**Crofton Junior School**



**English Policy**

**November 2022**

**CJS English Policy**

Additional documents for reference:

* Reading Policy
* Phonics Policy
* Quick Guides: Reading, Phonics, Spoken Language and English
* Approaches to Spelling Document
* Unit of Work Overview for each year group

**Aims**

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

* 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;
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Intent**

At Crofton Junior School, we embrace the English National Curriculum (2014) and uphold that English has a pre-eminent place in education and in society. It is a subject in its own right and the medium for teaching; for pupils, understanding language provides access to the whole curriculum and the life-long skills needed to equip pupils for everyday life, both now and in the future. Within the English curriculum, we aim to develop a love of literature through our text-centred approach to teaching English. Through this approach, we believe children have the chance to develop culturally, emotionally, intellectually, socially and spiritually in-line with our overall curriculum drivers: Nurture, Respect and Inspire.

We aim to provide regular opportunities for children to express and articulate their ideas, thoughts and feelings confidently and competently through spoken language and writing whilst equipping children with the skills needed to ensure they can write coherently. This ensures they are well-prepared for the next stages in their education at Key Stage 3.

High standards of language and literacy are promoted across the curriculum enabling all pupils to communicate effectively and appreciate the richness, magic and power in the written word. We recognise the importance of taking a consistent approach to the teaching of English in order to ensure all children reach their full potential.

**Implementation**

At Crofton Junior School, reading is at the heart of our text-centred approach to teaching English. Whilst providing a platform for the teaching of reading objectives, this approach also links explicitly to the teaching of writing. A quality text provides children with an excellent model and content for their own writing. English at Crofton Junior School comprises of the following areas: phonics, reading, spoken language, writing (three-phase model), spelling and handwriting.

**Phonics**

Early identification of any reading difficulties is essential to ensure every child is given the opportunity to catch-up and subsequently, keep up and be the best reader they can be. In order to do this, in Year 3, we baseline all children, complete additional assessments where necessary and work closely with the SENCO to ensure any reading interventions are in place and inline with recommendations from professionals. The early identification process allows us to put into place targeted interventions and support in order to help pupils develop their reading and catch-up. For those children who require further support with reading, we have adopted a “phonics first approach”. At Crofton Junior School, we use a DfE validated synthetic phonics programme: Little Wandle Letters and Sounds Revised which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters & Sounds. Children who require catch-up phonics have daily sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. Please refer to the Phonics Policy, Phonics Quick Guide and reading rationale for further information.

**Reading**

Reading at Crofton Junior School comprises of three key areas: reading for practice, reading to learn and reading for pleasure. If fluency is deemed (through formative and summative assessment) as a whole class need, this will be a focus of the whole class guided reading sessions which take place three times a week using the 6Ps: performance reading. The first two sessions will focus on fluency and reading for practice. This will provide a bridge from word recognition to comprehending the text. In the third session, pupils will focus on comprehension and questions will be designed around the KS2 content domains. High quality texts are carefully chosen in all reading lessons allowing for new and ambitious vocabulary to be identified, explored and developed. Discrete comprehension sessions are taught weekly in all year groups unless the READ phase is taking place within English lessons. Reading for pleasure has a high profile in school due to the use of Accelerated Reader, Buddy Reading, weekly visits to the school and class libraries and the book spines for each year group. Refer to the Reading Quick Guide, Reading Policy and reading rationale for more information.

**Spoken Language**

At Crofton Junior School, all staff value the importance of using correct Standard English both when speaking and writing. Pupils are exposed daily to sophisticated vocabulary. This may be through explicit vocabulary instruction, reading or teacher modelling. Subject specific vocabulary is embedded across the curriculum through teacher modelling in context. Further information of this vocabulary can be found on our curriculum knowledge organisers. Kagan co-operative learning structures are used in English lessons and the wider curriculum to engage and enthuse all children with a shared goal. These structures not only promote active participation but also help children to improve their social skills as all conversations follow a structure/routine. Furthermore, spoken language underpins the performance reading sessions allowing pupils to focus on developing their reading prosody. Pupils spend time within the sessions reading out loud and performing texts such as poems, plays and stories. Performance and drama opportunities, such as hot-seating and conscience alley, are used across the curriculum to engage children in their learning and ensure depth of knowledge and understanding. Refer to the Spoken Language Quick Guide for more information.

