

Bosmere Junior School
South Street
Havant



Growing Lifelong Learners

POLICY FOR ENGLISH

Date:	January 2020
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Responsibility:	English Manager
STATUTORY	No
Checked against Equality Policy	✓

English Manager:	Date:
Subject Governor:	Date:
Headteacher:	Date:

Governor Monitoring:		
Activity: Subject Manager / Governor Meeting	Carried out by: Subject Governor	Date: Summer Term

1. POLICY FOR ENGLISH

The following document has been established in order to outline the agreed practice in the aims, planning, teaching and assessment of English at Bosmere Junior School.

Rationale

English underpins the school curriculum by developing the pupils' abilities to speak, read and write for a range of purposes, in a variety of styles and for different audiences and purposes. They use language to learn and communicate, to think, to explore and to organise. Enabling children to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects, preparing them for a world in which writing styles are continually changing.

Aims

The school's aim is that all children should be given equal opportunity to experience the richness of language; to gain confidence, enjoyment and ability in expressing themselves orally and in written language; to have been introduced to a wide range of literature: fiction, non-fiction and poetry to read, and to hear. All children should leave Bosmere with the literacy skills necessary to be successful in their secondary education and life beyond.

Curriculum

Reading, Writing and Grammar

The English curriculum at Bosmere has been designed with enjoyment at its heart. Each unit uses a rich text driver, with a range of supporting texts, and/or a cross-curricular link to engage pupils and provide meaningful opportunities in which to develop their reading, writing and grammar skills. This curriculum has been planned, with the aid of the HIAS English team, to meet the needs of the new national curriculum, to compliment changes to our curriculum in school, and to link with Bosmere's writing assessment objectives.

In each year group, the individual sequences of work in English follow the three-phase Hampshire model: 'Stimulate and Generate', 'Capture, Sift and Sort' and 'Create, Refine and Evaluate'. Before each unit begins, prior learning may be assessed with a 'Cold Task' relating to the particular genre being studied. Within the latter two phases of the Hampshire Model, the Pie Corbett teaching sequence for writing is used to allow children the best possible chance of being successful in their writing. Within the 'Stimulate and Generate' phase this includes 'Reading as a Reader', 'Reading as a Writer'. The 'Create, Refine and Evaluate' phase includes the 'Innovation Stage' (modelling and practising short sections) followed by a 'Hot Task' (see Appendix 1). Pupils are encouraged to plan using a 'Writing Rectangle', with the focus of all their writing being on Purpose and Audience. Specific extension or 'choice' tasks to push pupils who are working at Greater Depth are also embedded within planning, allowing pupils greater freedom to choose the style of their writing which best fits the purpose.

The time allocated to English is 85 minutes per day: 30 minutes for reading and 55 minutes for grammar, spelling and writing. However, the use of these times is flexible as it may be appropriate, on occasion within the lesson sequence, to use the full 85 minutes for reading based activities, and then the full 85 minutes on writing, spelling and grammar another day. Once a week, each year group uses adults across the year group to ensure all pupils engage in small group discussions about a text during guided reading.

There is also the expectation that additional time will be used for the provision of English within other curriculum areas. For example, conclusion writing in science, small or extended pieces of writing in history, library time, drama, etc.

Spelling

Spelling at Bosmere is taught using the No Nonsense Spelling Scheme. This scheme organises the National Curriculum objectives into termly units and provides ideas for teaching activities. However, this is not necessarily a holistic approach and can be adapted and added to as appropriate to the needs of the children. Pupils are also encouraged to apply their Phonics knowledge, with the Phase 5 sounds being revisited in each year group at the start of each academic year, and all classes providing pupils with access to a Phonics Mat (Appendix 4). Some year groups may choose to hold a 'Spelling Bee', using words children have learned that year, as well as common exception words.

Spelling journals

All children at Bosmere will have a spelling journal provided by school. This journal will stay at school and should contain the following elements:

- All work completed in spelling lessons, including spelling rules and evidence of children practising these rules and learning words where appropriate.
- 'Have a go' page/sheet where children can attempt spellings they are not sure of. A simple template is available at the end of this policy. (see appendix 2)
- A Magpie section at the back of the book where children can collect words, phrases and sentences to use in their writing. This could be subdivided into sections – powerful verbs, amazing adjectives, etc. For some tasks, such vocabulary lists will be within their English books
- Any routine tests/dictations that the children complete. These can either be written straight into the book or stuck in on a folded sheet; for SEND children, such tests will be found in their SEND file.
- The date and learning intention, where appropriate. It should be written at the start of a new unit or new spelling rule. This is not necessary for each individual lesson/practise time.

