



# CARBEILE JUNIOR SCHOOL



## English Policy

Michael Nicholson - 2024

### **1. INTENT for English**

- To foster a love of words and an understanding of how they can be used in different ways.
- To develop confidence, fluency and accuracy to enable pupils to communicate their opinions and ideas in both oral and written forms in a variety of styles and for a range of purposes.
- To enable pupils to develop their powers of imagination and critical awareness.
- To enable pupils to participate in activities effectively both as a speaker and listener.
- To develop fluency, accuracy, understanding and enjoyment of a range of fiction and non-fiction texts.
- To develop readers who have competent comprehension.
- To encourage pupils to write in a range of styles and make judgements concerning tone, style, format and appropriate vocabulary.
- To plan, draft, edit and revise their written work.
- To teach the conventions of Standard English in written and spoken form.
- To produce clear, legible and joined handwriting.

### **2. Planning**

- Work is planned in accordance with the guidance laid down in The National Curriculum.
- Work is planned on a medium-term basis and divided up into 'Talk for Writing' (T4W) units of a specific genre. All teachers have a WAGOLL as a point-of-reference. There is a balance between fiction and non-fiction units.
- Opportunities for speaking, listening, group work and drama are identified in both the medium and short term planning. Oracy activities are a key part of each writing unit.

### **3. Cross-Curricular Links**

All aspects of the curriculum relate to key areas of the English programme of study and give opportunity for utilisation in a variety of ways.

Wherever possible links with other subjects are incorporated into the English planning (For example WW2 Diary Writing) and skills taught in English lessons are reinforced through written work and discussion in other areas:

- The use of specialist vocabulary e.g. in science, history, geography. Key words being displayed on the Topic board in all classrooms.
- Writing in a range of non-fiction genre e.g. reports, persuasive and discursive texts, note-taking, diary and formal and informal letter writing.
- Research and reading skills including skimming and scanning.
- The use of drama and role-play to enhance learning in various Foundation subjects.

### **4. Record Keeping and Assessment**

- Evidence of children's reading is kept in their Home/ School Reading Record.

- Individual pupil progress is monitored during reading skills sessions and termly attainment for Reading, Writing and SPaG is recorded using the online tracker (Insight)
- Written work is marked using the school marking policy and will be linked to the lesson's title.
- Pupils assess their own and others work during the drafting and proof-reading processes, as well as during the plenary. This gives them the opportunity to write a 'Final Draft'. Children use toolkits to enable them to identify the features.
- Use of Publishing Books track individual progress in writing throughout the key stage. New pupils are given a Publishing Book when they join Carbeile.
- Fiction and non-fiction writing is assessed which allows for moderation across classes and within and across year groups.
- Moderation with other schools is also done on a yearly basis, where possible. The English Subject Leader is a trained Cornwall County Moderator and has been visiting other schools in Cornwall for four years.
- Termly NFER tests are used to inform assessment in Reading.
- Termly NFER tests are used to inform assessment in Spelling, Punctuation and Grammar.
- End of key stage assessments take place for Year 6 in May.

## **5. Computing**

Computing in many forms is used in English to enhance the children's learning:

- The computer is used for composing, proof reading and re-drafting a variety of written work including poetry, stories, letters, posters etc, enabling children to present their work in a range of formats and supporting those with developing legibility skills.
- Access to the internet encourages the development of reading and research skills and provides a wealth of information to aid written work e.g. biographical writing and author investigations.
- Use of d.v.d. / film clips presents texts in alternative formats.
- I-Pads are used to record and photograph children's work in drama and other oral work.

## **6. SEN**

Pupils with specific difficulty with speech, language or communication may receive support through:

- Personalised teaching in the Nurture class, taught by a trained HLTA, every morning.
  - Personalised targets and programmes set in intervention plans.(Provision Plans)
  - Additional practise and support provided by teaching assistants
  - Use of specialised materials or programmes.
  - Use of computing equipment e.g. personal laptop/ spellchecker/ class I Pad f) or children with dyslexia (IDFS recommendation)
  - Pre-teaching of vocabulary.

