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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. Through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; our aim for all the children leaving Airedale Junior School is that they have the skills necessary in reading, writing and the spoken language to take an active role in the community and wider world, supporting them on their journey through education to secondary schools and beyond.

Curriculum and Subject Content: Implementation

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. It aims to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- 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.

At Airedale Junior School pupils will be taught:

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Educators at Airedale will ensure children develop confidence and competence in spoken language and listening skills. Children will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Children will be supported through discussion to identify and address misconceptions.

All children will be able to participate in and gain knowledge, skills and understanding of drama through role play and hot seating. The curriculum is enriched with regular opportunities to share and respond thoughtfully to drama and attend professional theatre performances both in and out of school.

Reading

At Airedale Junior School we promote the development of word reading through high quality phonics provision and systematic teaching of spellings using the Read Write Inc schemes in Lower Key Stage 2. This is then developed further in Upper Key Stage 2 by a range of spelling activities, specifically tailored to each cohort and class needs. We look to deepen children's understanding of the meaning and structure of a wide range of text types and stories through encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts every day. Children explore the work of a wide range of authors both within their own ability range and beyond through whole class reading books. Through linked texts, reading is an integral part of our history, geography and science curriculum.

- Children have a reading book and can change this as frequently as required
- Children are heard read in school by an adult each week up to x3
- Children have reading lessons each day
- Reading interventions are planned using assessment tools and QLA
- Some children are YARC tested twice a year- September and February to track progress and identify individual needs where children are below AR on entry to Y3 or new to school
- Each week children have an opportunity to access the school library and choose books to take home from there
- Children take part in regular story time with their teacher
- Children are encouraged to read for pleasure and talk about the books they read
- All children have a reading record for reading in school and home to be logged
- We have a fully equipped library, OUP reading scheme, RWI programme, Epic books and a range of suggested class readers and authors to engage readers.

Reading at home with Parents

For home reading books we try and encourage children to read a variety of books, magazines, comics and newspapers. Children are assessed by adults in school to see where their strengths and areas to develop are. We invest heavily in high quality reading material for children to take home and borrow. We have also invested heavily in online reading material such as 'Epic Books and Oxford Owl which can be accessed on most mobile devices. Children are expected to read at least 3 times a week at home as a homework task.

Writing

Children will have the opportunity to write for a range of purposes applying the knowledge skills and understanding that they learned about a particular writing genre or author. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Over the course of the year children will demonstrate their writing skills through a variety of non-fiction, fiction and poetry work.

Pupils will have the opportunity to compose and structure their writing and will be taught how to plan, revise and evaluate their written work. Writing down ideas fluently depends on effective transcription: Spelling and handwriting play a key role in this.

- All children have writing trackers that are personal to them
- Lessons are planned using these trackers and the reading trackers
- Pupils have opportunity to select their own targets from the trackers so they have ownership of their learning and know their focus
- Children have opportunity to draft and edit work each week
- Children have weekly writing opportunities
- Work is marked adhering to the marking and feedback policy
- Writing is moderated across classes, year groups and schools.

Handwriting

Airedale Junior School use a fully cursive handwriting style which supports children making links between spelling patterns and word shapes. Children are set high expectations for handwriting and it is expected across all types of writing and in all subjects. The progression of skills is identified through the Writing Tackers.

It is expected that children write in pencil for all drafting and skills work. As they progress in confidence and skill, children will be introduced to handwriting in pen. Children will be required to publish some writing and we see this as an important factor in presenting their completed work. In these activities, children may use pen at the teacher's discretion- a manuscript pen is used for this purpose.

Pens will be introduced when the children show consistent application of taught handwriting skills and have mastered a neat and fluent handwriting style. Children can apply to have their writing 'assessed' as part of the pen license scheme in school. Once awarded, children will still continue to draft their writing in pencil, but use a pen for skills lessons and non-core work.

Children will experience using many different writing tools, including I.C.T, across all Year groups in order to publish and create their writing.

Spelling, Punctuation and Grammar

Spelling, Punctuation and Grammar plays an important role as part of our English curriculum, being central to the effective teaching of the English language. At Airedale Junior School we aim to incorporate these areas into the teaching of English through lesson content and starter activities. We teach discreet spelling and grammar lessons when appropriate.

Attainment will be tracked in a variety of ways and all children will receive weekly homework tasks based on the spelling programmes. They will practise their spellings regularly at home and in school. It is an expectation that all children will practise at home as a homework task.

Grammar is taught in a structured way so that all children have the opportunity to practise and apply grammar skills in their writing. It is expected that children will use the same level of grammatical understanding in all work across the curriculum.

Where children exceed their age-related expectations, teachers will plan work to deepen children's understanding and mastery of the topics covered.

