

BROOMFIELDS JUNIOR SCHOOL



English Policy

2022-2023

Version	Date	Action
1		
2	February 2012	Updated Policy
3	February 2020	
4	September 2021	
5	September 2022	

English Policy

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

Rationale

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them...pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually...All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

National Curriculum for English (September 2014)

English unites the important skills of reading, writing, speaking, listening and reflection. Speaking enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts. At Broomfields, we are aware that the National Curriculum for English deals mostly with knowledge and skills, our aims also reflect the imaginative, spiritual, moral and cultural.

Through the schemes of Pathways to Read and Pathways to Write, we intend to cover all the objectives as set out in the National Curriculum for English (2014), for children between the ages of 7 and 11 years. Since the current curriculum became statutory in 2014, we recognise that the content for each year group has become more challenging and standards have been significantly raised and we have adapted our teaching to meet these standards. Children will also learn and reinforce English skills through other National Curriculum subjects taught in the school.

Intent

Aims and Objectives

- to enable children to speak clearly 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 drama activities, including the communication of their ideas, views and feelings.
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to have an interest in words and their meanings and a growing vocabulary across the curriculum;
- to develop enthusiastic and reflective readers, through contact with a breadth of challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value across the curriculum;
- to encourage accurate and meaningful writing, be it narrative or non-fiction across the curriculum;
- to teach pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience;
- to improve the planning, drafting and editing of their own and others written work;
- to understand the sound and spelling system and use this to read and spell accurately;
- to have fluent and legible handwriting;
- to be interested in books, read for pleasure and evaluate and justify their preferences;
- to develop their powers of imagination, inventiveness and critical awareness through reading and writing;
- to prepare pupils for language experiences they will encounter in life by teaching them to function confidently within the day to day demands of spoken language and of print and by enabling them to write effectively for a variety of purposes;
- to increase pupils' understanding of how language is used in the world beyond school;
- to use their knowledge and understanding of the English language creatively across all curriculum subjects.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the English Curriculum (2014). The programme of study is based on four areas: spoken language, reading, writing and spelling, grammar and punctuation.

Implementation

Teaching and Learning

At Broomfields Junior School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations

that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauri and individual word banks. Staff provide balanced and varied learning opportunities within the classroom through quality first teaching. Wherever possible, we encourage children to recall, use and apply their learning across the curriculum.

Curriculum Planning

Clear and careful planning is important to the success of the teaching and learning of English at Broomfields. Lessons are planned with reference to the objectives contained within the National Curriculum for English. We use a broad range of resources, books and websites as the basis for implementing the statutory requirements of the English Curriculum. We carry out the curriculum planning for English in three phases (long-term, medium term/short term). Our medium-term/short term plans give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. These plans include weekly short term planning which details the objectives and the differentiated activities, including support, where appropriate.

We plan the activities in English so that they build on the children's prior learning by revisiting and recalling previous knowledge, skills and understanding. While we give children of all abilities the opportunity to develop, we also ensure progression in the schemes of work, so that there is an increasing challenge for the children as they move up through the school.

Speaking and Listening

During Key Stage Two, children learn to change the way they speak and write to suit different situations, purposes and audiences. We aim to develop children's understanding of the spoken word and their capacity to express themselves coherently and confidently in a variety of different situations.

At Broomfields we encourage children to:

- speak confidently, clearly and audibly in a wide range of contexts using a wide vocabulary;
- adapt their use of language, varying use and register in relation to purpose and audience;
- develop proficiency in Standard English as well as a respect for other languages and dialects;
- listen with concentration to a wide range of spoken language in real contexts, such as: live talks, radio, television, film;

- participate in group discussions, debates and individual presentations;
- reflect on their own and each other's use of language;
- take part in drama or any other interactive opportunities to develop their ability to express feelings and emotions through the spoken word;
- speculate and hypothesise through mathematical and scientific investigations;
- listen attentively and with understanding in a variety of situations including information conveyed orally, stories read to them or the line of an argument in a discussion;
- carry out instructions correctly after listening carefully;
- listen sensitively to the thoughts, feelings and opinions of others;
- listen responsively to poetry and prose and enjoy the sound of language;
- take part in whole school assemblies and/or school productions.

Reading

At Broomfields we believe that reading is a quest for meaning which requires the reader to be an active participant. A love of literature contributes not just to language and literacy development, it is also of immense personal and social value. Whilst planning and teaching reading skills, teachers and teaching assistants provide opportunities for children to develop their understanding of the text by providing a range of literal, inference and deductive questions.

