



Working and learning together for success

English Policy Statement

Sarisbury CE Junior School English Curriculum

Our aim is to provide excellent learning opportunities to enable our pupils to become confident users of language, both oral and written, with opportunities across the entire curriculum to consolidate and reinforce taught literacy skills.

We plan using the National Curriculum programme of study and use objectives from the Hampshire model to guide our planning to provide a rich, exciting and creative English curriculum which is relevant to all of our pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We aim to provide clear and consistent teaching throughout the school. To help achieve this, medium and short term planning is completed in year groups and overseen by the English Leader, often using rich texts as drivers, to ensure excellent progression is made and the current needs of each cohort is met.

Rationale:

Gaining and using skills in language not only affects a child's progress in school but also has a profound influence upon the course of his or her whole life. The National Curriculum (2014) maintains that teaching English language is a vital, if not the most essential role of a primary school.

At Sarisbury, we acknowledge that without effective communication, achievement is hampered. We have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (National Curriculum p.6) that is needed in society:

'Teachers should develop pupil's 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. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum p. 10)

Vision Statement for English

Our aim is to provide excellent opportunities for our pupils to acquire valuable skills in English which they can apply across the curriculum and in every aspect of their future in education and work.

We also aim to:

- Ensure that all pupils have a sound understanding of phonics which allows them to read and write with confidence.
- Enable pupils to apply reading, writing and communication skills to real life purposes and audiences. Pupils are encouraged to, confidently and independently (after coaching and guiding), adapt their language choices (in oral and written form) for specific purposes. They are encouraged to use word banks, thesaurus and working walls to help achieve this through self and peer editing.
- Instil in children a passion for reading, writing and communicating for pleasure, through an exciting, creative and relevant curriculum which is tailored to meet their needs, ensuring excellent progress is made.
- Develop our children's love of language encouraging an enjoyment of reading and understanding a range of text types, media and genre, hearing: rhyme, alliteration, rhythm and metre as well as exploring and developing a rich and varied vocabulary.
- Offer children opportunities to explore creative, complex, multi-layered ideas in challenging texts, through metaphor, simile and other figurative and linguistic devices.
- Give pupils a greater sense of empathy with others and self awareness, through drama and a wide range of inspiring texts including film and media texts.
- Provide children with ICT to use as a creative writing tool, allowing them to analyse and produce media texts, editing and communicating their ideas effectively.

- To have the highest aspirations for all of our pupils, including those with SEN in literacy. We monitor all new pupils upon entry to the school and will address children's needs with appropriate support programmes in line with the SEN Policy. We shall ensure that pupils and their parents are kept informed of individual progress.

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Speaking and Listening Policy Statement

In the teaching of Speaking and Listening, our principal aims are:

- To encourage a passion for reading and provide stimulating, age appropriate texts in Guided Reading lessons, class book corners and in our school library.
- To enable pupils, through the acquisition of excellent speaking and listening skills, to organise and communicate their ideas in ways which enhance learning across the whole curriculum. Opportunities to develop these skills include: talk partners, group discussion, storytelling, roleplay, drama, class assemblies, school productions, prefects, Colour Team Captains and School Council Representatives.
- To model and teach the skills that enable pupils to listen in a thoughtful and thorough manner to their peers and adults and to respond appropriately.
- To enable pupils to become increasingly confident and effective in the skills of oral communication, by speaking clearly and coherently in a specifically organised way for a range of purposes. For example, reading aloud, sharing opinions, drama and debate.
- To ensure pupils understand how to engage the interest of a range of audiences and be able to choose and vary use of vocabulary and language according to purpose and context as well as using a voice appropriate to the situation.
- To ensure pupils have a clear understanding of the difference between written and spoken language and know when it is appropriate to use Standard English in spoken form.
- To encourage pupils to use the skills of discussion and debate, learning how to respond appropriately by questioning or by voicing disagreements courteously.
- To encourage pupils to be able to express a range of emotions and empathise with a variety of characters through the use of dramatic situations and role-play; to deepen empathy with others and self awareness through drama and role play – contributing to our PDL and SMSC curriculum.
- We will provide opportunities for children to:
 - Justify ideas with reasons
 - Ask questions to check understanding
 - Develop vocabulary and build knowledge
 - Negotiate
 - Evaluate and build on the ideas of others
 - Select the appropriate register for effective communication
 - Give well-structured descriptions and explanations
 - Speculate, hypothesis and explore ideas
 - Organise and rehearse ideas prior to writing

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Reading Policy Statement

In the teaching of Reading, our principal aims are:

- For pupils to develop an understanding that reading should be both purposeful and pleasurable. As well as modelling reading strategies during shared reading sessions, teachers will model a love of reading and an appreciation of literature to pupils, sharing excellent examples of inspirational texts. Opportunities to explore and discuss texts in detail will be provided.
- To ensure that all pupils have a sound understanding of phonics which allows pupils to read (and write) with confidence.
- To ensure that reading is experienced as part of a linguistic process, which closely incorporates listening, speaking and writing in all areas of the curriculum.
- To teach a range of decoding skills and strategies which will give pupils confidence as they tackle texts of increasing complexity.
- To enable pupils to become increasingly independent in selecting reading material appropriate to their current ability.
- To fully involve parents in the reading process; providing support for parents when reading at home with their child.
- To provide pupils with relevant and inspirational models of good literature to listen to, read and study, including the use of visual, oral and ICT texts (particularly film).
- To provide pupils with a range of non-fiction texts, including books, magazines and access to information on the Internet and provide the skills to access them successfully.
- To ensure, as pupils progress, they understand texts and an author's choice of language on a deeper level, inferring meaning across texts and applying their knowledge of the world around them and their own experiences to the text.
- To provide tailored support for children with special needs in reading, understanding that the acquisition of reading skills is paramount in ensuring that they have access to the whole curriculum.