**Driver Text**

Our curriculum at Crofton Junior School is derived around a ‘driver text’. This is a high-quality text which could last for a half-term or a whole term. Opportunities are carefully planned to provide children with the chance to explore a variety of literacy text-types. Refer to the unit overview document for each year group to see the breadth and progression of literature provided for the children as they progress through the key stage.

**Three-Phase Model - Text Types**

Text types are sequenced across the key stage to ensure breadth of writing opportunities and also depth and progression within particular text types. The main aim of writing through text types is to give children a clear purpose, audience and register necessary for their writing.

Text Types include:

* Recount: a sequential retelling of events such as a diary entry or newspaper report. Newspaper articles are taught in Year 5 and 6 only.
* Instruction: a guide for the reader stating how to do/make something or how to take care of something. This text type is covered in Year 3 only.
* Narrative: generally, a fictitious story although it may be based on fact. It can be written in different genres: traditional tale, adventure, mystery, science fiction, historical, ghost, flashback, time-slip, myths, legends and fables. This text type is covered in every year group at least twice.
* Report: a description of what something is/was like and information about it such as a non-chronological report, an informative leaflet and a newspaper report. This text type is covered in every year group.
* Explanation: an explanation how or why something happens or works. It is usually organised logically and/or sequentially such as a written outcome of a science experiment. This text type is covered in Year 3 and 4 only.
* Argument and persuasion: the presentation of an opinion and points of view which may be biased or balanced, e.g. a letter to persuade or protest, a balanced argument, a speech and a play script. This text type is covered in Year 5 and Year 6 only.
* Poetry: e.g. to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. A variety of poems are explored in every year group.

Additional information regarding the text types studied can be found on the unit overview for each year group.

**Three-Phase Model - Teaching Approach**

Text types are taught following the three-phase model:

* Phase 1: Familiarisation with the text-type/genre/text driver (Read stage)
* Phase 2: Capturing ideas and teacher modelling (Analyse stage)
* Phase 3: Independent application (Write stage)

Teachers follow this teaching sequence when planning a unit of work.

Phase 1: Familiarisation with the text-type/genre/text driver (Read stage)

During Phase 1, pupils are given the opportunity to explore examples of the given text-types, discuss their features and understand the purpose of the text in relation to the audience. This can be taught through shared and independent reading opportunities.

Shared Reading

This is the opportunity to share texts with children that they would not normally access or be able to interpret on their own. The reading skills taught in the shared reading sessions are usually appropriate to the age of the children rather than their reading ability. However, the teacher will ensure that children of all reading abilities are provided with opportunities to engage with the text and immerse in ‘Book Talk’. This also allows pupils to make the necessary links between reading and writing.

Phase 2: Capturing ideas and teacher modelling

During Phase 2, teachers ensure pupils are prepared for Phase 3 through careful scaffolding and effective modelling. This may include using the following approaches:

* Drama techniques e.g. hot seating, freeze frames, debates
* Speaking and listening opportunities
* Researching knowledge/content
* Reinforcing and developing techniques identified in Phase 1
* Planning
* Initial drafting/noting of some ideas

Furthermore, children need to see and discuss the writing thought process. Thus, teachers should incorporate as many opportunities as possible for shared writing, where the children and the teacher write a text or a section of a text together. By sharing and creating ideas together as a class, the children may be more successful in Phase 3. Furthermore, in some instances, shared writing may then be followed with guided writing, where the teacher focuses on a group of particular children, to further develop a skill, or support the pupils with an aspect they are finding challenging.

