



Iver Heath Junior School

English Policy

'Reading is the gateway that makes all other learning possible'

Barak Obama

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum.'

2014 National Curriculum in England

1. Curriculum Aims

Intent

At Iver Heath Junior School we recognise the fundamental importance of studying the English language. It has been recognised that an improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school.

The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the curriculum including Computing will be used as tools to enhance the children's knowledge, understanding and use of the English spoken and written language.

Our overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

It is our intent that the teaching for English in Iver Heath Junior School will enable our pupils to:

- 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
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We use a tailor-made scheme to plan and teach our learning of English across the school. Every unit of learning is age-appropriate and covers the National Curriculum objectives for English. Within each week children will be exposed to a range of grammar skills and spelling which is linked to their writing and reading across a wide range of genres and texts. To promote children's reading the school uses a diverse Reading scheme, Rigby Star, which exposes children to a range of reading experiences. For the teaching of handwriting across the school we promote the use of cursive handwriting, which is linked to the National Curriculum expectations.

To further enable children and teachers to focus on the skills for writing, each Year group has an age-appropriate writing skills grid, which teachers and learners use to assess their writing across a range of genres.

Implementation

At Iver Heath Junior School, all pupils are provided with rich and varied experiences for them to draw on in their writing and reading which includes the whole curriculum.

From Year 3 to Year 6, children are taught English within their classes. Through challenge for all and the use of scaffolding at all levels, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential within all lessons.

Children may receive additional support where necessary outside of the English lessons to focus on specific needs identified by the Class Teacher or child's personalised SEN support plan.

A clear lesson objective are a feature of all English lessons, where children are encouraged to identify not only the skills they are being taught but also why.

Working walls and vibrant displays are used to support learning in the classrooms.

Evaluative marking is used for children to reflect on their learning. Teacher feedback informs our planning and the *National Curriculum objectives* are referenced throughout our whole school plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.

* **Approaches to Spoken Language**

We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively. We have a keen focus on enabling children to use correct grammar in their speech. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

The four strands of spoken language: speaking, listening, group discussion and drama permeate the whole curriculum at Iver Heath Junior School.

We achieve this by:

- Giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- Being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- Helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- By providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- By providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- By developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately, which relates to our 3 Golden Rules.

* **Approaches to Phonics**

At Iver Heath Junior school we believe it is never too late to fill in the gaps in phonic knowledge.

To enable all children to access the English and wider curriculum, the teaching of phonic skills is identified and supported within the platform **Rapid Phonics**. Rapid Phonics makes catch-up sessions quick and memorable. It includes snappy lessons, with age-appropriate books, and interactive activities to build confidence and fluency.

It has been shown to build confidence and help pupils to read accurately, quickly and with expression. It comprises of a range of decodable and age-appropriate fiction and non-fiction readers. During these sessions children are also explicitly shown how to apply their developing skills to their writing.

The need for phonics teaching is identified through early assessment and regularly monitored to ensure progress for every child. The scheme is delivered as a whole class when children enter Year 3. This whole class session is timetabled for half an hour within a guided reading lesson.

* **Handwriting**

Handwriting is taught throughout the school with focus on a cursive style. The teaching of handwriting is through whole class or in small targeted groups. Formal handwriting practice involves the use of our programme's learning resources and handwriting exercise books.

Teaching correct letter formations and joins is essential, but children are only taught to join once they have mastered correct letter formation.

Handwriting lessons will be part of the English session and may take place outside of this.

Across all Year groups, a cursive handwriting style is actively demonstrated by the Teacher and or Learning Support Assistant on a daily basis through work on the board or through marking feedback within books.

In addition to modelling and practice through whole class, small intervention groups, for those who have been identified as having a handwriting need by the teacher or a child's SEN Support Plan are implemented across the school.

We believe that handwriting sessions should be short and regular, where the skills of handwriting are taught, to enable everyone to see the maximum benefit.

* **Approaches to Reading**

At Iver Heath Junior, we believe that learning to read and to have a good understanding of what is read, is fundamental to the wider success of children as they move through the school and beyond. The ability to read fluently, infer, predict, summarise and to comprehend what is read ensures that reading is meaningful and more enjoyable, and it enables children to access learning across the curriculum and the ability to step into other worlds.

