



CURRICULUM POLICIES | Lawdale Junior School

English Policy

Lawdale Junior School

November 2025

We are a Right Respecting School and this policy supports the following articles from the UN Convention on the Rights of a Child

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Aims of the English policy

- To fulfil the legal requirements contained in the National Curriculum 2014 for English
- To enable children to gain enjoyment and fulfilment from reading and writing.
- To ensure a progression in children's reading and writing skills commensurate with their age and ability.
- To promote an understanding and awareness of the importance and variety of reading material and written material in everyday life.
- To enable all children to be independent readers and writers by the time they leave the school
- To ensure children will make excellent progress and achieve above national standards
- To enable children to develop the confidence to speak in a variety of situations
- To provide children with good models of English and to have high expectations of themselves as speakers, readers and writers of English.
- To develop an appreciation of our literary heritage.
- To enable children to produce writing for a range of purposes, commensurate with their age and ability.
- To enable all children to be able to independently write clearly joined handwriting that is legible and with meaning and purpose by the time they leave this school.
- To develop an awareness of and an ability to use Standard English at appropriate times.
- To provide opportunities for pupils to learn about and use the writing process, become effective writers, take risks and reflect on what they have written.

Equality

See the school's Equal Opportunities Statement

Method

The aims will be realised by a whole school approach to reading and writing activities, which promote the development of children's reading and writing skills. The school also firmly believes that children need to practise orally, language structure in all lessons and vocabulary to be able to write well in English. Opportunities should be provided, therefore, to develop reading and writing through oracy whenever possible.

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Children will not be expected to copy sentences that the teacher or TA has written for them in shared reading. The teacher or TA should model reading and writing. Children should use the model to practise reading aloud or construct their own sentences using structures and vocabulary modelled or collected as a group.

Writing

Children will be able to:

1. Have regular opportunities to write for a range of purpose and in a variety of styles
2. Write for a range of purpose, e.g. reporting, entertaining, persuading, instructing, expressing feelings, organising thoughts
3. Write for a range of audience, from themselves to a wider audience: writing for peers, teachers, younger children in the school, their parents, or the wider community
4. Use a range of forms, chronological and non-chronological, as appropriate (e.g. diary, story, letter, list, poster, plan, diagram, poem, recipe)
5. Have **opportunities for extended writing, which will be planned for every 2 weeks**
6. Learn the planning and drafting process:
 - a) planning
 - b) editing / revision
 - c) proof reading
 - d) publishing
7. Develop higher order writing skills through immersion within a reading focus, vocabulary retrieval, highlighting and understanding the genre features and manipulating those features found to produce independent writing samples.
8. Integrate grammar requirements within the learning, planning and writing stages.
9. Learn through teacher modelling of the writing process through shared writing (whole class) and guided writing (group) sessions
10. Access and use of a range of styles of writing and purpose for writing.
11. Develop the use of dictionaries, thesaurus, Descriptosaurus and word lists when writing.
12. Self-assess their writing against a checklist relevant to their ability
13. Have opportunities to peer assess.
14. Access a positive writing environment
15. Encouraging an interesting and varied choice of publication materials.
16. Celebrate their writing by displaying pieces of work.
17. Build a bank of vocabulary throughout the writing process and displaying these on a working wall.
18. Allow for opportunities for creative independent writing using story starters at least bi-weekly.
19. All children to use the left hand side to 'try things out' or practise misspelt words.

Planning and delivery

A new genre should be developed over 2-3 weeks:

- step1- familiarisation of the genre and text type (reading focus, feature finding, magpie vocabulary)
- Step2-capturing ideas, sentence work development, model text with integrated use of drama or other creative devices
- Step 3 teacher demonstration- model and shared writing to children
- Step 4 Planning- oracy related as well as written.
- Step 5 Children writing independently.
- Step 6 edit and improve- lead to presenting using reflection and metacognition features as set out below

Metacognition

Metacognition is, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner

Metacognitive activities can guide students as they:

Identify what they already know - assess children's knowledge of genre types

Articulate what they learned - through independent writing, revision and editing

Communicate their knowledge, skills, and abilities to a specific audience - through talk partners, group and whole class discussion of ideas and vocabulary found.

Set goals and monitor their progress - through evaluation of work, use of SIDs etc

Evaluate and revise their own work - use of the success criteria and reference to genre checklist

Identify and implement effective learning strategies - through editing and improvement of work

Transfer learning from one context to another - for example using Topic and Science vocabulary within different writing genres.

