

Christ Church, Church of England, Junior School



English Policy

(This policy must be read in conjunction with the Reading Policy)

Christian Vision
Grow and Learn together in the presence of God.

March 2024

Intent, Implementation and Impact within English

Intent:

Writing is a crucial part of the curriculum at Christ Church Junior School. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Christ Church, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Implementation:

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, writing opportunities are planned across the curriculum. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, engage children in order to illustrate how their writing skills can be applied to real life contexts. Teachers provide children with a skills ladder which outlines the skills they are required to show in that piece of writing.

Children learn spelling patterns at school and have a list relating to this pattern to learn at home. The children are tested on these each week in school. Phonics intervention sessions take place to ensure children do not have gaps in their learning. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

Impact:

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education and further life.

Roles and Responsibilities in teaching English

Subject Leader

It is the responsibility of the subject leader to:

- Keep colleagues up to date by utilising staff meeting time.
- Write and update the curriculum policy.
- Monitor planning.
- Aid colleagues with the planning and delivery of lessons when required.
- Plan and deliver professional development for colleagues.
- Set and work on agreed areas for improvement set out in the SIP.
- Monitor standards of English teaching through lesson observations, team teaching, samples of work and book scrutiny.

Class Teachers

All class teachers will plan, teach and assess English daily. Teachers ensure that regular opportunities for assessment are planned including an end of term 'Big Write' every two/three weeks (dependent on the length of the unit.)

Planning for English

Long Term Planning

Long term planning will ensure a range of genres are covered throughout the year. Wolverhampton skills sheets are used to ensure all skills are covered.

Medium Term Planning

Medium term planning for English identifies the genre of the text, which skills are going to be taught, details on the 'Big Write' outcome, vocabulary, guided reading and class reader.

Short Term Planning

Short term planning is in the format of whiteboard files. Planning will identify how work is to be differentiated to meet the needs of the children in the class, setting suitable learning challenges and providing adequate support. Whiteboard files follow an agreed structure throughout the school.

Marking and Feedback

Work is to be marked in relation to the school marking policy.

Red English Books

Red English books contain the teaching of skills, planning paragraphs for the Big Write and editing. All year groups write in pencil in their red books due to the evolving nature of the work at the planning stage. Editing is part of the agreed structure of English lessons and will be done on a regular basis throughout a unit of work. Editing will be completed in purple pen.

Big Write Books

The end of unit Big Write is the end of unit piece and will show the children at their very best. A differentiated skills ladder will be provided for the children. This will be used by the teacher when marking the work. Big Write will take place over two consecutive days. During this time, the children are encouraged to proof read their work and use purple pens where necessary.

Challenging the more able.

More able children will be taught additional greater depth skills when appropriate. The skills ladders will reflect the additional challenge. Challenge is also provided to children through planned 'challenge opportunities' where the children may be asked to consider audience, purpose or formality of their writing.

Monitoring and Assessment

Teachers assessments are informed by moderation which is set up both internally and within a local cluster. Standards of attainment and progress are discussed during pupil progress meetings. Children who have not been making satisfactory progress are identified and strategies for implementing support for those children are agreed. The progress of children with special needs will also be monitored by the SENDCO.

The attainment and progress of children across the school in English is analysed termly by the English leader. The result of this analysis informs the School Improvement Plan. The English Leader will provide class teachers with a list of target children based on the termly data.

Reporting Progress to Parents

English is reported to parents through termly reports, parents' evenings and the formal end of year written report.

Speaking and Listening and Drama

Speaking and listening forms a key element of the teaching sequence in English. 'Talk for Writing' is an engaging teaching framework developed by Pie Corbett. It is a powerful tool

based on the principles of how children learn. It enables them to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version. Talk for writing will be planned for within every unit of English.

Talk partners are used regularly in our English lessons and help the children to generate ideas. This will be evident in the class teachers' planning.

Children are encouraged to take part in drama and role play, scripting and performing.

Writing

Units of writing will be planned following a two or three week cycle which concludes with a Big Write.

Where children are identified as not making satisfactory progress, intervention will be set up. This will be planned by teachers but may be led by Teaching Assistants. These sessions will be outside the English lesson with the intention of closing gender gaps and diminishing the difference with peers/ prior attainment.

Contribution to Writing in other Curriculum Areas.

Opportunities for extended writing will be provided in Humanities and RE at least once a term. The expectation for these pieces of writing mirrors the expectation in Big Write.

Punctuation and Grammar

Teaching of punctuation and grammar is incorporated within English lessons. However, all year groups complete a termly SPAG assessment. The outcomes from this assessment, alongside assessments made from Big Write, inform English planning going forward. These assessments also highlight any children who may need intervention.

Spelling

Spellings are set weekly. A baseline test is completed at the beginning of each term. The children take home spellings to learn weekly. Spellings cover the sounds and words outlines in the NC. If the children score below 8 in the weekly test, a retest will be done the following week. An end of term test (unseen) will take place so that progress can be monitored.

Children who cannot access the weekly spellings will be provided with spellings which are suitable for them. Where a child is identified to have gaps in phonics, spellings will focus on these gaps. If phonics based spellings are required, a TA or teacher will introduce the sound with the child before sending them home to be learnt. Tests will be carried out weekly. A phonics check is then used to mark progress.

Phonics

All children take a baseline phonics assessment upon entry to our school. This includes children who join Christ Church part way through the key stage. EAL children have a basic Grapheme phoneme correspondence assessment as part of their initial language assessment. If this assessment is passed, EAL children will then be assessed on the main phonics baseline assessment. These children are provided with phonics intervention through the use of No Nonsense Phonics. Children who are new to the school are assessed and phonics intervention put in place if required.

Phonics data is reported to the English lead who monitors the progress of these children. Phonics intervention plans are also shared with the English lead.

Handwriting

As a school we teach handwriting in a cursive style. The teaching of handwriting forms part of the agreed structure of a daily English lesson. Teachers demonstrate how to form and join letters correctly. All children are expected to develop a handwriting style which is joined, fluent and legible.

Children write in pen until year 6. In year 6 pens are used in all subject apart from Maths and the Red English books.

Pencil grips, writings slopes, cushions and other aids are provided as required. Where there is a specific need, children will be given the opportunity to regularly complete 'Big Write' on the computer. This is only where handwriting is a specific and identified weakness.

EAL - Initial Language Assessment.

All children who have EAL status are assessed using the Initial Language Assessment. This assessment takes place within one week of the child entering the school. The children are then graded against the steps. Targets are identified and set by the class teacher. Five weeks after the initial assessment has taken place, the children are assessed again. This is repeated for two terms. After two terms have passed, teachers will consider if the child is now able to work towards the ARE. If insufficient progress has been made in this time, further investigation is required in order to establish if the barrier is EAL or SEN. A CAML assessment will be carried out. If SEN is identified at this point, a referral will be made to the SENDCO. If no SEN is identified, return to the Initial Language Assessment to set appropriate targets. Interventions and support will be in place to ensure these targets are met.

Input from Governors

A link governor is appointed to support and challenge the English leader. Meetings will take at least once a term. The link governor will contribute to the SIP and report back the full governing body following meeting and visits in school.