

Lionwood Junior School – English Policy



Our Lionwood Curriculum

At the Lionwood Junior School we offer a creative curriculum which has the acquisition of Maths and English skills at its heart. These skills are embedded in a wider curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum challenges children to take responsibility for their own learning. It challenges our teachers to listen effectively to the ideas and needs of the children to inform planning. Our curriculum requires that all involved think, reflect, analyse, hypothesise, consolidate, question, imagine and create.

Our curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Within our curriculum there is time and space for enriching experiences. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

We plan our provision taking into account the specifications of the National Curriculum 2014 and the Lionwood Curriculum Map and Progression of Skills and Knowledge for each subject. We adapt our provision through studying current research into best educational practice, local and national factors that affect our children, the individual needs and interests of each group of children and the specialist skills of teachers and support staff.

All subject teaching benefits from:

- High aspirations for each pupil's progress through school and into their future, regardless of need or ability.
- The promotion of self-respect and regard and care for all members of the school community and the wider world.
- Personalised learning approaches that capitalise on individual strengths help individuals to overcome barriers to learning and to reach their full potential.
- An effective positive behaviour policy that supports an individual's love of learning.
- The use of a range of teaching strategies including whole class, small group and individual work.
- The use a range of information and Communication Technology to support and enhance learning.
- The use of Visual, Auditory and Kinaesthetic approaches to learning and teaching indoors and outdoors.
- Thorough assessment, record-keeping, analysis of tracking data and targets-setting.
- A range of activities e.g. writing, investigations, art, model-making, discussion, film, field-work and drama. Evidence of work is kept in books.
- Effective feedback which is mainly verbal, and is supported by a simple marking system.
- Effectively differentiated activities that take in to account the wide range of abilities and experience of all children including those with SEND, and English as an Additional Language and those who are Able Gifted and Talented
- The knowledge and celebration of the diverse nature of our school, community and wider world reflected in equality of provision for all.
- Provision of enriching activities including educational visits, after-school clubs and cultural events.
- Meaningful relationships with families that support a child's progress through school and beyond.

Each subject has its own specific skills and knowledge and these are outlined in the following section

Key Principles that Underpin the Teaching of English

- To learn to read, write and speak with enthusiasm, confidence and expression.
- To develop a love of language through the creation of a rich, creative and stimulating literary environment in which skills, knowledge and understanding can be developed
- To be exposed to a wide variety of high quality texts.
- To have opportunities to discuss, plan, draft, revise, rethink and finalise work.
- To have opportunities to explore own ideas and writing style through personal choices of reading and writing.
- To be encouraged to listen with attention, respecting the views and opinions of others.
- To develop the skills to present ideas to a range of audiences verbally and through drama.
- To develop a rich vocabulary and knowledge of a range of writers' work.
- To develop understanding of preferences, while being exposed to texts that would otherwise not be chosen.

Resources

Texts – Children have access to a range of banded and non-banded books and a wide variety of different forms of text such as advertisements, posters, blogs, newspapers and magazines.

Key Texts – The Key Texts for each Year group form the basis of each half-termly topic plan. They are chosen for their quality and potential for cross-curricular planning and sustained writing opportunities in a wide range of genres and subjects. These texts and those on the LJS Reading Spine are extremely engaging for the children.

A.R.F.U. – Always Reading For Understanding. Used alongside guided reading sessions (Cracking Comprehension) help children develop the different skills required for reading for meaning.

Accelerated Reader – A web-based program to develop a child's independent reading skills and encourage them to read for understanding and pleasure.

Whole-School Learning Opportunities

Writing – children write in a variety of genres. They do cold, hot and gold tasks to ensure progress and the application of skills over time.

Drama – opportunities throughout the year to explore presentation, role-play, characterisation, that bring language and literacy to life

Handwriting and Word-Processing – focused sessions to improve fine motor skills and enable children to develop a legible and fluent handwriting style. In addition children are taught the skills necessary to use word processing and other computer programmes to create their work.

Phonics – phonics is taught in focussed group sessions. Intervention in Phonics is carried out, in order to close the gap for those children across the school who need extra help.

Spelling, Grammar and Punctuation – Skills sessions in spelling, punctuation and grammar (SPaG) is taught in focussed sessions every day across the school. Writing lessons incorporate taught SPaG.

Guided and Individual Reading – Children work on learning objectives in whole class guided reading (Cracking Comprehension) every day. In addition, children read individually for pleasure every day.

Golden Tickets - Children are given Golden Tickets for progress and attainment in reading. These tickets are picked during a weekly assembly and children are awarded books. 106+

Library Visits – Children are taught how to use the school library and are taken on visits to the local library for story sessions.

The Organisation of Planning, Teaching and Assessment of English

- Children from Year 3 have English sessions every day. The Key Text is used to support sustained writing opportunities including editing and re-drafting work. Opportunities are provided for the children to practise and develop these skills further in the subjects other than Maths and English.
- Children's progress is measured through Assessment for Learning (supported by Reading NFER tests and writing moderation) and informs future planning.
- A continual assessment of children's work is made by comparing their understanding and application of skills and knowledge. Year 6 sit the SATs paper in the summer term. Termly Pupil Impact Meetings ensure that children's progress is monitored and interventions put in place as necessary.
- ICT is used where possible to support the children's learning and application what they have learned previously. This may be through computer programmes, websites or apps on the i-pads.

This policy should be reviewed no later than September 2020.

English Leader: Alex Henderson

Date: 10th Sept 2019

Head Teacher: Maria Cornish

Date: 10th Sept 2019

Chair of Trustees: Eileen Hansell

Date: 12th Sept 2019