



**HALFWAY JUNIOR SCHOOL**



English  
**September 2017**  
Review: September 2018

*“Supporting Each Other to Achieve Success for All”*



## **RATIONALE**

At Halfway Junior School, as part of our Dream School ethos, we want all children to develop highly effective communication skills (written and oral) and a love of literature so that they are equipped to be successful in life. Our English curriculum is designed and implemented so that it reflects our core learning values:

- ❖ We aim high – we are the best that we can be
- ❖ We believe in ourselves – we have an ‘I can’ attitude
- ❖ We respect ourselves and each other
- ❖ We are good listeners – we ignore distractions
- ❖ We have a go and encourage each other – we share our ideas
- ❖ We take risks and learn from our mistakes
- ❖ We can work independently and as part of a team
- ❖ We are resilient and never give up
- ❖ We ask questions and enquire
- ❖ We explain our thinking – we love BECAUSE

## **SPOKEN LANGUAGE**

### **We aim that the children will:**

Develop confidence and competence in speaking and listening skills. They will develop an ability to explain their thinking in discussions, debates and presentations with fluency and clarity. Children are encouraged to ask questions to extend their understanding and knowledge, and they will be able to listen and respond appropriately to adults and their peers.

## **READING**

### **We aim that the children will:**

Develop a lifelong love of reading and develop the skills required to discuss, reflect on and challenge what they are reading. The children will be able to read with confidence, fluency and understanding. They will be able to use a full range of reading strategies, e.g. phonics, word recognition, inference and deduction, prediction, summarising, clarifying and questioning.

### **Reading skills are developed through:**

- Children have individual targets which are reviewed regularly and shared with parents. The children are encouraged to be reflective learners, marking, self-assessment and peer assessment enable the children to reflect on their learning and understand their next steps.
- Daily reading lessons develop comprehension skills through quality discussions of a range of stories, poems and non-fiction texts throughout the year.
- A wide range of reading material and opportunities for children are provided to foster a love of reading and to increase their knowledge across the curriculum.

- Children will use a book banded system, matched appropriately to their level for independent home/school reading.
- Children read regularly at home, borrow books from the school library or read personal books. Each week, every class visits the school library for a reading for pleasure session.
- Those children who require additional support (including those who did not pass the KS1 phonics screening), will receive daily one to one reading or specific interventions identified at Pupil Progress Meetings.
- Summative and formative assessments are used to identify gaps in learning, inform planning and check that individuals and groups of children are making good or better progress.

## **WRITING**

### **We aim that the children will:**

Enjoy writing and become imaginative writers who are able to critically discuss their own and others writing. Children will write with confidence, fluency and understanding. They will develop an awareness of a ranges of text types and genres and will be able to use the appropriate style. Sound knowledge and understanding of grammar will underpin their writing.

- Teachers use a long-term mastery plan for writing where children learn, embed and apply writing objectives over the year. They also use the 2014 National Curriculum to plan the relevant spelling, punctuation and grammar (see 2014 National Curriculum).
- Children have individual targets which are reviewed regularly and shared with parents. Summative assessments are used to check that individuals and groups of children are making good or better progress.
- Quality texts are used to inspire the children and provide breadth of coverage. A wide range of contexts for writing from role play to visits are used to inspire the children. Cross curricular writing opportunities are developed where appropriate.
- The writing process will start with immersion in a text, analysis, and then supported and guided writing, culminating in the independent application of skills and review.
- Punctuation and grammar are taught within English lessons, as starters, or through the main teaching.
- Children identified as requiring extra support are identified in Pupil Progress meetings and the necessary support put in place.
- Thorough marking and feedback enables the children to reflect on their learning and understand their next steps. Children are encouraged to be reflective learners and self or peer-assess where appropriate.
- The learning environment, working walls and resources provide useful and relevant information, including vocabulary choices, for the children to be successful in their learning.

## **SPELLING**

**Spelling is taught through a consistent, systematic approach which builds on the phonic teaching in KS1.**

- Spelling patterns are taught in short daily spelling lessons. Over a week, the sessions will include strategies including 'teach, practise and apply'.
- Spellings from the National Curriculum statutory list are sent home weekly as part of their homework.
- There is an expectation that vocabulary given to support writing is spelt correctly. These words will be monitored and marked within writing tasks.
- The children are encouraged to use dictionaries, word lists, working wall words and thesaurus' independently.
- Additional support is provided for children where a need is identified.

**Handwriting is developed through:**

- Daily teaching and practise sessions.
- Teachers use the school's handwriting scheme
- Additional support is provided for children where appropriate.

## **Home Learning**

Every week the children receive weekly spellings (from their spelling group) as part of their homework.

## **Assessment**

Books are monitored regularly to ensure high standards are maintained and to check the coverage, pitch and progress in learning.

Teachers will keep examples of children's work from a range of pupils of lower, middle and higher ability, and these will be used to inform future planning for these groups. Teachers will work within and across year groups to moderate children's work on a regular basis. Children in Year 6 will undertake SATs tests in reading, writing and spelling, punctuation and grammar. Children in other year groups will undertake optional standardised tests at the end of a year.

An annual written report to parents will be provided at the end of the year, and parents will have the opportunity to discuss their child's progress and attainment at this time. In addition to this, regular parent/teacher consultation meetings are held throughout the year.

## **EQUAL OPPORTUNITIES**

All pupils irrespective of ability, gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.

- The attainment of boys and girls, pupil premium, SEND and more able pupils is carefully monitored to ensure all make good progress
- Individual children and all groups are monitored closely in pupil progress meetings and additional support for individuals is planned where necessary
- Children access the curriculum at the appropriate level, and assessments are in place to ensure that any gaps in learning are quickly filled. The more able children will master and deepen their understanding and their progress will be monitored carefully.
- Learning environments and resources and will support learning and enable all children to access their learning.