In addition to their spelling journals, pupils have a 'My Personal Spellings' bookmark which is tucked inside their English books. If they repeatedly spell a word incorrectly, or misspell a word they should know, this is written on their bookmark in permanent pen by the teacher / LSA; this word becomes a non-negotiable.

All children must be encouraged to 'Have a go', using the sheet in their spelling journals, or using room under the work in their English books.

Introducing Have a Go:

1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate.
 2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.
 3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.
 4. Model continuing with writing and not checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
 5. Make sure you model this process briefly in writing in all curriculum areas.
- Children should also be taught to make the best use of a spelling journal.

Teaching and Learning

The curriculum is taught in mixed ability classes through a combination of whole class teaching, focussed group teaching, and individual intervention, if appropriate. A range of teaching strategies are employed, such as modelling and shared writing, and should be appropriate to the skills being taught. Tasks and resources, when appropriate, should be differentiated according to the needs and abilities of the children.

ICT is used to add impact to teaching and enhance children's learning. This may be in the classroom or ICT suite and can be used to support editing.

Small Steps English groups are undertaken in Year 3, to catch up pupils who join using P scales, or only accessing Year 1 Phonics. Additional Phonics / spelling intervention is undertaken in Year 3 and 4, and small group intervention work takes place in years 5 and 6 and meets the needs of pupil premium and other 'target' children within the class. This is often planned by the class teacher or LSA so that it is specific to the individual needs of the pupils. Discussion groups, Read Theory Online, Toe-by-toe, AcceleRead, AcceleWrite, and Hornet programs are also used for interventions throughout the school.

Planning

Planning will be created by each individual teacher and will be personalised and differentiated to age and ability. Discussion and reviews of planning, including its content and effectiveness, take place within PPA time.

Long Term Plan - a yearly overview of units taught, which identifies topic, the duration of each unit, the purpose, form and audience of the writing, the text driver, possible complementary texts, class reading texts (if different) and links to Bosmere's assessment objectives (developed from the new national curriculum).

Medium Term Plans – consisting of a breakdown of the three phases - 'Stimulate and Generate', 'Capture, Sift and Sort' and 'Create, Refine and Evaluate', including an overview of the content of each including the hot task and the cold task for the next unit.

Short Term Plans – pertinent to the individual class and needs of the class teacher.

Assessment

The assessment of English is in line with the school assessment policy.

Formative assessment is carried out by the class teacher and should be used on a daily/weekly basis to inform future planning. Before starting a new unit of writing, children may complete a 'cold task' from which the teacher can select class and personal targets to work on throughout the unit. These targets are positioned in the front of the children's English books and should be highlighted pink and dated when the target has been set and hashed green if the target has been partially completed or green when fully completed. The dates when the evidence has been seen should be included in the final column.

In accordance with the marking policy, the marking, and responses to writing will focus on the teaching objective of the lesson. Children are regularly given time to respond to the 'pink to think' tasks and their responses will be checked by the teacher.

Summative assessment includes the use of Macmillan reading tests throughout the school and the Vernon spelling tests.

AQA reading and grammar tests are administered in the summer term in years 3, 4 and 5 and Year 6 undertake SATs tests.

Group reading notes are passed on to the next teacher, with individual notes when required. All adults who hear a group read can contribute to the assessment forms which inform teacher judgements. A summative English report, appropriate to the relevant year group, is sent to parents annually.

With regards to spelling, assessments to test children's progress will take place regularly within classroom practice. However, this may not be required every week. Children should be tested on words from their year group lists, but they should also regularly be tested on words which follow the same spelling pattern/rule covered in class. Common exception words should also be included if they have been taught and practised.

Monitoring

The subject manager is responsible for monitoring the English curriculum, quality of learning and supporting the staff in the delivery of the new national curriculum.

This is achieved through lesson observations, work scrutiny, Domain assessment in reading, discussions with teachers and joint moderation. Interviewing of children takes place when required.