## **7. Homework**

Children are encouraged to:

- Read with their parents at home on a regular basis (at least 3 times per week)
- Prepare for forthcoming work e.g. collecting useful words for a poem or story planning, research for non-fiction writing, completion of tasks begun during a lesson.
- Learn spellings or phonics every week (lists are sent home every Monday afternoon)

- Practise their English skills for a Topic Task (at least one Homework task will be English based)

## **8. Speaking and Listening**

### **a) INTENT**

To enable pupils to use spoken language effectively to:

- Communicate ideas and explanations and express opinions.
- Pose pertinent questions.
- Listen politely and consider the views of others.
- Give and respond to instructions.
- Rehearse orally for writing

### **b) Planning**

- Opportunities for activities directly linked to speaking and listening are identified in both the medium and short term planning.
- Speaking and listening opportunities can be focused, as in class or group discussion, drama activities or plenary sessions at the end of English and other lessons.
- Other curriculum areas also provide scope for debate, discussion and drama e.g. history, geography citizenship and R.E.

### **c) Assessment**

- Assessment of speaking and listening is undertaken as part of the teaching programme. This assessment is communicated to parents in the Summer Term report.
- Pupils' speaking and listening skills are monitored on a daily basis both within and outside of the classroom.

### **d) SEN**

- When required pupils with specific speech or language needs may receive support through:
- Practise provided by teaching assistants.
- Additional interventions.
- Programmes devised by speech /language therapists.

## **9. Reading**

### **a) INTENT**

- To encourage pupils to develop as enthusiastic, independent and reflective readers.
- To develop fluency, accuracy, understanding and enjoyment when reading a range of fiction and non-fiction texts.
- To develop a range of reading strategies for specific tasks e.g. skimming, scanning and deep reading.
- To research and retrieve information from internet sources.

### **b) Scheme Of Work**

The school's scheme of work is based on The National Curriculum For English.

Reading is taught through:

- Shared Reading
- Reading skills Sessions (4 per week) focussing on an area from the VIPERS scheme (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising or Sequencing)
- Fluency sessions – 2 of the aforementioned Reading Skills sessions have a focus on Fluency and the enjoyment of reading for pleasure. Activities such

as 'echo reading', 'partner reading', 'filling the gaps' and the 'Reading Theatre' model are used in these lessons.

- Independent reading – both in school time and at home. Texts are 'colour-coded' to match attainment and consist mainly of non-scheme books, however, some scheme books are used to support younger or less fluent readers (Code X) Pupils are encouraged to make their own selection of books within their ability range and the most accomplished readers have a 'free choice' (this is closely monitored by class teachers)
- Every class gets the opportunity to visit the library once a week and enjoy Independent Reading time. Class teachers use this time to listen to pupils read.
- The school SLT read with children on a regular basis as an integral part of their monitoring programme.

#### **c) Assessment**

- The home/school reading booklet records reading progress and experiences and enables monitoring of children's growing understanding and critical ability.
- During guided and individual reading times significant details of progress/difficulty are noted in records.
- NFER tests give an indication of attainment through standardised scoring.
- End of key stage assessments in May - Yr 6

#### **d) SEN**

When required pupils may receive support through:

- Personalised teaching in the Nurture class, taught by a HLTA, every morning.
- Extra time for reading practise.
- Computer programmes to support reading development.
- Specialised reading materials and interventions.

## **10. Writing**

#### **a) INTENT**

- To develop pupils' confidence, fluency and accuracy to communicate their ideas in a variety of styles and formats for a range of purposes.
- To recognise the difference between the written and spoken forms of language.
- To provide a wide range of models which reflect the different characteristics of writing.
- To provide frequent, purposeful and varied opportunities to write, enabling the children to make judgements concerning the tone, style, format and vocabulary appropriate to the audience.
- To encourage pupils to plan, draft, edit and revise their writing to produce a final 'published' copy.
- To encourage pupils to 'orally rehearse' sentences before writing.
- To encourage children to 'read back' their written work during the composition process.
- To create tool-kits which contain the features of a variety of writing genre.