Phase 3: Independent application

During Phase 3, the children need to apply the skills taught in Phase 2. The level of independence may vary, depending upon the task or the outcome. Pupils are expected to plan, draft, write, edit and proof-read a piece of writing, incorporating all of the skills that they have learnt throughout a unit of work (Phase 1 and 2). Opportunities for proof-reading and editing written work are planned and children are encouraged to take an increased responsibility for proof-reading for errors and editing their work, with the reader in mind, as they progress through the school and key stage. The use of working walls and success criteria support children in their writing, with levels of scaffolding reducing as the children move through an academic year, and through school. Teachers model clearly how to use tools such as success criteria and working walls, so that as children progress through school, they are more independent in using these resources.

**Approaches to Spelling**

Each year group follows the Spelling Shed scheme of work thus allowing progression and coverage throughout KS2. Weekly spelling lessons and word lists are generally organised around grapheme/phoneme patterns. Spelling at Crofton Junior School is underpinned by the following key areas:



**Orthographic Mapping:** The study of the conventional spelling system and how letters combine to represent sounds and form words.

**Morphology:** The study of the formation of words.

**Etymology:** The analysis of words to find their true origin.

These key areas support the spelling process by equipping children with the skills needed to spell confidently and understand the formation of, and origin of, words.

At the start of each week, children partake in a dictation retrieval recap task. Within this activity, children are given a few short sentences aloud which they must record accurately. These sentences include key words that follow the spelling pattern that the children focused on the previous week. Words from previous weeks’ learning are also revisited along with statutory words and commonly misspelt words in order to support children’s long-term memory of spelling patterns. This enables them to learn more, know more, and remember more over time. The dictation activity is also an assessment for learning tool allowing teachers to identify and address any misconceptions that arise.

The etymology of some words each week is explored to support children to understand the meaning of these words. Children are encouraged to make links to known words. Each week, children’s phonetical knowledge from Key Stage 1 is drawn upon to split words into smaller chunks to support and promote accurate spelling. This is achieved through the use of the following tasks: positional best fit, syllabifying words and sound buttons. Each week, children are encouraged to expand their vocabulary by exploring how words are made by combining words or by adding affixes.

**The Application of Spelling**

When a piece of written work has been completed, it is expected that spelling patterns and words which have been previously taught are spelt correctly. If these words are mis-spelt:

* Feedback (verbal or written) is provided enabling the pupil to respond by correcting the spelling during the writing process. Staff use their professional judgement in identifying the number of spellings; however, they ensure they maintain the pupil’s self confidence and focus on words which the pupil is expected to know.
* Pupils are given the opportunity to identify and correct spellings through the proofreading and editing process. The skills of proofreading and editing are implemented as a progressive process, which enables the children to become independent over time. Children may be supported in this process by:
* an adult leading a group to identify and correct mis-spelt words;
* co-operative learning partners identifying mis-spelt words;
* mis-spelt words being highlighted;
* pupils identifying mis-spelt words independently within a sentence, series of sentences and then paragraph.

**Approaches to Handwriting**

At Crofton Junior School, all children are expected to join their handwriting and the same handwriting pattern is taught in families across all year groups. This is displayed in all classrooms across school. Handwriting is taught during discrete sessions in Year 3 and 4. Sessions occur more frequently, if needed, to ensure that children have mastered a cursive approach to handwriting before reaching Upper Key Stage 2. When children initially join Crofton Junior School, they write in pencil. Teachers in Year 3 award children with a pen licence when they are satisfied that children have fully mastered a cursive approach to writing. By Year 4, all children write in pen and whilst teachers may place more emphasis on discrete handwriting sessions in the Autumn term, children are expected to write in a joined, fluent and legible style by this point. In Year 5 and 6, handwriting practice occurs more through children copying up pieces of writing in best as opposed to separate, discrete sessions. Any children who still find it challenging to write in a joined, legible style in Upper Key Stage 2 may take part in a separate intervention arranged by their class teacher.

