

## Stonelow Junior School English Policy



Date	Review	Responsible	Nominated Governor
March 2024	March 2025	E Collins	D Howell

This policy outlines the purpose, nature and management of the English taught at Stonelow Junior School. The implementation of this policy is the responsibility of all teaching staff and is monitored by the subject leader.

### Introduction

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas, thoughts and feelings to others and 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently will be at a disadvantage.

### Aims of English teaching at Stonelow Junior School:

- read 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
- develop competency in the arts of speaking and listening, making presentations, demonstrating to others and participating in debate
- encourage independent and co-operative English work to develop skills
- provide a supportive, progressive and enthusiastic atmosphere in which to develop literacy skills

### Teaching and learning

- Teachers will take every opportunity to ask open questions.
- Teachers will respond to individual needs by carefully targeted questioning.
- Teachers will seek to ensure that every child has the opportunity to practise basic skills and to use and apply their English knowledge on a regular basis.
- Teachers will provide tasks, which are interesting and differentiated (sometimes by outcome) in order to motivate and include every child in the class.

- Teachers will regularly monitor children against their curriculum targets/outcomes to ensure they are meeting them, adjusting targets when necessary.
- Teachers will ensure opportunities to bring English into other subjects across the curriculum; opportunities for this are identified and carried out.
- Each half term will see the final week focus on Readers Theatre in replacement of reading lessons. This has a sole focus on fluency and children practising/using the 9 Readers Theatre skills to improve fluency (not memorising/reciting).

### Planning and assessment

Planning is used from a variety of sources but are all based on year group expectations from the National Curriculum. Each year group has an outline of areas to be taught for English, Reading and GAPS which is separated into terms.

Within the planning of lessons, there is clear differentiation when it is needed, outcomes are made clear and progression of skills is monitored. Work scrutiny takes place by the subject leader and books are shared in staff meetings. There is also cross-school sharing through the English group in the Partnership of Dronfield Schools (PODS). Different abilities are monitored, skill grids are completed and teaching is adapted to close identified gaps where necessary. Children also attend catch up groups when necessary to try and keep up with the rest of the class and the year group expectations.

### Assessment, recording and reporting

Children at the end of KS2 are assessed more formally in SATS tests for GAPS and Reading and using the Statutory Framework for writing. Each Y6 child has their own ongoing assessment page, which is highlighted as learning milestones are achieved in Reading and Writing. Some children are working below their year group expectations and in these cases the year group is used appropriately to ensure accuracy.

In years 3-5, children are assessed at three points in the school year (a piece of fiction and a piece of no-fiction) using assessment grids.

- Children's knowledge and understanding is informally assessed daily in class and group question and answer sessions and through observation during lessons as well as in marking written work. Any form of assessment informs any future planning.
- We use NTS reading assessments, and writing evidence grids for writing.
- Reading ages are sometimes used to assess in Y3, or new pupils to school e.g. children joining with EAL. We use Salford Reading Tests and these are also used for children whose reading age is behind their peers. We also use Little Wandle phonics assessments for those children who may need to be retaught one/some of the phonics phases.
- Reading is formally assessed in Year 6 as pupils use previous SATs papers regularly for assessment, teaching and learning.
- Outcomes of the Year 6 SATs, including the GAPS assessment are analysed annually by the subject leader enabling staff to address any issues in teaching and learning. These are shared in a staff meeting.
- The subject leader uses management time to look at samples of books from each year group to look at presentation, marking, teaching and learning and progress.
- Teachers produce reports to parents once a year which include a section for literacy (strengths and areas for development). There are opportunities for parents to discuss progress and

attainment in literacy at parent's evening/half term reports, or 'drop in' sessions. These can be extended by a phone call or meeting with the teacher (via Zoom or in person).

- The English cluster for PODS has an English Leaders group who meet 3 times a year to support each other, other schools, share best practise, provide transition activities and moderate.

### Differentiation and equal opportunities

Stonelow Junior School aims to serve the literacy needs of all pupils. Teachers differentiate to support, consolidate and extend pupils within every class. Vulnerable groups such as FSM, PP, EAL, SEND or More Able as well as Equal Opportunities are all taken into account. We have some non-English speaking children in school who are using digital resources and APPs to support the language barrier and learning of English.

### Grammar and punctuation-Introduction:

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written text while writers use punctuation to help communicate intended meaning to the reader.

### Grammar, spelling and punctuation-teaching and learning:

- A high priority will be given to the teaching and consolidation of spelling, punctuation and grammar, in order to develop these skills appropriate to their year group
- The areas to be taught/learned are set for each Year Group and previous learning is also shown. New learning and prior learning is highlighted.
- Spellings are taught in GAPS lessons and learned and accessed at home through Spelling Shed accounts for each child.
- GAPS is also built in to writing lessons and writing in other subjects.

### Roles of the literacy subject leader and headteacher

- The subject leader and the headteacher are responsible for the policy review and updates.
- The subject leader has responsibility for the monitoring of progression, continuity and co-ordination of resources and planning, as well as support for staff and leadership of training for the whole school.
- The headteacher and subject leader will assume responsibility for informing staff of updates and emerging developments within the subject.
- The subject leader and SLT will analyse data on attainment and progress across school and report to the governors, headteacher and staff.