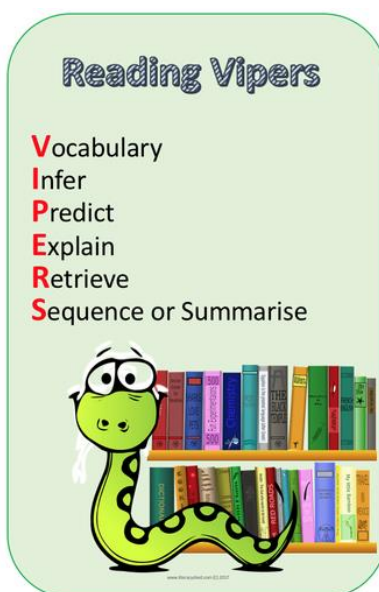
To enrich pupil's reading experiences, at Iver Heath Junior School we ensure:

- Pupils have opportunities to undertake guided, shared and independent reading throughout the school day. A diverse range of reading texts to capture the children's interests and a staged reading scheme are available.
- We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter, therefore we operate using 'book bands' in line with **Rigby Star** by Pearson complemented by thematic books.
- When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library.
- We are undertaking a three-pronged approach to assessing children's reading. Reading age tests are undertaken throughout the year, linked to the Rigby Star Book Bands, Learning Journal Book Reviews and responses in Guided Reading all support teachers in identifying children who require extra support with their reading.
- Within school, a range of adults will be available to support children in order to improve their fluency, intonation, decoding skills and comprehension in small groups or on a one-to-one basis. This could include Learning Support Assistants or volunteer readers.
- Parent support and home reading is required and supported as an integral part of the child's development. Children are expected to read at home for 10 minutes 5 days per week. Where this is not possible, Prefects are available to read with the children in the library at breaktime. In order to have strong communication between teachers and parents/carers, each child has a reading record where both the staff and parents can write comments about how the child is progressing with his/her reading.
- Children have the opportunity to use books from the School Library for independent research.
- Reading challenges are offered within school and pupils are encouraged to undertake the annual county library reading challenge. An annual book week is held along with a book fair to further promote reading.

- Another strategy we use to help children to think critically about their reading, is for each child to complete a Learning Journey book review. These book reviews have been tailored to fiction or non-fiction and Upper or Lower Key Stage with links to the Guided Reading VIPERS. We believe that these help children to understand their reading, which then helps them to make decisions about their own reading materials.

Guided Reading

The approach we take to Guided Reading at IHJS, is half an hour daily class reading, which focuses on specific skills. Using a VIPERS approach, the children are exposed to a wide range of texts, which have purposefully chosen to challenge, engage and extend the child's reading experiences. A different VIPERS skill is focused on each day throughout the week. This gives the children a holistic understanding of a particular age-related text, which helps to inform their own reading choices in the future.



Reading

At Iver Heath Junior School, we use a wide variety of reading resources to give children access to a range of different vocabulary and contexts. This is consolidated through the writing process where children are encouraged to take vocabulary from their reading experiences to use in their own writing.

Reading for Pleasure

At Iver Heath Junior School, we want children to be excited about picking up a book and to experience the pleasure of losing themselves in it. The more children read, the better their fluency and stamina and doors are opened which enhance and extend their cultural capital.

Class libraries are stocked with a wide range of high-quality fiction and non-fiction texts, including poetry books and newspapers for children to immerse themselves in. To maintain interest and engagement, the books are reviewed and refreshed by the class teacher every term. With the children's input teachers use books from the school library to stimulate and engage the children's interests.

Throughout the year, all classes will invite their parents to a morning of shared reading, which will include sharing their chosen reading material as well as their own writing.

As well as access to their class and school library, children at Iver Heath Junior School take part in national initiatives throughout the year and have access to the local library, author visits and World Book Day. World Book Day and the locally organised holiday reading scheme run by the local library also helps to open children's minds to a world of books outside of school.

Throughout the year, children are also exposed to recognised authors, through a range of wider topics, such as Black History and Anti-Bullying week to engage and inspire the children.

* **Approaches to Writing**

At Iver Heath Junior School, we believe every child is a writer and that writing is fundamental to children's ability to express themselves to a range of audiences.

To develop our children as super writers we:

- Treat all children as writers, from the earliest stage.
- We encourage children to explore the ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- Deliver experiences where the children can acquire confidence and a positive attitude to writing.
- Provide real life experiences from school trips and visitors to inspire writing in a range of genres
- Equip all children with the tools for writing including word banks spelling mats and differentiated tasks
- Develop and sustain writing skills by providing opportunities for children to write for a range of real life purposes and audiences.
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- Teach children to become critical readers of their own writing by using self-evaluation codes and checking their work independently for sense, accuracy and meaning.
- Teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers.
- Have children's own writing on display in different places in the classroom and through the school.

Writing

The teaching of writing in Iver Heath Junior school is timetabled daily for an hour session during English as well as lessons across the curriculum. We believe the process of writing involves five key parts. These parts have been timetabled in an order to help the children to produce the best writing outcomes they can. To support children in being able to produce more sustained texts throughout their years at IHJS, teachers will deliver a structured timetable of: Grammar, Spelling, Handwriting, Independent writing and Editing using writing grids personalised for each year group. To be an author, children are encouraged to take ownership of their writing and although given a task, children are further encouraged to be as creative as the books they read. During classes I Heart Reading sessions, parents are warmly invited to not only share their child's reading experience, but also their writing.

*** Parental Involvement**

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school diaries and reading records as a tool for communication between school and home.

