



Fair Field Junior School



English Policy

Statement of Intent

Fair Field Junior School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

| English Policy | |
|-------------------|------------------|
| Written by: | Michelle Clancy |
| Date: | 23.08.21 |
| Approved by: | FGB |
| Date: | |
| Review frequency: | Annually |
| Target Audience: | All Stakeholders |

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.



SECTION 1 – Key Information

Key Contact for English:
English Leader – Michelle Clancy
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Contextual information about our school/setting

Fair Field Junior School is a mainstream two form entry junior school. We admit up to 240 pupils. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds including social housing, a traveller site and private housing.

The percentage of children who receive Pupil Premium funding is currently 17%. The percentage of children with a special educational need is 16% with numbers varying between cohorts. The percentage of children with English as an additional language varies between cohorts.

Aim

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar, punctuation and oracy. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

The English national curriculum (2014) states that:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’

- We believe the exposure of children’s literature within the primary school setting is vital as a **rich context** for learning; not only within English as a subject but to support **building a reading culture** throughout the school.
- We aim to use **high quality books** that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.



We want all children to leave Fair Field Junior School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

Oracy – learning to talk and learning through talk:

At Fair Field Junior School, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

What does oracy look like at Fair Field Junior School?

| Across the school: |
|---|
| <ul style="list-style-type: none">• Listening to and participating in stories, poems, rhymes and songs.• Use of sentence-stems to scaffold oral responses in class.• Questioning across the curriculum.• Reciting and reading aloud.• Drama activities to enliven and enrich children's learning.• Re-telling and role-play.• Opportunities for children to talk about and discuss their reading and writing.• Debating.• Collaborative work and reporting back following group work.• Presenting in front of an audience. |



Reading:

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to at the end of each and every day.

What does reading look like at Fair Field Junior School?

The teaching of reading in KS2:

- Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual, group and shared reading.
- To ensure shared access to high level texts and discussion, whole-class reading takes place four times a week across KS2.
- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share their text choices and recommend books to others.

Developing a love of reading:

- Opportunities for reading are provided across the curriculum: topic books, news articles, blogs, class magazines etc.
- We have a dedicated book corner area in each classroom.
- All class teachers read a class novel at the end of every day - "Stop and Read". Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines.
- We update our half termly book recommendations for the website giving new book choices based on age.
- We have a bi-annual school Book Fair and always celebrate World Book Day.

Children are expected to read every night at home. Children write in their reading diaries to share ideas about books and to keep a record of what they are reading. Adults can communicate in the diaries so that parents are aware of what books children are reading and how they are responding to texts at school.



Accelerated Reader:

Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. Highly popular and successful for over 25 years, Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practise.

AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels.

Implementation

AR encourages substantial differentiated reading practise to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration.

In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

- Determine reading level. First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- Set practice goals. Teachers support children to set individualised reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.
- Personalised practice. Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.
- Students take an AR quiz. AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles.
- Receive instant feedback. AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention.

The following guidelines will govern the AR Program at Fair Field Junior School:

- Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books.
- All students must log in using their own passwords and key in their own answers.
- Each student should be reading on their ZPD, or reading level, as determined by the STAR Reading assessment.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets.



- TOPS reports after each AR test will be utilised to initiate discussion between teacher and student to reflect on progress and reading targets.
- Best performing/ most improved students will be celebrated during the weekly Celebration Assembly.
- Progress reports will be produced for each student to inform teacher assessment and possible interventions following completion of each STAR Reader assessment.

Impact

Reading miles for each child are increased and reading for pleasure is respected within the school environment.

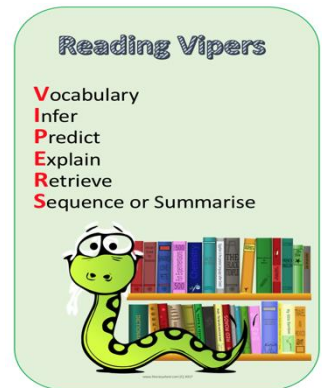
Children have access to texts that are age and stage appropriate to develop their reading skills and comprehension ability.

Teachers have an in-depth knowledge of their children in terms of their strengths and weaknesses, their reading ability and their understanding of what they are reading.

Reading is personalised to the individual child and targets / interventions can be set appropriately.