Sequence of the “handwriting families”

1. Over the Top Family
2. Top to Bottom Family
3. Top to Bottom, Back Up Family
4. Down, Round Family
5. Down the Slide Family

**Classroom Environment**

Every classroom has an English working wall which displays the current text type being studied. The purpose, audience and tone necessary for the writing are displayed along with shared writing, features of text types, punctuation rules and grammatical patterns. Every English working wall also displays the proof-reading process as a prompt to support children. A spelling working wall is also displayed in every classroom displaying commonly mis-spelt words as well as current spelling patterns that are being taught.

Every classroom has a selection of books on offer, with a range of fiction and non- fiction books appropriate for the age group. Books linking to topic work may be taken from the library and School Library Service (SLS) and used within classrooms, but must be returned to the main library after use.

**Interventions**

If a pupil has difficulties with reading, spelling, writing or another area of English which is not being addressed through quality first teaching and additional intervention work, (such as Lexia or phonics) then advice must be taken from the SENCo. Referrals may be made to external professionals in order to implement specific individual programmes of work.

**Homework**

As part of homework, children are required to read at least three times a week at home, and have their digital reading record completed by an adult to ensure this is happening. **Boom Reader** online reading records are used by most pupils (in order to monitor their reading habits and provide a good home-school link). If families have difficulties accessing the online platform, a paper reading record can be provided at the discretion of the teacher. On a Friday, children take home a list of 10 spellings that they have explored in school that week. They are expected to practise these words using Spelling Shed as part of their weekly homework. On the following Friday, they receive a spelling quiz based on these 10 spellings. In Year 6, pupils take home an additional 10 revision words based on learning from across Key Stage 2 to consolidate their understanding of key patterns in preparation for secondary education.

**Impact**

As we believe reading is the key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and essential skills equip pupils for everyday life, both now and in the future. Within our English curriculum, pupils develop the fundamental skills in reading and writing to enable them to transition to secondary education well-prepared for learning at Key Stage 3 and to enable them to achieve their full potential against the criteria of the National Curriculum.

**Assessment**

An independent piece of writing is completed termly and it is assessed using our writing assessment grids. Internal and external moderation opportunities are provided termly for every year group. Teachers use the *NFER* tests at the end of each term to assess where children are working at in reading and in Spelling, Punctuation and Grammar (SPAG).

**Appendix A**

Approaches to Planning and Teaching Writing

This approach involves children making links between reading and writing objectives, with a quality text being at the centre of their work. Teachers will choose fiction and non-fiction text types as vehicles for written pieces and children will read and analyse model texts similar to those in which they will eventually write. Grammar and punctuation objectives will be taught during the second stage of this approach, which gives children the necessary context to apply the grammar and punctuation skills they will need to use when writing.

Throughout the approach, children will be taught to use the process of planning, drafting, editing and proofreading in order to perfect their piece of writing. Teachers place a high value on modelling and scaffolding these key elements of writing during shared and modelled writing within writing lessons. Shared writing will involve the children (in either a group or as a whole class) contributing to a shared piece of writing scribed and guided by the teacher. Modelled writing is where the teacher will draft writing to groups of children or the whole class, sharing out loud their thought process of the content and written skills they are applying.

After children have drafted their own writing, the focus of children’s editing may come from the teacher’s feedback (both verbal and written) or from the success criteria set out by the teacher. Proofreading will be taught as the final stage of writing and must be initially modelled by the teacher. A focus on proofreading for grammar, punctuation and spelling will be taught by the class teacher and this approach will be progressive across year groups, so that by Year 5 and 6, children are independent and confident in how to proofread their own work.

Teachers plan their units of work using the weekly literacy planning document. Objectives planned within these units come from the long term reading and writing grids for English, which include the full coverage from the programmes of study from the English National Curriculum. Units of English work should be centred around the literacy driver text, which will change every term (sometimes half-termly). Whilst every effort should be made for grammar and punctuation to be taught in context, other revision or discrete sessions may take place within the “English skills” element of the timetable. Teachers will plan English skills sessions based on the needs of their class.

Lessons for English, which may have a reading, writing or spoken language objective, will take place daily in each class across school.