#### **b) Scheme of Work**

The scheme of work is based on The National Curriculum. Writing is taught in units of work through:

- Talk for Writing
- Shared Writing -using Shared reading texts as models for a specific writing genre and examples of how experienced writers compose texts. Wherever possible, explicit teaching of grammar and punctuation is taught.
- Shared Writing with explicit modelling of the composition process by the teacher.

- Guided Writing- a differentiated group approach for further development of writing skills.
- Independent Writing –application of the skills taught to write in a range of styles.

**c) Assessment**

- Written work is marked using the school marking policy and linked to the lesson's title.
- Pupils assess their own and others work during the drafting and proof-reading processes, as well as during the plenary. Children use toolkits to enable them to identify the features..
- Marking of work will provide evidence of a pupil's spelling ability and highlight areas of difficulty to be addressed. Spelling errors are marked with green brackets for children to practise.
- Spelling errors are scaffolded using a phonics approach (dots and dashes) ensuring pupils have to really think about the corrections needed.
- Spelling and phonic tests/dictations also indicate strengths and areas needing further development.
- Regular sampling will provide evidence of ability and progress.
- Use of Publishing Books to track individual progress in writing throughout the key stage.
- Story and non-fiction writing is marked using the school marking policy and allows for moderation across classes and within and across year groups
- End of key stage assessments in May - Yr 6  
 NFER assessments –Yrs 3, 4, 5, 6

**d) SEN**

When required pupils may receive support through:

- Personalised teaching in the Nurture class, taught by a HLTA, every morning.
- Small group work.
- Support with written composition provided by teaching assistants.
- Writing frames to scaffold independent writing.
- Provision of vocabulary banks and word walls to aid writing process.
- Computer programmes to support spelling development.

## **12. Spelling**

**a) INTENT**

- For pupils to develop the ability to spell correctly a bank of words of increasing complexity which they can use in the course of their own writing.
- To encourage pupils to use a range of strategies to enable them to spell words correctly.

**b) Scheme of Work**

- Skills and strategies in spelling are taught in line with The National Curriculum.
- Spelling rules and strategies are taught in discrete lessons (3 per week).
- Pupils are expected to learn spellings and phonics, graded to their ability, from work in other subject areas or personal lists which cause individual pupils difficulties.
- Pupils are taught to spell by using a variety of strategies.
- Pupils with gaps in their phonological knowledge are taught in small groups by teaching assistants four times each week.

### **13. Handwriting**

#### **a) INTENT**

- To produce clear, legible joined handwriting.
- To encourage three levels of handwriting
- A fast hand for personal use e.g. note taking.
- A fast hand for normal use but legible by other people.
- Presentation form where emphasis is placed on appearance e.g. work for display.

#### **b) Scheme of Work**

- Children are encouraged to join their letters from entry to the school.
- Handwriting sessions are used during the week (in Year 3) to allow pupils to concentrate fully on handwriting skills.
- Confident hand-writers are encouraged to use a pen.
- Children are supported to continue using the joins and letter forms that they have started using in KS1.

### **14. Related Documents**

All Curriculum Areas  
Teaching & Learning  
SEND  
Single Equality Scheme  
Homework  
Marking & Presentation  
Assessment, Record Keeping & Reporting

### **15. Policy Review**

A revised copy of the English Policy has been produced. Unless further revision is required, each document will be reviewed on a bi-annual basis by the subject leader and Head Teacher. Once approved by the Governing Body, the policy will be available to all staff and parents in electronic or paper format.

Next Review:

Head Teacher: Mr P Hamlyn

English Subject Leader: Mr M Nicholson

Chair of Governors: Mrs S Morton

Date: January 2025