Whole Class Guided Reading:

- 15 minutes each day after lunch
- All work completed in A5 lined book
- Resources in 'Whole School English' folder on shared drive



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| Day 1 | Vocabulary | Choose 3-4 words from the text | Definitions in books Can you find synonyms or antonyms of these words? Can you add prefixes or suffixes to the words? Can you write a sentence using all of the words? |
| Day 2 | Reading of the text | Model reading with expression. Children can practise reading to each other with expression. | Chn to text mark as you read. Where do you slow down, speed up, pause, increase or decrease volume? |
| Day 3 | Children write their own summary of the text | What happened in the chapter? | Can you set a word limit? What questions do you have based on the text? What do you want to find out? |
| | Write your own VIPERS questions for the text | Can you use previous examples to write your own questions based on the text | VIPERS |
| Day 4 | VIPERS questions linked to the text | Choose texts that have VIPERS questions. Can just do a chapter from a book available. | |



Spelling:

At Fair Field we follow the Purple Mash spelling scheme. The spellings and their focuses have been adapted from the **English National Curriculum (2014)**.

The teaching of spelling at Fair Field Junior School

- Our spelling lessons are based on the Purple Mash spelling scheme units that follow clear patterns to aid understanding.
- Throughout KS2, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Weekly spelling games are set on Purple Mash. These model the 'Look, Say, Cover, Write, Check' method.
- All children are provided with 'Look, Say, Cover, Write and Check' pre-filled proformas for pupils to use in school and at home.
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- Every Friday children are assessed using weekly dictation exercises.
- When writing, children are encouraged to underline with a dotted line words they are not sure of to check in a word bank or dictionary to avoid interrupting the flow of their writing.
- Spellings are identified by adults using the Marking Policy and children practise spelling corrections in their English books as part of their response to marked work. The child must then copy these words out 3 times correctly in their book. This is applicable in all lessons and all books, not just English.
- Where additional spelling support is needed, children work in small groups with an adult to re-inforce spelling patterns, alongside their whole-class word lists.

Year 3, 4, 5 and 6 Spelling overviews – These documents are broken down as follows:

| | |
|-----------------|---|
| Autumn 1 | Wk1, Wk2, Wk3, Wk4* , Wk5, Wk6* |
| Autumn 2 | Wk1, Wk2, Wk3, Wk4* , Wk5, Wk6* |
| Spring 1 | Wk1, Wk2, Wk3, Wk4* , Wk5, Wk6* |
| Spring 2 | Wk1, Wk2, Wk3, Wk4* , Wk5, Wk6* |
| Summer 1 | Wk1, Wk2, Wk3, Wk4* , Wk5, Wk6* |
| Summer 2 | Wk1, Wk2, Wk3* , Wk4* , Wk5* , Wk6* |

***Mixture of statutory words**

***Consolidating all words this half of term**

***End of year statutory words assessment
(Y3 first 80 words/Y4 all 106 words)
(Y5 first 80 words/Y6 all 104 words)**



Writing:

At Fair Field Junior School, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

Wherever possible, writing is linked to the termly class topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets. Models and frameworks are found on the staff shared drive under the 'Whole School English' area.

Lesson planning is modelled on the work of the 2014 National Curriculum, leading literacy consultants and organisations such as the National Literacy Trust, the Centre for Literacy in Primary Education (CLPE) and The Literary Curriculum. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks.

What does writing look like at Fair Field Junior School?

Across the school:

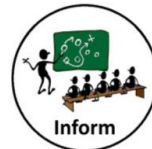
- A purpose and audience for each piece of writing is decided from the outset.
- Writing is displayed and celebrated all over the school.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through marking
- Time is planned into lessons for children to respond to English marking and feedback.
- Writing is, in the main, linked to class topics to promote engagement.
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for purple-pen response marking used across the school.
- Peer marking is encouraged as an additional way for children to respond to writing.

The 'Purpose for Writing' Approach

At Fair Field we have a 'Purpose for Writing' approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

The four purposes to write being taught across KS1 and KS2 are:

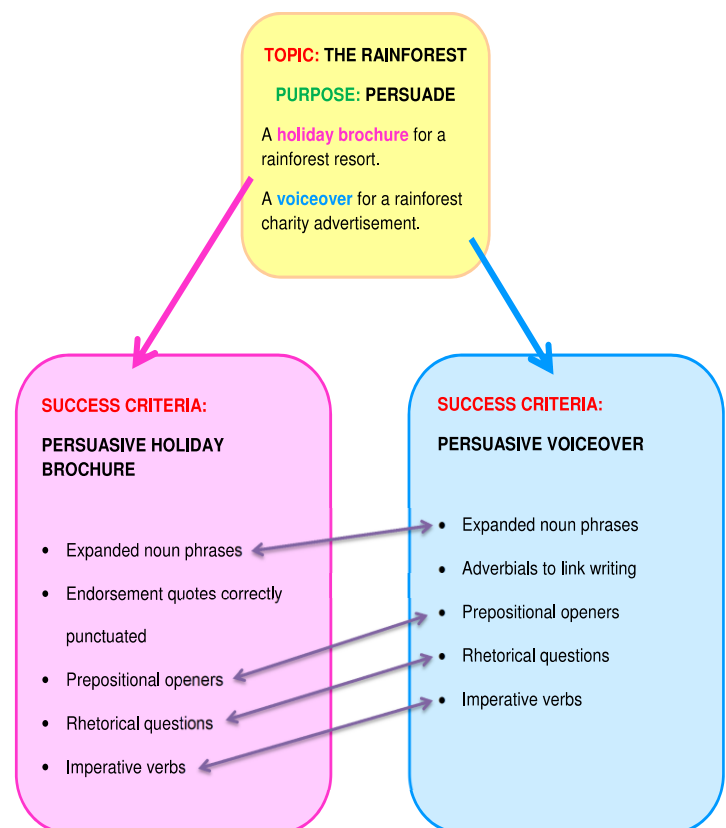
- to entertain
- to inform
- to persuade
- to discuss



