

Bordon Junior School

Policy for English

The study of English fosters the appreciation of language as a source of pleasure, a tool for learning and a means of communicating thoughts, feelings and ideas. Pupils' development and their language experiences are inseparable. We give English a high priority in all areas of the curriculum as well as in the specific context of English lessons.

AIMS

We aim to help pupils gain confidence and realise their potential in all aspects of English, both spoken and written. Through our scheme of work and planning within the year groups, we aim to provide opportunities for continuity and progression throughout the key stage.

In speaking and listening

Pupils should be taught to listen actively, to ask questions, explore feelings and express and justify opinions. They should be able to present an argument, and counter ideas conflicting with their own with confidence and respect. They should develop awareness of difference between standard and non-standard English, and of the intrinsic value of standard English and of different dialect and accents. They should develop the ability to match speaking style to the purpose of their communication and its audience. They should be encouraged to view speech and communication difficulties in others sympathetically.

In reading

We recognise that both decoding skills and reading for meaning are vital in the acquisition of literacy. A love of books is the prime motivating factor in learning to read and we endeavour to inculcate this appreciation by having a wide variety of both fiction and non-fiction books available in the classroom and the library and by providing a range of activities involving interaction with high quality reading materials.

In writing

We aim to give our pupils the skills to write in a range of styles and genres. We believe that writing should be purposeful and where possible addressed to a clearly identified audience.

METHODS

Whilst our scheme of work closely follows the guidelines and objectives set out nationally; in the teaching of English at Bordon Junior School we exploit every possible link with our unique and exciting curriculum. Wherever possible literacy is taught through topic work, providing opportunities to practise skills taught, in literacy lessons, in a relevant and interesting context.

Speaking and listening

- Pupils in our school will learn to use language in a variety of contexts, so that they can negotiate fully with others in their social surroundings and exploit the unique role language has in the development of thinking skills.

- Speaking and Listening will be used as a valuable tool for learning and teaching in all areas of the curriculum, through opportunities to share ideas, explain strategies and work co-operatively. There will be frequent opportunities to develop empathy through drama and the use of role play in other areas of the curriculum, such as history and R.E.
- There will also be opportunities to develop confidence in performing before a variety of audiences through work shared within and between classes, in assemblies and productions.

Reading

- Our reading programme is designed to allow independent readers the flexibility to choose widely from a variety of texts whilst offering support for those who need it. There are colour coded books for the beginner and emergent readers in the lower school, and a variety of schemes for children throughout the school who need the extra support and continuity that this type of approach offers.
- Regular assessment is essential to our pupils' progress. They will be screened on entry in Year 3, and then regularly monitored using tests such as Salford and QCA optional tests at the end of each year. Parents will be notified if their children are not deemed to be making adequate progress. They will be told of our concerns, what intervention strategies we intend to use in school, and ways in which they can help at home.

We cover the National curriculum requirements through a variety of reading experiences, some of which are outlined below:

- Each classroom will have an attractive and welcoming book area with a large selection of books from which children will be encouraged to choose at an appropriate level of challenge.
- Pupils will hear stories, poems and non-fiction text from a wide variety of genres read aloud by the class teacher in regular reading sessions.
- Pupils will be introduced to high quality text chosen to engage their interest, as part of literacy lessons.
- Pupils will be encouraged to read aloud expressively for a range of audiences.
- Children with a reading age below their chronological age will read to an adult in school several times a week.
- All children will be taught reading skills at an appropriate level through group guided reading sessions; as children progress this will include increased emphasis on higher order reading skills such as inference and deduction.
- They will be encouraged to evaluate text, express preferences and to contribute to a reading culture within the classroom by recommending books they have enjoyed.
- Pupils will have frequent opportunities to be involved in paired and shared reading activities within the school.
- They will have frequent opportunities to enjoy reading for pleasure during daily silent reading sessions in class.
- When children are deemed to be independent they will be encouraged to keep their own reading records and carry out regular book reviews. In the upper school these records may take the form of individual reading journals.
- Pupils will be taught a range of information retrieval skills to enable them to use the library effectively and independently to support work in all areas of the curriculum.
- Effective use will be made of computers as a source of information and interactive reading materials.

Writing

- Wherever possible, the teaching of writing in our school is taught in the context of other curricular areas such as history, geography and drama.
- We believe that reading feeds writing in many ways and that the teaching of reading and writing are inextricably linked. We acknowledge the importance of choosing and analysing texts which engage the children's interest as models for writing.
- Pupils will be encouraged to take responsibility for their own writing by planning, redrafting and using editing techniques, including word processing to refine and present their work where appropriate.
- Use of partners for editing should be encouraged, and all children should have access to a range of cue and editing cards for a range of genres.
- Independence should be encouraged through teaching children to use word banks, dictionaries and thesauri appropriate to their stage of development.
- Progress in writing is monitored through the use of individual snapshot books which contain a sample of both narrative and non-narrative writing from each term. These samples are moderated in year groups and across the school and provide a summative evaluation to both teacher and pupil of progress throughout the key stage.
- Writing targets are shared with pupils so they can co-operate fully in their learning and be aware of the steps they need to take to make and maintain progress. Progress against these targets is also shared with parents through termly consultations, informal meetings and written reports.

Parents in Partnership

We recognise that parents have a valuable role to play in helping their children to become competent readers. We also encourage their assistance in class and in group reading activities and through hearing their own children read at home. Dialogue on reading progress is encouraged through use of a home/school reading or homework book.

This policy is reviewed annually by the governing body in line with the policy review schedule.