



# Moulsham

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## Junior School

## English Policy

Reviewed with Staff: Summer Term 2020  
Ratified by governors: Autumn Term 2020  
Next review: Autumn 2024

## **Moulsham Junior School**

### **English Policy, June 2020**

We share the ultimate aim of enhancing children's enjoyment and progression in English and in particular encouraging reading for pleasure.

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 10 minutes a day - this is a vital part of each school day. It will be at different times in each class to suit the time table. This enables the children daily opportunity to read their own reading book and AR quiz as necessary.

#### **Guided Reading Sessions**

All children are included in a guided reading session once a day. Guided reading involves a teacher working with the whole class reading an extract from a book from a variety of text type including poetry. The teacher will encourage and work with the children to answer questions developing their skills set and knowledge of vocabulary, inference, prediction, explanation, retrieval and summarising.

The sessions have a reading focus taken from the skills set 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 non-fiction texts. All children read the same text. All children will have the opportunity to echo read, choral read or will read independently during the session. 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 3, 4 and 5**

##### **Renaissance Learning – Accelerated Reader**

During years 3, 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**

### **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 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.

### **Handwriting**

Handwriting is taught in each week either using a continuous cursive script or as a joint spelling and handwriting activity, focusing on the spelling convention that is being taught that week. Each year group has a set of purple handwriting books. One of the two weekly sessions is a 15/20 minutes lesson in which handwriting is modelled by the teacher and/or LSAs; the other of the two sessions is completed as an early morning work activity. Further practise/interventions may be put into place if a child is struggling with handwriting.

### **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. 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.