| | | | | |
|----------------------|--|---|---|---|
| Year 1 & 2 (KS1) | Story (including retellings) Description Poetry In-character/role | Recount Letter Instruction NCR | | |
| Year 3 & 4 (LKS2) | Narrative Description Poetry Characters/Settings | Explanation Recount Letter Biography Newspaper NCR | Advertising Letter Speech Poster | |
| Year 5 & 6 (UKS2) | Narrative Description Poetry Characters/Settings | Report Recount Biography Newspaper Essay NCR | Advertising Letter Speech Campaign | Balanced Argument Newspaper Review |

Why this approach?

This approach to writing better prepares pupils to recognise different genres and which purpose they are linked to: they're not a distinct type in themselves to be taught in a vacuum. So instead of seeing newspapers as newspapers and biographies as biographies, children will begin to recognise both these text types as texts to inform. With this in place, pupils are more likely to notice specific text features and structures, grammar and sentence structures, word level and choice and punctuation that cross between the two different text types being taught. Therefore, children do not have to scrap everything they learnt and start a completely new purpose: they are able to use their recently taught knowledge to help build on different text types and therefore retain the different aspects of the purpose for writing. This can be valuably seen in success criteria for different text types.





Success Criteria:

When creating writing success criteria, give pupils opportunities to embed their skills by using the grammar and punctuation in a different context. As you can see above, the success criteria for two different persuasive outcomes are very similar. This means that children are able to secure their skills and experience success as previously set targets are still applicable in the next text. With this approach, pupils will begin to develop a deeper understanding of a particular purpose for writing. Less jumping around between different genres and taking time to secure key objectives will help improve outcomes in pupils' work as well as help them retain knowledge and their new learning.

Writing for a Purpose Guidance Document to support each purpose is on the shared drive.



Grammar:

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

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|---|
| Across the school: |
| <ul style="list-style-type: none">• We start with the basics of sentence construction including full stops and capital letters.• Children begin to identify word classes early on (noun, verb, adjective and adverb) and use this understanding in their writing.• We follow the 2014 National Curriculum as guidance as to what is taught in each year group.• Progression in Punctuation and Grammar is clearly laid out in school document in shared drive. |



Handwriting:

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.



Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given, following the Fair Field marking policy, after extended pieces of writing.

| Reading Assessment | |
|---|--|
| Formative Assessment | Summative Assessment |
| Students will complete a STAR Reader assessment AT LEAST every term. Where required, students may complete additional STAR Reader tests to inform other forms of teacher assessment or to update/ clarify reading levels and ZPD range for AR books | Children in Year 6 take end of Key Stage national tests that examine a range of reading comprehension skills. Written comprehension tests every half term Reading comprehension tests cover stories, non-fiction, poetry and plays. There are two extracts per test with questions that use SATs style language to help build familiarity and confidence for end of KS2 tests. |

| Writing Assessment | |
|---|--|
| Formative Assessment | Summative Assessment |
| First and foremost, pen-in-hand immediate marking takes place throughout lessons to move children's learning on. Writing is supported with tick list success criteria that they can use to help them reflect on the structure and language features of their own writing. At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective and success criteria tick list. The teacher will number points in the writing to set Next Step tasks where the child needs direction towards improvement using a known technique. Children are given structured time to respond to their feedback and reflect on their learning. | Writing at the end of KS2 is teacher assessed. There is no external assessment of composition. As we do termly assessments, these, along with the children's English books, help to form a profile for final teacher assessments at the end of Year 6. Purple Mash spelling dictation tests are carried out across the whole school. Externally set and assessed Spelling, Punctuation and Grammar ('SPAG') tests takes place in Year 6. |

All children will have their achievements tracked throughout the school and this data will regularly be analysed and discussed at pupil progress meetings. This information will be made available to the Head of School and Senior Leadership Team to inform future policies.



REVIEWING THE POLICY

This policy will be reviewed annually in consultation with governors.