



# **Lyndhurst Junior School English Policy**

## **Rationale**

Lyndhurst Junior School believe that every child should have high standards of language and literacy. Our aim is to equip pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment and information, thus giving them the ability to express themselves as critical and creative thinkers in the wider world.

We have high expectations of the children's speaking and listening skills and have designed a curriculum focusing on improving language acquisition and developing the use of appropriate vocabulary across the whole curriculum. This in turn enables pupils to become fluent readers and competent writers, something we consider to be essential life skills.

## **Aims**

We aim to develop children's love of Reading and Writing through the ability to:

- become effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

English is taught following the National Curriculum framework 2014, offering opportunities for the reading and writing of fiction, non-fiction or poetry being taught each term. English planning highlights the objectives being covered. It is essential to practise differentiation through the support and challenge offered to individuals. The Policies for Inclusion and the Gifted and Talented will be consulted accordingly. Success and achievement will be celebrated. Mastery and Depth of Knowledge (DOK) will challenge and widen children's understanding of the curriculum. Each term's work builds upon previous learning and allows for the acquisition of new skills. Children's understanding and skills are challenged and expanded through regular DOK (deepening of knowledge) and mastery opportunities within lessons. When children are working securely within year group expectations they will be challenged through mastering the curriculum. English and Reading lessons take place four-five times a week with Spelling and Grammar sessions also timetabled.

Assessment will be continuous and progress recorded at regular intervals. There will be some tasks/tests used to aid assessment and to guide teaching. These are used as a diagnostic tool to support teacher assessment.

We will promote Reading for Pleasure through our 'Reading Stars' program which raises the profile of Reading both in school and at home. We will actively involve parents in the



development of their child as a literate person. Opportunities will be made to communicate with parents on a regular basis through 'Pupil Progress Updates' as well as Reading meetings and workshops aimed at communicating expectations and ways to help at home.

### **Teaching and Learning**

Children are taught English within their classes. Through differentiation and timely adult support, pupils will receive quality first teaching to ensure that all children reach their full potential. In Year 5 and Year 6, specialist teaching of the English curriculum is delivered within mixed ability classes.

Lessons are differentiated to suit all children's learning styles, capabilities and individual targets, however some children may receive additional support if necessary outside of the English lessons.

### **Reading**

Children work through a colour-banded scheme to show progress until they become 'free readers'. They are encouraged to read a range of genres and use the language found in these books to improve their writing. Incentives to read at home are used across the school to further develop skills and embed the learning further. Bug Club comprehension is used at least four times a week, promoting children's understanding, developing inference and acquiring new language. Interventions such as Bug Club, Lexia and Rapid Reading are used to help boost reading skills and understanding. We aim to improve children's reasoning around reading comprehension by fostering similar opportunities for that depth of understanding as seen across the curriculum. Language development will be a key focus that drives reading forward. Developing understanding around word meanings and allowing children the breadth of literature to acquire this will be a driving force in the coming year (2018-2019).

### **SPaG**

SPaG is taught both discretely and through our English lessons. Children are taught to spell phonetically regular words using specific spelling rules where appropriate. Pupils are also taught common exception words outlined in the curriculum. Individualised spelling targets are given to children, along with 'Bug Club' online as an aid to help pupils navigate some year group spellings. Punctuation and grammar are taught as part of English sessions with the opportunity to put this into practice straight away through planned writing opportunities. Working Walls work provide learning prompts to help pupils remember specific vocabulary and application rules.

### **Writing**

Children's writing skills are developed through effective planning, ensuring that there are frequent opportunities for them to write in a variety of genres. Pupils are taught to compose their writing with a clear purpose and audience in mind, making appropriate language choices to support their style.

Writing lessons include:

- guided writing sessions to model writing skills as well as 'thinking out loud' about the writing process;
- teaching children how to compose, amend and edit their writing, ensuring that they become critical readers of their own work by using self-evaluation and checking their work independently for sense, accuracy and meaning;



- teaching grammar and punctuation in the context of children's own writing, as well as through discrete lessons;
- teaching children to develop their ability to organise and present imaginative, factual and poetry writing in different ways;
- drawing on language from books/ texts that have been read and include these in their writing;
- independent writing opportunities to assess progress as well as informing planning and teaching.

These fundamental English skills underpin the whole curriculum and children are expected to practise and apply them in all other areas of their learning. Cross-curricular opportunities for writing (through ILPs) are timetabled with the same high expectations for composition, accuracy and presentation.