We also invite parents to attend a variety of 'Stay and Learn' mornings throughout the year. One of these mornings focuses on the importance of Reading. During the morning, parents are invited to experience a Guided Reading session alongside their child as well as a reading workshop, led by the English Coordinator to further raise the awareness of reading. Parents are given both practical advice and activities to support their child's reading at home.

Daily reading for 10 minutes, 5 times a week, allows parents to share in their child's reading experience and help them develop as readers.

Termly assessment informs teachers of children's achievements and areas for development/need. Ensuring all children achieve their full potential.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. Children will become more confident writers and most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

All the literacy initiatives outlined above will help to boost children's learning and progress. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will also improve and skills taught in the English lesson

are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

As children move on from Iver Heath Junior School to further their education and learning, learners will take their creativity, passion for English and high aspirations with them and continue to grow and develop as they do.

Learners will leave us ready and well prepared for their secondary education academically, socially and recognising their social responsibilities. We aim for all of our learners to become self-motivated and independent learners who recognise that learning is a life long journey and embrace this to pursue their interests and ultimately gain employment in a field that they choose, which they enjoy and succeed in.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects included, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.

- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.
- Monitor the application of the curriculum to assess its success.
- Work with all stakeholders to monitor, review and improve the curriculum over time taking account of the children's individual needs, the community make up, updated pedagogical understanding, Department for Education guidance and expectations also legislation.
- Oversee the assessment cycle for the school and report key information to the key stakeholders when required.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

English Coordinator will:

- Ensure all subject specific curriculum documents are accurate, up to date and in line with the whole school's curriculum.
- Monitor that all objectives are accurately mapped and taught in line with the expected delivery of the curriculum.
- To gather work samples and/or data related to their subject and share this with SLT.
- To enhance and champion the subject within the school to allow children a rich experience when learning that subject.
- To undertake relevant CPD and enhance their own learning around the subject.
- Ensure a high quality display is made available within the school when required.
- Monitor and support staff within their phase to develop quality first teaching so that all pupils are successful within their learning.
- Report to the Head and Deputy in matters related to the curriculum.
- Report to key stakeholders related to curriculum matters such as the governors when required.

Inclusion Manager will:

- Targeted interventions are implemented to ensure that pupils with SEND who are challenged to access/ succeed in areas of their curriculum are supported.
- Monitor the children identified as being in receipt of pupil premium funding to ensure they are making the progress they should through the curriculum and are being challenged whilst enjoying their learning.
- Staff are supported to develop their knowledge related to SEND and specific areas so as to enhance the delivery of the curriculum ensuring children with SEND can access the learning and succeed.
- Offer support and guidance around scaffolding curriculum elements for targeted children to increase their accessibility and enjoyment of the curriculum.
- Report data to key stakeholders related to children with SEND and pupils in receipt of pupil premium funding.

Class Teachers will:

- Ensure the curriculum is mapped out in the short, medium and long term appropriately so that it is clear what the learning journey will be.
- Make the curriculum available to SLT, subject leaders, parents and other key stakeholders at the start of the academic year.
- teach so that all pupils are successful within their learning.

Teaching Assistants will:

- Ensure that there is a professional dialogue with the teacher so that planning and subject knowledge is understood before the teaching.
- Ensure any preparation needed to deliver the curriculum is completed.
- Actively work with children throughout all of the learning time. This can be specific directed support or more general support as needed.
- Ensure that subject knowledge is accurate to allow children to be supported to achieve their objective.
- Ensure to gain a clear expectation of a successful outcome for each particular objective being taught, including level of independence, presentation and amount of learning produced.
- Provide feedback in line with the school's feedback policy.

4. Inclusion

Iver Heath Junior School works to ensure that our curriculum provides opportunities for all pupils to learn and achieve whilst promoting pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life, in line with the National Inclusion Statement.

To facilitate this, teachers set suitable learning challenges for every child regardless of any potential learning barriers they may have. They respond to learners needs and adapt resources and materials appropriately as well as responding to each pupil's diverse learning needs.

This is supported by the inclusion manager through identifying CPD needs for staff; supporting with the early identification of learning needs; supporting with identifying resources or supports that may facilitate better learning and working with external agencies where appropriate to offer additional support and/or implement statutory paperwork such as EHCP's.

Our inclusion provision identifies, recognises and tracks children identified as SEND, Pupil Premium, EAL, More Able and any other identified group relevant to our school setting.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

School visits, meeting with the SLT and Subject coordinators, reviewing assessment outcomes on a termly basis and any other way that presents itself through the academic year.

The English Subject coordinator monitors the way their subject is taught throughout the school by:

Creating a subject policy, creating and completing an action plan, collecting work samples, gathering pupil voice and also when appropriate: learning walks, book scrutinies, planning scrutinies and reporting to SLT and/or Governors.

6. Equalities

Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Teaching and Learning policy
- SEN policy and information report
- Equality information and objectives

- Individual subject policies
- Feedback Policy
- Behaviour Policy