Resources

Reading and writing resources are kept in year group areas or in the library and teachers' resources are organised to suit the needs of the staff.

The school library is regularly updated with suggestions from the Schools' Library Service and with new releases. Books are selected to ensure they promote race equality and avoid stereotyping. Additional non-fiction topic books for the SLS are regularly added and changed to meet the needs of the curriculum. The School Librarian regularly liaises with staff to in order for this to be effective. The School Librarian also meets weekly with GD pupils, when appropriate, in each year group to choose texts appropriate to their level, and to ensure a suitable level of challenge in all they read.

For children who need reading support, an alphabetically graded reading scheme is kept in the year 3 area. At its core is the Oxford Reading Tree, supplemented by a variety of published schemes. In addition, a numbered reading scheme (its core being 'Catch Up') for the upper school is kept in the library on the 'Reach for the Stars' bookshelf. More able readers can borrow more challenging books from the lower shelves of the 'Reach for the Stars' bookshelf. This is, again, updated and monitored by the School Librarian.

There is an annual review of resources, when the views of staff are sought.

Displays

Each classroom should display

- The current spelling rule with some examples (and possibly common exceptions) of words or sentences that show the rule being used in context.

Each classroom could display

- Recently learnt spelling rules, including examples, for children to refer back to in their writing.
- A wordlist of non-negotiable spellings, using those which children have written on the flap in their spelling journals.

Expectations for home

A form of spelling homework will be given out every week. This may be in the form of individual words to be learnt, a sentence containing key spellings to be learnt, revision of a rule or any other relevant

task. No more than five spellings per week should be sent home but this could be less – just one or two words might help children to learn a particular rule. Rules/notes will be sent home with spellings where this will aid learning.

Children are expected to read at home at least five times per week, ideally with an adult. They should complete a reading journal, colouring an image each time they read, and asking a parent / guardian to sign. Additional reads may be added, and challenges each week offer pupils the chance to extend their reading and earn HTA / house points as appropriate.

Social, Moral, Spiritual and Cultural Opportunities

Teachers plan for opportunities to aid children's wider development, especially in areas relating to their social, moral, spiritual and cultural awareness and understanding. This is done through:

- A wide exposure to a range of different texts, and media, in lessons in order to educate children about different cultures and social situations.
- Providing a wide range of rich independent reading material which allows the children to develop their SMSC awareness away from the teacher.
- Units of work related to fables and other stories which allow children to consider moral codes.
- Extensive group and partner work, particularly related to developing spoken language skills in activities such as debates and discussions.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

This policy has due regard to the general duties as described on pg 16 and 17 in the, 'Code of Practice on the Duty to Promote Race Equality.'

All children should have the opportunity to meet their age-related standards and therefore each child should be exposed to the spelling rules and English objectives appropriate to their age. However, in some cases additional catch up may be needed and programs such as Word Shark and AcceleRead, AcceleWrite will continue to be used to address individual needs.

Pupil Premium

The English skills of pupil premium children are monitored through continual formative and summative assessments, and discussed in depth at Pupil Progress meetings. This information is used to inform planning and establish what further support is needed. The measure of how successful extra support and interventions have been will be established through future assessment data, with provision being altered accordingly.

Continued Professional Development

The Subject Manager receives information and resources which arrive in school and distributes them where necessary. Literacy briefings and conferences given by the Literacy Team from the Local Authority are attended and all relevant information is cascaded in staff meetings and twilights.

Specific individual needs for staff are met appropriately with internal training and/or external training.

Generic needs are prioritised and addressed through whole staff INSET using appropriately skilled and external providers or the Subject Manager.

Library

The school library is designed to encourage children to enjoy choosing and reading books.

The library is constantly updated with a range of fiction and non-fiction books, poetry, plays, big story books, graphic novels and a popular collection of joke books, as well as some old favourites and classics.

A regularly updated selection of New Books is always on display and pupils are encouraged to write Book Reviews and Recommendations.

Themed displays offer the pupils books to support their projects in the classroom:- relating to the seasons (harvest time, summer holidays, Christmas, etc.), literary events (such as celebrating Roald Dahl's 100th birthday, World Book Day, etc.), events at Bosmere (e.g. Roman Day, the Tudor Banquet, etc.) and visitors (Paul Cookson's poetry books were displayed in June 2016).