We encourage children to:

- read a variety of literary forms and styles independently with fluency and understanding;
- read for pleasure for sustained periods in and out of school, in the hope that they may find a lifelong enjoyment in reading;
- use a variety of strategies in their reading, including phonic, graphic, syntactic and contextual clues to obtain meaning;
- select the appropriate book for their purpose, whether that be for reading for pleasure or to obtain information;
- appreciate the ways in which writers convey meaning effectively and to understand the different conventions used for different types of texts;
- read a wide range of written material in both book and non-book form, including labels, signs and multi-media texts so that they become aware of the essential part reading plays in everyday life;
- develop the high order skills of skimming, scanning and search reading and use all the organisational devices of non-fiction books to extract information;
- become discriminating readers by making a critical response to what they read and justifying their opinion by referring to the text;
- read a wide range of modern and classic fiction including poetry, myths, legends and traditional and modern stories drawn from a variety of cultures and traditions to increase their understanding of the thoughts and emotions of other people, races, cultures and times;
- read for information and other purposes in all national curriculum subjects;

develop stamina to maintain focus when reading independently at length.

We provide a variety of style and level of reading books to meet all needs which include fiction and non-fiction texts. Before becoming a 'free reader' pupils work through a book band scheme to ensure clear progression of reading skills, knowledge and understanding. We believe it is key that parents play a big part in their child's reading process and encourage them to listen to and read to their child read regularly at home. To assist parents, we provide recommended reading lists which are organised into Lower and Upper Key Stage Two. We believe that free access to books of all kinds is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have reading areas. In addition to this, pupils are encouraged to use library areas which provide access to a range of non-fiction texts and the recommended non-fiction, reading lists.

Writing

Writing is closely related to reading - the two activities reinforce each other. As with reading, it is important that children learn to write independently across the curriculum. We teach modelled, shared and independent writing in daily English lessons across the school, and also aim to apply these writing skills across the whole curriculum where appropriate. Children move through a process when writing. They begin with the immersion into the text type or stimulus, then onto the gathering of rich and relevant vocabulary, moving into the teaching and learning of appropriate grammar and sentence structures, through to the planning and writing. The final stage is the editing, improving, publishing and performance of the end piece.

At Broomfields we encourage children to:

- see writing as an enjoyable as well as purposeful activity;
- use writing increasingly as a tool for extending and clarifying their thoughts;
- develop their skills in punctuation, grammar, spelling, choice of vocabulary and composition through a variety of activities and reinforce these through all areas of the curriculum;
- write in different forms for different purposes and audiences: to communicate to each other, create imaginary worlds, explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage the reader, inform, explain and persuade;
- write coherently about a wide range of topics, organising their writing in a form and style appropriate to the purpose, content and audience by providing models of each style;
- produce writing that is increasingly different from speech and understand that it has its own distinctive conventions, structures and vocabulary, including levels of formality;
- write with increasing technical accuracy;

- compose writing both on paper and through the use of ICT using different formats and layouts to present work;
- discuss and respond critically to their own and other pupils' writing, analysing strengths and how to make improvements;
- plan, draft, revise, proof read and redraft their written work to improve and develop content, style and accuracy of writing;
- develop their own independent, distinctive and original styles;
- develop a legible, fluent style of handwriting and to take care over presentation;
- present their ideas in various ways, including the use of ICT to reflect the increasingly technological world we live in.

Spelling, Grammar and Punctuation

We view spelling, grammar and punctuation as part of the formal conventions of the writing system, along with punctuation and handwriting.

At Broomfields we enable children to:

- understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing;
- understand the conventions of English spelling in order to be able to encode and spell independently and accurately;
- be creative , take risks and use ambitious vocabulary;
- proof read their work accurately.

The spellings and aspects of grammar for each year group are taken from:

- The National Curriculum for English (2014).

Every class has weekly spelling, punctuation and grammar lessons where pupils are given the opportunity to investigate spelling patterns and conventions, increase their awareness of grammatical structures as well as know the terminology for these structures as set out in the 2014 guidance, and have opportunities to practise punctuation skills by proof-reading texts, re-drafting their own and others work. Children also take part in a weekly spelling test.

At Broomfields we recognise that children learn spellings in many different ways and that spelling tests are not the single, most appropriate way for children to learn spellings. We ensure that spellings are taught through a variety of strategies and that those who find spellings difficult are given opportunities to find ways to retain spelling patterns which are suited to their individual needs (see section on Inclusion).