- Spelling is taught using RWI spelling in Year 3 and 4 which builds on previous phonic knowledge- teachers have the freedom to adjust activities according to the needs of the children, rather than stick religiously to a script. This ensures that children are taught the skills they need and these are embedded fully.
- Spelling is taught using a range of activities in Year 5 and Year 6 dependent on gaps in knowledge, the genre being taught and specific targeted spelling for their Year group.
- Spelling is also taught using the Writing trackers to ensure children apply skills across the curriculum
- Each teacher delivers a minimum of 3 spelling lessons each week in Year 3 and 2 spelling lessons in Years 4-6. Lessons may be grouped in a class or across a year group to ensure each child makes progress
- GPS starters at the beginning of lessons may sometimes be used for spelling teaching
- Spellings are practised at home and short tests are used to monitor this
- Common exception words are built into teaching and learning and children are regularly assessed on these
- SATS GPS tests are administered to track individual and year group attainment/progress

- Boosters and interventions may be used to support children who need additional support with spelling
- All staff have the highest expectations for spelling and expect all children to copy new vocabulary carefully, learn to use a dictionary effectively and take pride in their own spelling and grammar

Teaching and learning

All class teachers are responsible for delivering the English National Curriculum Teaching is organised in different ways.

- Whole class groups
- Focused groups
- Mixed ability groups
- Paired or individual work
- Peer activities

Equal Opportunities

Where possible teachers will ensure there is a multi-cultural element to their English teaching by using resources that are from other cultures as specified in the National Curriculum. Our selection of books and resources will have positive, non-stereotypical images where possible.

The class teacher in accordance with the special needs policy will identify children with specific English difficulties. Their needs will be met through differentiated activities within the classroom and through bespoke intervention programmes

English Leader Role/Shadow Leader Role

- To monitor all aspects of the English curriculum to ensure coverage and progression throughout the key stage.
- To ensure teaching and learning follows the National Curriculum
- To keep up-to-date with local and national initiatives in English.
- To monitor planning and lessons across the Key Stage
- To work within the MAT and Pyramid to ensure consistency of provision across local schools
- To take part in leadership meetings, presenting outcomes to Academy Council as required

Monitoring and Evaluation: Impact

Monitoring of teaching and learning in English is routine.

Activities include:

- Planning monitoring- half termly and weekly
- Learning walks- for all areas of English
- Learning environment audits
- Drop-in lesson observations
- Formal lesson observations
- Peer lesson observations
- Pupil voice
- Parent voice
- Data analysis and evaluation
- Reporting to Governors
- Book scrutiny
- Moderation- in house/pyramid and MAT levels

Planning

- Year groups plan as a team to ensure consistency across the classes
- Individual class teachers ensure that all planning meets the individual needs of their classes
- Planning identifies which children are working at specific bands
- Planning identifies differentiation and adult intervention
- School has specific planning formats to be adhered to- these are a clear medium term plan to ensure there is year group consistency and equality for all, short term planning is presented in smart slides and adjusted to meet the needs of the children in each class
- All medium term planning is uploaded before the close of a half term to allow Shadow Leaders and the English leader to check for consistency and accuracy in lesson structures
- All short term planning is uploaded (at the very latest) to the shared drive, each Friday morning to allow staff adequate preparation time
- Planning is monitored by the English leader, Shadow Leaders and SLT
- Planning is not required by OFSTED at an inspection
- Interventions are planned for by the Teacher/TA in partnership with SLT

Learning environment

In order to support the development of English across school, we develop a language rich environment. Each class has an English working wall, a designated reading area and spelling display. Handwriting posters are displayed and the school handwriting font is used to produce electronic written material. These are monitored and resourced as appropriate.

Working walls need to include:

- English Title
- Genre title
- Reflects the theme being taught in the classroom
- Grammar/punctuation posters used to classify words correctly
- Opportunity for words to be added to the learning wall—personal preference
- WAGOLL- child created, staff or professionally created (an author's work)
- Text features
- Presentation on the working wall reflects the expectations of the children
- Evidence that words are being displayed referring their word class- noun, adverb, etc
- Vocabulary posters linked to the theme- five key words the children will master that week
- Any other writing and grammar prompts as necessary

Classes are also required to have a focused author each half term to challenge and inspire children. This is displayed in the classroom.

Assessment

Assessment in English is based upon knowledge and understanding. At Airedale Junior School, we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and experiments. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has prescribed assessments for children when they reach the end of Key Stage 2. However, more frequent assessments are made towards the end of each unit of work and at three data points in an academic year. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in English and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The English Lead, Shadow Leads and SLT monitors progress through the school by sampling children's work at regular intervals.

- Equality
- SEN
- E-safety
- British Values
- Marking and Feedback
- Curriculum

This policy is reviewed annually and it is shared with all stakeholders through the website and through Continued Professional Development.