Activities within school including World Book Day, Reading Café and visiting authors will also promote the pleasure and knowledge that can be gained from books.

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Writing Policy Statement

We aim to develop our children's ability to produce well-structured, detailed, technically accurate writing in which meaning is made clear and which engages the reader.

In the teaching of Writing, our principal aims are:

- To enable our children to become increasingly confident and effective in communicating their thoughts, opinions and ideas in appropriate written forms.
- To use challenging media, including film, on which to model and inspire written activities.
- To help pupils understand that writing is a pleasurable and essential skill that assists them when planning, organising and developing their ideas across the curriculum.
- To enable pupils to write in the style of a wide range of genres; understanding and being able to employ the features of each genre with confidence.
- For pupils to be aware of the purpose of the text and its intended audience. To ensure pupils have sufficient command of language in order to engage and sustain the interest of that audience.
- For pupils to gain increasing mastery of key skills such as expression, style, organisation, vocabulary, spelling, grammar, punctuation and handwriting in order to become effective as a communicator. Grammar skills are embedded within English lessons as well as taught discreetly where appropriate.
- To develop an increasingly more complex vocabulary through in-depth analysis of vocabulary in context, constant use of classroom resources (working wall, displays, dictionaries, thesaurus) and to encourage using this vocabulary in written work.
- To promote confidence in accurate spelling (encouraging children to self and peer edit) as well as exploring word origins, structure and meanings of words.
- To enable pupils to 'think like writers' by:
 - ✓ providing excellent models of writing
 - ✓ incorporating 'Talk for Writing' techniques
 - ✓ by scaffolding their writing to enable them to write independently
 - ✓ planning opportunities for drafting and editing writing so that they see writing as a 'fluid' process
 - ✓ by involving them in the assessment of their work (e.g. by generating and evaluating own success criteria) and in the setting of future targets.

Cross – Curricular Opportunities

Teachers will plan and provide opportunities for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum e.g. topic writing, reasoning in maths.

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Assessment of English at Sarisbury

Teachers use formative and summative assessments to measure progress against the key performance indicators in the National Curriculum and Hampshire model, and to help plan for future lessons. These inform data inputted onto internal trackers which are used to plan next steps and inform cohort action plans. Children in years 3-5 undertake NfER reading assessment tests in the Autumn and Spring terms. National testing (SATs) are undertaken by children at the end of Key Stage 2.

Regular writing moderation is carried out within and across Year groups as well as across cluster schools.

Evaluation and Monitoring

Monitoring the standards of the children's work and the quality of the teaching in English is the responsibility of the English Leader. The work of the English Leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The English Leader meets regularly with the Head Teacher, Assistant Head Teacher (also SENCO) and the link governor responsible for English. An annual summary report is given to governors in which the strengths and weaknesses in the subject are evaluated.

Presentation Policy Statement

Aims:

The aims of the following guidelines are:

- To encourage a school wide approach to the presentation of children's work.
- To build a sense of worth and pride in children's attitude when presenting their work to a variety of audiences.
- To establish a progression of skills in presentation from Y3 to Y6.

The presentation of children's work is directly attributable to:

- Their own habits and expectations.
- The class teacher's expectations and demand for excellence.

Children should know that a high standard of presentation involves:

- A consistently neat and legible style of handwriting.
- An appropriate layout of work.
- Care of books and equipment.
- A positive attitude towards, and pride in the presentation of their work.

Layout of Work:

General:

- Every piece of work to have a centred title.
- Hand written titles to be underlined with a ruler.
- Mistakes should be erased neatly with a rubber or crossed with a single straight line.
- Where necessary there should be a margin on the left hand side of the page.
- The date should be written at the beginning of a piece of work, figured date for maths, written date for any other work (including day) towards the right hand side.
- Ballpoint pens should not be used for school work, including homework.

English:

- Paragraphs should be indicated by leaving a line.
- Envelopes and letterheads should be addressed in block form.
- Correct use of the SJS marking code.

Maths:

- Work should be set out with clear spacing, both vertically and horizontally.
- Work in books should be set out in full where necessary.
- All maths work should be done in sharp pencil.
- Figures to be correctly and neatly formed.
- One numeral per square except for fractions.

Project:

- Children should be able to draw (pencil) and label (pen) a diagram correctly – printed.
- Recognise and use upper and lower case printing without combining the two.
- Print on maps and diagrams – no joined script.
- Colour gently and carefully in a uniform direction – careful shading is an important skill that all children should be taught.
- Project work on plain A4 paper with guidelines.

Care of Books and Equipment:

- Exercise books should be valued.
- Books should not be dog-eared, or covers damaged.
- No school property should be defaced.

The school has adopted the Nelson Handwriting Scheme as the core framework when teaching handwriting