As with reading, we value the involvement of parents highly and most especially in helping our children to practise and learn spellings at home.

Handwriting

All teachers have high expectations in the presentation of work in all areas of the curriculum. Teachers provide opportunities to practise and improve their handwriting and

encourage pupils to develop a fluent, legible style. Teachers model the agreed style consistently across the school. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen, followed by a fountain pen.

The contribution of English in other Curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Inclusion

At our school, we teach English to all children, whatever their ability. 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 and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are More Able and Talented.

We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- asking questions and setting tasks which are open-ended and can have a variety of responses;
- setting tasks tailored to the abilities of the different children, i.e. based on the individual and small group teaching that those children have participated in;
- where possible, using teaching assistants to support, lead and challenge the work of individual children or groups of children.

Where particular pupils have learning requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of lack of progress in English, a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by:

- making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the English curriculum in the classroom;
- using the B Squared assessment programme to monitor progress and set measurable targets for learning;

- taking account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' educational health care plan and work closely with representatives of other agencies who may be supporting the pupil.

SEND

Children's special educational needs in English will be identified and met through quality first teaching, as far as possible, by the class teacher. The Special Educational Needs coordinator will also advise and give practical support.

Intervention Programmes

In the event that we identify children who are falling behind their peers and we believe could catch up with some targeted support, we will endeavour to provide specific and appropriate interventions. In this case, we will strive to facilitate the release of a trained adult to implement that programme on a regular basis for the prescribed duration. The programmes we use to raise attainment in English include: IDL, Spelling group interventions and additional reading groups.

Pupils in receipt of the Pupil Premium Grant (PPG) are subject to close monitoring of their progress and attainment and their progress is tracked every term. Funding is used to help close the gaps via additional support from teachers, support staff and outside agencies where necessary.

Spiritual, moral, social and cultural development

Literacy contributes to all these areas:

The children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. At Broomfields, we are committed to

creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Impact

Assessment

Teachers use a range of assessment for learning to enable pupils to become independent and successful learners. Children are assessed in writing each half term using Age Related Expectation sheets and teacher assessment. In reading, grammar and spelling, pupils are assessed termly using NFER tests in Years Three to Five and past SATs tests in Year Six. The results inform teachers' termly judgements and are recorded on the school's data tracking sheets. This highlights areas for development which are then discussed during pupil progress meetings. The data is used, where necessary, to discuss and plan future interventions. Writing outcomes are validated internally and externally through year group, TCAT and cluster moderation meetings. Writing can be externally moderated by the Local Authority in Year 6.

Monitoring and Evaluation

The English Leaders and Senior Leadership Team regularly monitor and evaluate the progress of English through a variety of ways which include:

- INSET, staff meetings and informal discussions to share ideas, review progress and highlight areas for development;
- work scrutiny and learning walks for English and across other subjects to ensure that the consistency of teaching and learning of English skills is applied across the curriculum;
- peer to peer reviews;
- deep dives;
- results of both internal and external testing;
- reviewing of assessment outcomes and data to evaluate the quality of learning in English throughout the school;
- talking informally to children to gain their view of their own progress and involve them in self-assessment;
- Governors visit the school to discuss attainment, progress and monitor effectiveness via learning walks.

Resources

There is a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauri. All year groups and classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available through the timetabled use of chrome books and IPADS.

School Library

Our school library is an inviting space for children to explore reading further. It is home to our '100 Must Reads' books, a variety of reference texts across non-curriculum topics, and there are topic boxes of fiction and non-fiction texts which year groups borrow termly

to support their topic and science learning. The library is a celebration of the children's reading journey throughout the year and local links to our library.

Roles and Responsibilities

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

English Subject Leaders

The Subject Leader is responsible for driving the standards of teaching and learning in English through:

- monitoring and evaluating:
 - work scrutiny, pupil voice, data tracking, learning walks,
 - pupil progress discussions at termly data meetings,
 - provision and impact of current English practice across school,
 - the quality of the learning environment to support independence;
- taking the lead in policy development and practice;
- delivering in-house CPD to colleagues as well as arranging external support and development;
- auditing, purchasing and organising resources;
- keeping up to date with recent developments in the English curriculum, feeding this back to staff and adapting our practice accordingly.

Class Teachers

- ensure the effective implementation of the Statutory National Curriculum for English;
- make effective use of Assessment for learning within English;
- to ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

- to support the class teacher in the effective implementation of Literacy.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress;
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning;

- explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school for taking part in activities;
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfill the requirements set out in the home/school agreement.

Review

This policy will be reviewed Annually.