Handwriting

Neat joined (by the end of KS2 if not before) legible handwriting supporting the success of spelling accurately.

Handwriting lessons must have an objective eg. "To write letters with descenders correctly" and should be linked to the teaching of spelling at least twice a week. All handwriting should be completed in pupils' English books in chronological order.

Spellings

Pupils need to be taught:- Using National Curriculum 2014 guidelines - - See Spelling folder. Those who are LA or SEND need to concentrate on HFW (High Frequency words) and move onto the next year of HFW.

- A structured synthetic phonics approach - about letter names, sounds and shape.- **Tower Hamlets Phonics programme**
- Tested weekly on the spellings they have learnt. For the majority of children this should be 10 words/ week- more able children should learn more eg. 10-20 words / week from the statutory Year 3/4 and Year 5/6 spelling lists.

All spelling tests should be completed in the back of English books **every week** and dated - all spelling tests should be differentiated for the ability level of groups or individuals. During each assessment cycle the statutory spellings need to be tested and a record kept in the red writing folders to show progress.

Records

Writing samples are kept as a record of each child's development in the provided folder at the end of each year (usually a coloured folder). These should be levelled and should show progress from the previous year. These are passed on to the next teacher.

Writing Moderation

All writing needs to be levelled in year groups teams and then will be moderated by the English Lead who will check that all children are making progress and feedback to SLT, SMT and class teachers of any children that are of concern.

READING

Rationale:

It is through the teaching of English that learning takes place. Competence in reading provides the key to independent learning and therefore the teaching of reading should be given a high priority in our classrooms.

Purpose

We teach reading for the following purpose:

- to provide motivation and enjoyment
- to develop the skill of independent reading
- to facilitate access to other curriculum areas
- to enable the children to meet their reading needs as adults.

In addition to these areas, children should also be expected to develop an awareness of themselves as readers - their strengths, weaknesses and preferences - as well as an increasing ability to reflect critically upon their own reading.

These four areas of development can be further broken down into constituent skills and abilities.

Children should develop the ability to:

- read a range of texts fluently and accurately
- read independently

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- speedily decode both known and unknown words through the use of a variety of strategies including phonics. eg. Skimming, scanning, re-reading for meaning etc.
- gain pleasure from reading and have a positive attitude to reading
- read for meaning.
- understand significant ideas, themes, events and characters;
- use strategies appropriately to establish meaning
- use inference and deduction where appropriate
- select sentences, phrases and relevant information to support their views
- give personal responses to literary texts
- use their knowledge of the alphabet to find information
- retrieve and collate information from a range of sources
- summarise a range of information from different sources
- understand the ways non-fiction books are made to make information location easier
- appreciate the differences between text genres eg poetry, fiction, non-fiction
- identify key features of a text, within a genre eg key features of a traditional story or myth
- read with intonation and expression when reading aloud
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Shared Reading

- Occurs daily in the timetable between 9am and 9:30am.
- This needs to be planned and delivered daily covering the reading domains - plans will be in shared reading folders for each year group
- A variety of text types should be taught- fiction, non-fiction, poetry and scripts.
- Reading strategies should be displayed in all classrooms and referred to daily
- Teachers will plan and deliver 2 Fluency lessons per week on Tuesday and Wednesday

Teacher's Responsibility

Teacher's should ensure all pupils make good progress with their reading

Teacher's should:

- Ensure that all children have good quality teaching support from a teacher through shared reading
Plan reading that will challenge pupils based on assessment of their needs
- Ensure the books are at a suitable level for the age, interest, and reading ability of the children **by**
- Identifying underachieving pupils and providing Teacher booster session afterschool or TA intervention programmes
- Teach appropriate reading strategies, including phonics, to help the children to read fluently, independently and with understanding.
- Teach children to read appropriate key vocabulary in all lessons
- Ensure all opportunities for developing reading are used eg. reading topic books, reading from the internet to support teaching of topics, reading key vocabulary words etc. etc.
- Foster a positive attitude to reading and provide a good example to the children by sharing an enthusiasm for reading.
- Read a class book daily
- Provide positive reinforcement to encourage all readers

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- Provide opportunities for children to read aloud – to parents, to teachers, to other children (mentors), in group reading, using play readers, in assemblies, to reading mentors, to volunteers etc.

