

Moss Park Junior School English Policy

Purpose and Aims

Purpose

- To develop children's ability to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Developing pupils skills in reading will enable them to develop culturally, emotionally, intellectually, socially and spiritually and the literature we immerse children in will play a key role in such development.

Aims

- To promote high standards of language and literacy, reading, spelling, writing, speaking and listening
- 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
- To teach pupils to read easily, fluently and with good understanding
- To help pupils develop the habit of reading widely and often, for both pleasure and information
- To ensure that pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To help pupils to appreciate our rich and varied literary heritage
- To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To ensure that pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Provision

1. Teachers will develop pupils' spoken language across the whole curriculum – cognitively, socially and linguistically
2. Spoken language will underpin the development of reading and writing
3. Vocabulary will be explored during lessons and displayed in the classroom to build on understanding
4. Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills
5. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write
6. Pupils will be helped to make their thinking clear to themselves as well as to others and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions
7. Drama, poetry and role play will be used to build pupils confidence and to practise their skills in speaking, listening reading writing and performing in front of others
8. The teaching of reading will focus on word reading and comprehension and it will be developed across the curriculum. Guided Reading and phonics will play an important part in teaching pupils to read and spell.
9. Comprehension skills will be developed through pupils' experience of high-quality discussion with their teachers, as well as from reading and discussing a range of stories, poems and non-fiction
10. All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Records of pupil's reading in school and at home are kept in individual reading records
11. Teaching will develop pupils' competence in transcription and composition and they will be taught how to plan, edit and evaluate their writing
12. A cursive script will be taught using *LetterJoin*.
13. Pupils will be taught to use the elements of spelling, grammar, punctuation correctly and to understand and use Standard English in their speaking and writing across the curriculum. These objectives will be taught in context where possible during English lessons and reinforced on an ongoing basis
14. Teachers will assess children's work in English through formative and summative judgments by; asking questions, observing learners during lessons and listening to discussions. Work will be marked regularly

Progression and Assessment

Progression

Our English curriculum ensures progression both within and across year groups in reading, writing, spelling, punctuation and grammar. Medium term plans ensure appropriate curriculum coverage and whole school plans ensure that learning is revisited and built upon.

Assessing and Reporting

We assess pupils' knowledge, skills and understanding in English formatively and summatively and use this to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. Our progression document ensures that pupils have lots of opportunities to deepen and extend their learning throughout each topic, over the year and throughout the Key Stage.

Monitoring, Evaluation and Improvement

The role of the subject leader in monitoring pupil outcomes is to audit teachers' judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with teachers and Senior Leadership Team to examine the strengths and areas for development in English provision. The Science subject leader then creates action plans to improve achievement. The English subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader.