



Moulsham

Junior School

English Policy

Adopted: 18th October 2016

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Moulsham Junior School English Policy, October 2016

We share the ultimate aim of enhancing children's enjoyment and progression in English.

As a school, we follow a curriculum map which ensures a breadth and quality of texts, genres and teaching and learning approaches. Our lessons use a variety of media to inspire learning: texts, film, speaking and listening and drama.

Reading Provision at Moulsham Junior School

At Moulsham Junior School we recognise the vitality of reading as both a tool to learn and progress and also as a means of pleasure. We aspire for all our children to leave us with a high level of decoding, comprehension and interest. We want to foster a love and enjoyment of reading and to encourage children to experience texts from a wide range of genres and authors.

We use a broad range of programmes which both support and promote a love of reading. We use a combination of reading books, including sets from Oxford Reading Tree, Wellington Square, Ransom and Sound Start. Children progress through the different stages of these books towards being a free reader whereby they choose their own books from home or school libraries. Children who require extra support with their reading are heard read by other adults on a more regular basis as well as reading with their class teacher in a group.

Daily Reading in all year groups:

Every class reads for 25-30 minutes a day - this is a vital part of each school day. During daily reading sessions there are various activities of which the children rotate daily: a guided reading session with the class-teacher; a spelling activity linked to the spelling focus of the week; a comprehension task; and two independent reading sessions.

Guided Reading Sessions

All children are included in a guided reading session once a week. Guided reading involves a teacher working with a small group of children who demonstrate similar reading abilities.

The session has a set objective taken from the assessment criteria and lasts for roughly twenty five minutes. A variety of texts will be used during guided reading sessions, such as short stories, poems, novels and nonfiction texts. All children read the same text. Before reading, a group will typically be introduced to the focus of the sessions and then engage in a variety of pre-reading activities such as predicting, learning new vocabulary, and discussing various text features. Depending on the reading abilities of the group, the children will have the opportunity to read aloud or will read independently. Once they have read the text, the group will return to the session's focus and a discussion and questions will be initiated in order to meet the objective. Guided reading sessions are recorded in the child's journal.

Years 4 and 5

Renaissance Learning – Accelerated Reader

During years 4 and 5 we use an internet-based scheme, provided by Renaissance Learning, where children are rewarded with stickers, house-points and prizes for their reading. This computer-based programme assesses, directs and promotes children's reading. The scheme incentivises children to read, comprehend and finish a book.

Each child is given a 'reading range' generated from a reading test completed on the computer. Children are then advised to choose books from within their reading range and banded colour, which will be suitable for their decoding and comprehension abilities. Ideally, children will first choose a book at the beginning of their reading range and progress to book further up their individualised reading range. Some children will also be given a points target as an additional challenge to further improve their reading abilities.

Writing Provision at Moulsham Junior School

Guided Writing

- What is Guided Writing?

Guided writing is an adult-led session where the children are grouped based on their writing ability and/or targets. It guides and scaffolds the writing process, providing opportunities to teach and challenge children to apply their writing skills and knowledge. All children participate in a guided writing session weekly.

- What happens during the Guided Writing sessions?

Before the session teachers will have selected a specific area of writing on which to focus, determined by the needs of the children in that group. During the session the teacher or LSA will work with that group of children for approximately 15-20 minutes encouraging the children to engage actively and develop their thinking and abilities.

Spelling

At Moulsham Junior School we believe that the ability to spell with confidence and accuracy is an important skill. Spelling is a developmental and complex process, which draws upon specific working knowledge of conventions within the English language. Most pupils do not acquire the technical skills of spelling automatically; therefore we believe that spelling needs to be taught explicitly.

Each week a spelling convention/pattern is chosen for the year group. This is taught throughout the week through a variety of activities: an early morning work task, a reading rotation task, a starter as part of an English lesson and a homework task. Each week the class will sit a spelling test based on spelling conventions they have been learning over a period of time; this will not be a list sent home to learn each week.

- Spelling Homework

Each week children have a focused spelling homework. This will differ each week: it may be an activity based on the spelling convention that they are learning in class or it may be to generate words using a given spelling convention. Parents are encouraged to help their child to complete their spelling homework. There may also be lessons and homework based on useful topic words. For some children lists of high frequency words may be sent home to support their individual spelling needs.

Learning Ladders

Each child at Moulsham Junior School is given a learning ladder which demonstrates the steps needed to progress and secure a specific level of writing. From this ladder, each child is given an individually-specific writing target to ensure progression.

Other Initiatives:

To support our teaching and learning in English, we use a range of strategies and approaches across the school.

- Visual Literacy

During a visual literacy unit, the work will be based around a film –for example, a year 5 unit uses ‘Flushed Away’. The children will spend time looking at the ways in which key transferable features are conveyed – i.e. tension, pace, characters and settings - through the use of film. They will study the use of sound and visuals to help generate vocabulary and sentences and to learn how to use effective literacy devices in their

writing. This approach enthuses and supports all children in developing their writing, particularly visual learners.

□ Talk for Writing

Talk for writing is an approach developed by Pie Corbett. It allows children to imitate the language and text structure they need for a particular topic of writing orally before writing their own ideas and versions onto paper. Talk for writing units will involve children learning actions to accompany words and will embed children in a text type; thus supporting their writing process.