Accelerated Reader

The following guidelines will govern the AR Program:

- Students will complete a STAR Reader assessment **every half 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.
- Students must maintain an 80% correct average on comprehension within a minimum of three AR quizzes before moving onto the next level. However, teachers will maintain a degree of 'flex' when working with the children in their class to determine if they require further consolidation within a level or are ready for the challenge of the next level within their ZPD.
- Diagnostic reports from STAR Reader assessment will be used by teachers to inform individual reading requirements and targets.
- AR tests are taken at school during school hours. Where children read AR books and complete quizzes at home, teachers will consider levels of independence and results through weekly analysis of data.
- AR should not replace shared reading sessions
- Best performing/ most improved students in to will be awarded an Accelerated Reader bookmark during Celebration Assembly.

Creating opportunities for ensuring good access to reading materials and creating a good reading environment

Teachers should:

- Use the school library **at least once a week** as well as class and other school book sources.
- Create a positive reading environment with books that are stimulating, interesting, attractively displayed, wide-ranging and frequently updated with a wide variety of different presentations. **For example, provide a display table with boxes to support the current topic that is being taught.**
- Provide wide range of reading materials – reading schemes, e.g. Oxford Reading Tree and Book Bands for Guided Reading colour-coded 'real' books, reference books, newspapers and so on.
- **Ensure books are brought that are designed to appeal to both boys and girls**
- Provide opportunities for the children to share books and reading experience within their own class and across the age ranges.
- Develop critical appreciation by participating in events such as Book Week and book fairs and inviting people from the community, poets, authors etc. .
- Provide opportunities for children to partake in different kinds of reading experiences.
- Allow the children to browse through books and read 'lightweight' material for pleasure.
- Make use of appropriate television and reading programmes.
- **Survey children about their reading preferences at least once a year**
- **Develop links with parents**

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- Encourage parents to read with and listen to their children daily.
- Encourage participation in parent-pupil projects

Role of English leader

- Develop planning to a high quality to ensure consistently high standards of teaching English across the year group
- Monitor standards across the year group to ensure all pupils are making good progress through analysis of pupil data etc.
- Ensure materials that are required are ordered well in advance of teaching through arrangement with the school librarians.
- Liaise with parents about literary standards.
- Work with year groups to develop planning and differentiation.

Role of UPS teachers

- Model high quality English lessons which support good to excellent pupil progress
- Model high quality marking and assessment of English

Role of Teachers

- Plan and deliver good English lessons and guided reading sessions
- Manage TAs in their class effectively to support good progress or better in English lessons
- Ensure English is linked to other subjects eg Non-fiction texts could be used to support the science topic of Electricity during shared reading and guided readers also used on the topic of electricity
- Ensure pupils present their work neatly and legibly at all times in their English books
- Mark as much English work as possible **with** the children during lesson time providing SIDS
- Include books which are multicultural.

Role of Teaching Assistants

Teaching assistants will:

- Assist teachers in supporting pupils with their reading, individually or in groups
- Develop and duplicate materials to support reading
- Collect books and materials
- Plan, deliver and assess programmes to support reading including **reading interventions under the supervision of the class teacher**
- Assess pupils' reading and support the marking of English during lesson times

Assessment

- Teacher assessments will take place on a regular basis through, whole class shared reading, 1:1 reading opportunities, **monitoring of AR quizzes, half termly Star Assessment** and observation.
- Standardised reading tests will take place three times a year 3 to 5 with year 6 every half term
- Standardised Assessment Tasks will take Place at the end of the Key Stage 2.
- **A record is kept of the books that are read using AR reports.**

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Library workers – admin, TAs and volunteers:

- order and organise all reading materials and posters through requests and work alongside the English Lead to ensure AR books are maintained.
- Catalogue and organise all books and posters

The Literacy lead will:

- Monitor books and ensure there is a range of multicultural books available.
- Ensure there are a good range of AR books available

English provision for SEND, EAL and G&T- SENCO

Some children will be at very early stages of reading and writing and the school will need to plan using programmes related to objectives in the foundation stage or KS1. A range of support materials should be used to enable these pupils to make excellent progress in their English development eg language room equipment, specialist computer programmes. Some children will need additional support through structured programmes and learning within the Specialist Classroom with a Specialist Teacher.

Children with low levels of English will have a structured support programme to help their development of English. G&T pupils will be challenged and extended in lessons through careful questioning aimed at developing higher order thinking and learning.

Review

This policy reflects the consensus of the whole teaching staff and the governing body.

The implementation of this policy is the responsibility of all members of staff