2. The New English National Curriculum Aims:

2.1. Children should be able to:-

- 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

2.2. Entitlement:

- All children will receive the equivalent of a lesson of English per day.
- All children will receive the equivalent of a minimum of fifteen minutes, four times a week taught reading time.
- All children will be given the opportunity to apply and embed these skills across the curriculum.

3. Speaking and listening:

3.1. All children will be taught the spoken language content from the 2015 National Curriculum. (See appendix 1)

All children will be given the opportunity to develop, deepen and embed their speaking and listening skills throughout the curriculum.

3.2. In addition, all children will be taught to:

- develop their abilities to communicate effectively in speech and language
- develop their understanding of spoken language so that they become enthusiastic, responsive and knowledgeable speakers
- develop their listening skills
- communicate effectively in a range of situations
- use different registers of language, such as hypothesis, explanation, interpretation, reasoning, debate, evaluation etc. and to understand how they contribute to effective communication
- understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others
- to analyse their speaking and listening contributions in order to understand how they can communicate more effectively, thereby deepening their responses.
- Understand how language contributes to their experience of the world through all media.

4. Reading:

4.1. All children will be taught the Reading content from the 2015 National Curriculum. (See appendix 1)

All children will be given the opportunity to develop, deepen and embed their reading and comprehension skills throughout the curriculum.

4.2. In addition, all children will be taught to:

- read reciprocally at least four times a week for a minimum of 15 minutes, including reading to an adult twice weekly
- develop a progressive range of reading skills and strategies to enable them to become deductive, thoughtful, independent readers.
- develop an understanding of the wide variety of written language and the differences between the language structure of poetry, fiction and non-fiction.
- develop higher order reading and questioning skills to promote the use of inference, deduction and authorial intent.
- understand, analyse and evaluate a wide range of texts, including literature and poetry from other cultures and traditions, through a variety of media.
- read a variety of texts for purpose and pleasure, accurately, fluently, with intonation and understanding.
- Find and develop their own love of reading.

5. Writing;

5.1. All children will be taught the Writing content (including transcription, vocabulary, grammar, spelling and punctuation) from the 2015 National Curriculum. (See appendix 1)

5.2. In addition to this, children will compose an extended piece of writing at least twice termly (See appendix 2). This 'Big Write' will provide individual child-specific feedback and clearly indicate the next steps in progression, using the school marking policy. Children will be given time with which to respond to this feedback.

5.3. All children will be given the opportunity to develop, deepen and embed their writing and grammar skills throughout the curriculum.

5.4 In addition, all children will be taught to:

- develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style
- write for an increasing range of purposes, matching their language and style to the needs of the appropriate audience
- use knowledge acquired through reading to write in different styles and genres
- experiment, expand and edit (red pen) their own writing, including the use of peer marking and writing partners
- develop an expanding grammatical knowledge through the discrete teaching of grammatical skills
- build on previous learning to expand the range of their writing and the variety of the grammar they use.
- understand the appropriate use and purpose of an increasing range of written forms on paper and on screen
- write neatly using cursive script, with accurate spelling
- express themselves clearly and precisely for enjoyment..

6. Progression :

6.1. Learning and Progression as outlined in the 2015 National Curriculum and adapted to Honley Junior School requirements:

- Literacy lessons, including guided/reciprocal reading, have clear focus groups as identified by Class Teacher use of assessment data and IntegrisG2 assessment data analysis
- Work is differentiated by a variety of strategies, including group support, expectation, task and use of writing frames
- Pupil provision is related to attainment, not age
- Children are given clear, targeted feedback on their next steps in learning through 'closing the gap' marking in books, most particularly, but not exclusively, in the 'Writing Assessment' books
- Challenge is provided for all children to enable them to extend and further develop their English skills across all areas of the curriculum.

7. Monitoring

7.1. Subject leader and Leadership team to monitor the teaching of English, in accordance with the School Development Plan and subject action plan.

Annette Apostolakis
Lead Teacher for English
January 2016

Appendix 1

The full National Curriculum 2015 can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Appendix 2

Big Writes at Honley Junior School

- 2 big writes should be completed every half term on a themed topic, over the course of a year this should reflect a multiple of genres.
- Writing planning should be scaffolded to allow children to build to a big write.
- Appropriate writing frames and planning sheets should be used by the children during the build-up.
- These sheets should NOT be marked if they are to be given to children during their big write.
- Children should be given a maximum of 2 lessons to complete their big write. TAs should not assist children unless they are statemented. SEN should be provided for in the use of planning frames and prior teaching.
- Children are allowed access to resources usually available in the classroom: dictionaries, thesaurus, VCOP pyramids etc
- Once the children have written their big write they should be given time to edit (red pen) their work.
- Teachers can create a calming atmosphere in a way that is appropriate for them and their class eg, light a candle or play calming music.
- When marking use agreed marking policy.
- Ensure that 'Closing the Gap' marking is used to give maximum formative feedback to the children.
- Big write books should be marked within a week and returned to the children allowing them time to read and respond to feedback given.
- Big writes should not be copied up from writing books, it is a separate, independent piece of work unless the children have been specifically working on their editing skills and the children NOT adults have edited work.