There are over 7000 books in the Library, many of which have been supplied by the School Library Service. Pupils are allowed to borrow up to 4 books at any time to support their reading and projects in class. Books are borrowed and returned by the pupils using a hand-held scanner linked to 'Microlibrarian' computer software.

The Library is overseen by the library manager, who is responsible for the purchasing, upkeep and updating of stock.

3 phase approach



Simulate and generate

Hook - rich text or curriculum link

Spoken language opportunities - vocabulary development

Drama

Film clips

Read as a reader

Apprentice writes

Capture, sift and sort

Read as a reader

Read as a writer

Embedded grammar

Apprentice writes to practise and embed skills to build stamina and independence

Apprentice writes

Boxing up

Create, refine and evaluate

'Innovation' stage - modelled writing followed by short bursts of guided / independent writing

Teaching editing

Evaluating against toolkits/success criteria

Cold task for next unit

Hot task to show progress

Appendix 2

Have a go

First attempt	Second attempt	Third Attempt	Correct spelling

Appendix 3

GPC chart 6.3

These charts show the phonemes of English represented by the International Phonetic Alphabet together with their common grapheme representations. All Phase 5 GPCs are included together with other less common grapheme choices needed in Year 2 and above. The correspondences in the table are based on Received Pronunciation and could be significantly different in other accents. One example word is provided for each phoneme to support teachers unfamiliar with IPA. Other examples can be found in Appendix 1 of the National Curriculum.

Consonant GPCs

/b/ bat	/d/ dog	/ð/ mother	/dʒ/ jug	/f/ fish	/g/ goat	/h/ hand	/j/ yawn	/k/ cat	/l/ and /ə/ lamp, bottle	/m/ mouse	/n/ na il
b bb	d dd	th	j g ge dge	f ff ph	g gg ge gue	h	y	c k ck ch q que	l ll l le e l	m m m m b	n n n kn g n p
/ŋ/ wing	/θ/ thumb	/p/ pin	/r/ rain	/s/ sun	/ʃ/ shi n	/t/ tap	/tʃ/ chick	/v/ van	/w/ watch	/z/ zip	
ng n(k)	th	p	r rr wr	s ss se sc c ce	sh ch ti ci ss(ion, ure) s(ion ure)	t tt	ch tch t	v ve	w wh u	z zz ze s se x	

Note: The letter **x** in English frequently represents 2 adjacent consonant phonemes /k/ and /s/, for example in the word **box**.

Vowel GPCs

/ɑ:/ arm	/ɒ/ hot	/æ/ cat	/aɪ/ pie	/aʊ/ cow	/ɛ/ hen	/eɪ/ day	/eə/ pair	/əʊ/ boat	/ɪ/ pin
ar a	o a	a	igh i-e ie i y	ow ou	e ea	ai ay a-e a aigh ei eigh ey	air ar e ea r	ow oa oe o- e o	i y e
/ɪə/ cheer	/i:/ bean	/ɔ:/ fork	/ɔɪ/ boy	/ʊ/ book	/ʊə/ cure	/u:/ blue	/ʌ/ cup	/ɜ:/ girl	
ear eer ere	ea ee e-e ie y ey e ei eo	or oor ore aw au our a al ar	oy oi	oo u oul	ure our	oo u-e ue ew ui ou ough	u o	er ir ur or ear	

Note: The symbol /ə/, known as “schwa” represents the unstressed phoneme in many English words. It can be spelt in many different ways, for example **er** as in farmer.

ai rain	ay crayon	a-e snake	igh weigh	ey grey	to
ee leek	ea bead	e-e even	ie chief	y happy	ey money
igh night	ie pie	i-e slide	y sky		
oa goat	oe toe	o-e bone	o no	ow throw	
oo moon	ue glue	ew chew	u-e flute		
	ue queue	ew new	u-e cube		

Phase 5
Sound Mat

or fork	aw saw	au dinosaur	er rubber	ur burglar	ir bird
ear beard	ere sphere	eer deer	oi coin	oy boy	
air chair	are hare	ear pear	ow cow	ou mouse	
w water	wh whistle		f frog	ph elephant	

Phase 5 sound Mat