

Member of staff responsible: Charlotte Williams

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Folville Junior School

English Policy

This document includes the school's policy on writing, grammar, punctuation and spelling.

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. Given the right environment and stimulus, writing can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility. We aim to offer a whole language approach so that pupils can learn to express clarity of thought and be able to manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

WRITING

AIMS:

- 1. To foster an enjoyment of writing amongst pupils, and a recognition of its value through:**
 - Providing a stimulating curriculum and school environment which places great emphasis the development of writing skills.
 - Providing meaningful contexts and quality texts as the inspiration for writing. We aim to provide children with novels and texts at the heart of writing lessons, which will inspire a range writing outcomes.
- 2. To ensure the teaching of Writing is effectively planned, and responsive to learners' needs, through:**
 - Planning the teaching of both writing composition and spelling, Punctuation and Grammar in conjunction with the National Curriculum statements as appropriate for the age / ability of the children.
 - Employing effective assessment procedures where pupils understand where and how they can make progress.
- 3. To best enable the development of writing skills, through writing with varied and quality Speaking and Listening / Drama activities.**
- 4. To maximise the progress of pupils through teaching writing to learning-focussed objectives, with related success criteria. All pupils will know how they are able to make progress during each lesson.**
- 5. To provide pupils with a clear model for how to meet lesson objectives and thereby become effective writers through delivering:**
 - Clear and regular teacher modelling of the thought processes and standards required.
 - Interactive and engaging Shared Writing sessions.

6. **To enable pupils to understand how to improve their writing through timely and effective feedback. All children will be aware of the writing ladders and how they are used to assess writing and create clear targets.**

ORGANISATION

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in “English in the National Curriculum” where they are categorised into three attainment targets:

1. Speaking and Listening
2. Reading
3. Writing

At Folville, all pupils take part in a daily Literacy session, which covers the programmes of study for English as set out in the National Curriculum. For the teaching of Reading at Folville, please see our reading policy which is taught in addition to writing, grammar, punctuation and spelling.

CROSS-CURRICULAR OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

INCLUSION

Every child at Folville Junior School will have equality of access to a broad and balanced English curriculum. All individuals will have the opportunity to experience success and develop an appreciation of their own cultural origins and that of others. Teachers will set appropriate challenges for all pupils. Where attainment falls significantly below expected levels, special provision will be made for additional support. Individual programmes for teaching and support will be drawn up as appropriate by teachers in conjunction with the SENCO.

MONITORING

The Literacy co-ordinator will monitor teaching and learning through:

- Classroom observations
- Work scrutinies
- Participation in monitoring of writing assessments
- Monitoring results of writing assessments
- Tracking of individual children using test data and teacher assessments.
- Informal discussions with staff and children.

The co-ordinator will:

- Ensure staff are implementing the requirements of the National Curriculum in English

- Plan for the progression of literacy teaching throughout the school
- Attend relevant courses and keep abreast of current initiatives.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Governor. This policy will be reviewed every three years or in the light of changes to legal requirements.

GRAMMAR AND PUNCTUATION

THE TEACHING OF THE BASIC SKILLS:

At Folville Junior School, we value the importance of enabling children to become confident, literate individuals, who are able to deliberately select and use a wide range of punctuation and grammatical forms. We aim that children will understand how to use punctuation appropriately and effectively in their writing. We work from the principle that the ideal vehicle for the teaching of Grammar and Punctuation is through the wider teaching of writing composition. However, in some cases, a discrete grammar and punctuation lessons are taught.

AIMS:

1. To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.
2. To ensure that the teaching of Grammar and Punctuation is effectively planned for through selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/ novel being taught.
3. To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by “thinking out loud” during writing composition.
4. To feedback on pupils’ understanding of grammatical concepts and punctuation through marking and verbal feedback.

ORGANISATION:

- Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/ novel.
 - Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar and punctuation principle in question. Evidence of this teaching will appear in the children’s work books.
 - Grammatical concepts and punctuation requirements will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced / exemplified during modelled writing (e.g. through teachers “thinking out loud” / making deliberate mistakes).

ASSESSMENT:

- Pupils’ learning in Grammar and Punctuation will be assessed against the (National Curriculum derived) targets on the writing ladders and Target Tracker. Progress against the expectations will be discussed with the children.

- Progress will also be validated and monitored through the use of summative tests.

SPELLING

At Folville Junior School, we believe that spelling is vital to communicating throughout life. It enables children to express themselves creatively and imaginatively and to communicate with others effectively. The ability to write clearly and with accurate spelling is a very important skill that children need to acquire. The ability to spell correctly is often closely associated with good self-esteem and affects performance in most other areas of the curriculum. Spelling is a developmental process. Children need to be encouraged to look carefully at words and be helped to understand how the English spelling system works.

AIMS:

- To teach spelling systematically and consistently throughout the school
- To revise Phonological Awareness taught in infant school.
- To teach Word Recognition and Spelling knowledge.
- To encourage children to develop and learn a personal bank of frequently used words
- To equip children with the strategies to tackle unknown words independently and sensibly, thus avoiding dependence upon the teacher.
- To make children aware of the Writing Process so that they can write fluently, confidently and independently, concentrating on Spelling when and where it is appropriate Teaching and Learning.
- The teaching of spelling aims to develop children as independent spellers who take an active part in their own learning. Pupils are taught the knowledge and skills they need to become independent spellers. Routines and structures are provided to enable pupils to apply what they learn about spelling independently. If the spelling curriculum is driven by a pressure to teach lists of words and homophones, regardless of pupils' needs and next steps, progress is unlikely to be made. Teaching aims to show pupils how to become natural and accurate spellers.

ORGANISATION

- Spelling should be taught discretely, at least once a week.
- Spelling should be embedded in ALL lessons in order to create a culture of pupils who are aware of spelling and are provided with the skills to correct their own spelling.