

## Ewanrigg Junior School



### English Procedure

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. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### Teaching and learning style

At Ewanrigg Junior School we use a variety of teaching and learning styles designed to meet the needs of our children. Our principal aim is to develop children's knowledge, skills, and understanding in English by providing them with a full and rich curriculum. We do this through a daily lesson that has a high proportion of whole-class and group teaching.

During these lessons children take part in a guided reading session, experience a whole-class shared reading or writing activity and a whole-class focused grammar session. The children have the opportunity to experience a wide range of texts through our whole school programme, *The Power of Reading*. Children use a range of resources such as dictionaries, spell checkers, *Descriptosaurus*' and thesauruses to support them during the writing process. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

Here at Ewanrigg Junior School we are determined to provide the children with personalised learning. The children are taught English in ability sets relevant to their needs. Our aim is to keep to

small group sizes by having a high ratios of adults to children. We recognise differing abilities and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. In some sets we use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

### English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in two phases plus personal notes (long-term and medium term- in detail)

Our long term plans give details of the text to be covered and the writing genres covered. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

The English subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a detailed medium term plan for the teaching of English based on Power of Reading books that link with the project and then make further personal notes/annotations to support teaching. The teaching of reading and writing is through the text stimulus.

### Organisation

Below outlines the organisation of English in Ewanrigg Junior School.

English sessions are 5 x 1 hour per week. This incorporates a daily 25 minutes guiding reading session and the remainder of the lesson focusing on shared reading, writing and independent writing. One session per week is designated to focus on grammar tasks including Grammar Hammer which is used as a bi weekly formative assessment tool.

All lessons are planned by a teacher but delivered by both teachers and support staff throughout school. The children are set according to their learning needs. A teacher is responsible for monitoring planning and books where a support assistant delivers the learning.

## LOWER SCHOOL

ADULT	ROLE	GROUP TAUGHT	LINK TEACHER
AMANDA TWEEDIE	TEACHER	LOWER ATTAINING YEAR 3, 4 YVONNE BIRKETT	
LYNNE ANDERSON	HLTA	LOWER/MIDDLE ATTAINING YEAR 4 QUEST	HELEN CHILTON
DEAN RITSON	TEACHER	LOWER/MIDDLE ATTAINING YEAR 3	
HELEN CHILTON	TEACHER	HIGHER ATTAINING YEAR 4 PLUS 1 HIGHER ATTAINING YEAR 3 CHILD	
ANGELA BAKER	STA	LOWER/MIDDLE ATTAINING YEAR 4 QUEST	HELEN CHILTON

## UPPER SCHOOL

### Reading

#### Aims and Objectives

We aim for the reading curriculum at Ewanrigg Junior School:

- To build on the child's prior knowledge and early literacy experience.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers. who read from a range of texts for a variety of purposes.
- To deliver a structured, systematic and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing a rich language environment within the classroom and throughout the school.
- To select appropriate resources to motivate, challenge and extend pupils effectively.
- To identify pupils who require additional support and intervene at an early stage.
- To monitor reading progress and age related attainment closely.
- To promote an ethos of achievement by setting high expectations and challenging targets

#### Teaching and Learning

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

ADULT	ROLE	GROUP TAUGHT	LINK TEACHER
ALLISON LANCASTER + DAWN WALLACE (TA)	TEACHER	HIGHER ATTAINING YEAR 6	
OLIVIA BOWMAN	TEACHER	LOWER ATTAINING YEAR 6	
NIGEL HOPE + ELEANOR HERBERT (TA)	TEACHER	HIGHER ATTAINING YEAR 5	
ROSE HAMPSON	HLTA	MIDDLE ATTAINING YEAR 5	NIGEL HOPE
SAMANTHA HUNTON	TA	LOWER ATTAINING YEAR 5	NIGEL HOPE

- Paired reading- peer to peer, child to adult, adult to child
- Shared Reading
- Guided Reading
- Reading aloud
- Independent reading
- Outdoor library for use during play times
- Questioning, investigations, debates
- Building phonic skills
- Developing vocabulary
- Termly library visits
- Understanding of sentence structure and punctuation
- Comprehension, inference and implication
- Ability to skim
- Idea of an audience
- Participating in play reading
- Performance of poetry, song etc

### The teaching of reading

Reading is taught consistently and systematically both in and out of the English lesson to differentiated mixed ability register classes and to ability groups within the English set. We strive for outstanding progress and high academic standards.

