

English Policy



Deepcar
St. John's C.E.
Junior School

Revised October 2023

Speaking and Listening:

Children are taught how to be good speakers and good listeners. They are asked to have short discussions with a 'Talk Partner' regularly within lessons across all subjects and in Collective Worship. *Kagan Strategies* are used to ensure high levels of pupil engagement during lessons.

Reading:

Reading takes place daily. This is a focussed session of 30 minutes of read and respond. This is done using a variety of resources:

- Head Start comprehension
- Novel Study questions
- Literacy Shed Reading VIPERS
- CGP comprehension study books
- First News comprehension
- Reading Detectives comprehension

The teacher and the children read the text provided and the teacher will focus in on key or new vocabulary. The children then answer assessment style questions about the text and self or peer assess with the teacher, using the visualiser to compare answers. Teachers must ensure that the assessment style questions cover all content domains. However, key areas for improvement will have greater coverage.

Groups using the 'Lexia reading intervention programme' are run during this time and at other points during the day. Read, Write Inc intervention sessions are also implemented during the school day, with a focus on using phonics for decoding and comprehension.

Comprehension sessions are based around the following stages:

- 'Book Talk'
- assessment style questions about the text or stimulus
- teacher modelling of how to answer a question
- analysing children's answers under the visualiser
- rewriting answers based on whole class discussion

In all lessons across the curriculum, children are encouraged to read aloud and give extended answers.

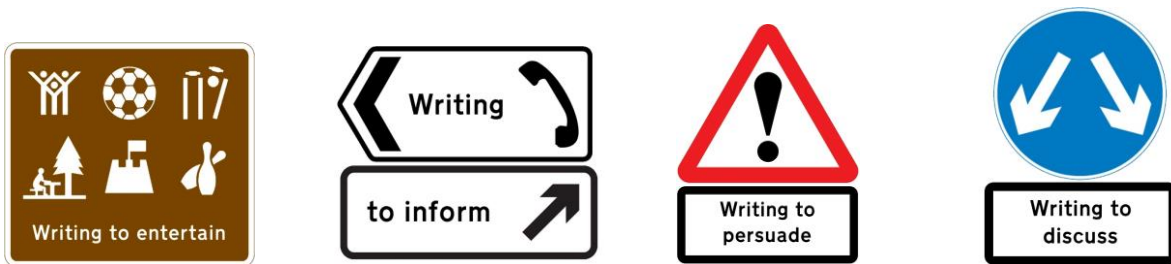
Children are encouraged to read at home each night and select their own books from the class libraries. Children are encouraged to select a book based on genres/authors they enjoy or that have been recommended by a peer or teacher. Reading for pleasure and teaching/encouraging pupils to make appropriate choices is a high priority. Where children are on colour band white or below, they select a book from the appropriate colour band in the library in the hall.

We assess children's reading age using the Salford Reading Test. For children reading below their chronological age, we run intervention groups and 1:1 reading with an adult.

Children are read to regularly during story time. Books are selected carefully to introduce children to a wide variety of authors and topics, and include stories from other countries and cultures.

Writing:

Writing is organised into four main writing purposes (using Michael Tidd's guidance):



Class teachers complete their own Medium Term Plans specifying the different focus for audience and purpose for each term. They also map out SPaG focuses for the terms. Where possible, English lessons will be led using high quality texts. When planning units of work, teachers make good links to other curriculum areas (particularly Thematics) and seek to broaden pupils understanding of other cultures and world communities.

Children are taught to think about the impact they want their writing to have on the reader and develop an understanding as to how they will achieve this.

Through structured writing development lessons - based on a systematic approach developed by the Literacy Consultant Teresa Heathcote - children develop an increasingly wide and varied bank of vocabulary and an excellent knowledge of writing techniques, which in turn extends detail and description in their writing. Children are encouraged at all times to *deepen the moment* – look for opportunities to improve or extend their ideas.

We teach using the following teaching sequence:



Whole Class Feedback, 1:1 meetings with their class teacher to discuss individual targets, and the time to act upon it, allows children to take ownership of re-reading and improving their writing so that each piece is produced to the best of their ability and better than the last.

Working walls are used to display work on the current genre. For example, vocabulary lists, shared writing and key targets. These are used regularly in lessons.

Children are given the opportunity to edit and publish their writing both by hand and using ICT.

Spelling:

All children have a short spelling session Monday – Thursday, either as an EMA or before the beginning of English. Read, Write, Inc intervention sessions are run throughout the day to ensure gaps in phonic awareness and understanding are being addressed.

When marking, teacher's discretion is applied to the correction of misspelled words depending on the child's current level of working. Children are expected to use a dictionary/spelling list to check and correct spellings during the editing of their writing.

Handwriting:

Children are taught to write in a joined, cursive script – initially using booklets from our school scheme.

Assessment:

We assess children's abilities in Reading, Writing and SPaG each half term.

PITA (Point in Time) assessments are used to assess reading, writing and SPaG against ARE (age related expectations) in each year group. We keep individual records for each child to support target setting.

Progress is tracked at half-termly Pupil Progress Meetings and by the subject lead.

Moderation of assessment is completed during PDMs.