### Independent reading

Independent reading takes place in mixed ability register classes during 8:50am-9:15am at the teachers discretions and 1:15pm-1:30pm daily. The children read independently or they read with an adult on a 1:1 basis. In Ewanrigg Junior School we use Accelerated Reader as a means of establishing a book level. The children complete a Star Reader test termly to closely monitor progress and this is then analysed to identify children who need further intervention. When reading independently the children complete a quiz on a tablet once they finish their book. If the child achieves 100% then they may move to the next book level. If they do not achieve a minimum of 60% then they must move down to the previous book level.

We celebrate achievements weekly including children who have consistently achieved 85% and above on their quizzes and 'Millionaires Club'. We are striving to improve reading at home. We have introduced a reading raffle to encourage this and we have seen an enormous improvement in the amount of children reading at home.

### Reading for pleasure

Children have access to borrow books from school. Through the use of Junior Librarian, children can loan books and it is encouraged that the children regularly take these books home to read with their parent/guardian. This is in addition to their book level book.

### Reading aloud

Here at Ewanrigg Junior School a whole school book is read out during assembly. The book is chosen through relevant, current topics (e.g. Roald Dahl celebrations) or linked to projects.

The class teacher or another appropriate person will read to the register class at least two times per week. The book chosen for the Lower School classes will be the same and the book chosen for the Upper School classes will be the same.

### Power of Reading

Ewanrigg Junior School uses the CLPE Power Of Reading (P of R) Program during the English lessons. The Power of Reading involves looking closely at carefully selected, whole books and basing guided, shared and independent writing and speaking and listening activities on it. Where possible the Power of Reading books are cross curricular to projects in Lower and Upper School.

### Guided Reading

As of January 2017, guided reading was implemented throughout school. The session takes place during the first 25 minutes of the English lesson. Children work in small groups with the adult leading a session whilst the remaining children in the set work on an independent task. The children will either: read a book (both text and picture), study an image or a video clip. The school identified inference and deduction as the main skill targeted during these sessions.

## Writing

### Aims and Objectives

At Ewanrigg Junior School we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality core texts and other stimuli.
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

### Teaching and Learning

Here at Ewanrigg Junior School we customise expectations with regards to writing outcomes dependent on the abilities of the children. High quality texts are used to challenge, enthuse and engage children.

Using the Interim Assessment Framework, which has been adapted for all year groups, there is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see further explanation below).

Progression of teaching writing includes exploring features, planning, drafting, assessing and editing. A form of modelled or shared and guided writing should take place throughout the writing process.

### Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### Supported Composition

The children work in pairs (clever friend) to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

### Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing.

### Independent Writing

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

### Assessment and Feedback

#### Years 3, 4 and 5

During years 3, 4 and 5, children are taught writing following the process stated above. This work is then assessed following the marking procedure; pink highlighter used to recognise positive aspects of the child's writing and green highlighter used to recognise areas where editing is required. Editing skills are modelled and taught by the teacher, the children are also encouraged to self-assess and peer assess their work in order to make improvements. Children then make an informed choice as to the editing which will take place.

When pieces of writing are deemed to be independent i.e. the children have self-edited then these pieces can contribute to moderation- in year and at the end of the academic year. Each groups writing is assessed using year group targets and the teacher makes a judgement as to the child's outcome based on the evidence.

## Year 6

During Year 6 editing skills are taught and modelled up until February half term and some evidence of independency is collected. After February half term we believe that year 6 children are confident and equipped to self-edit their pieces of writing. From February onwards the pupils self-edit all of their writing in order for it to be used to contribute to their end of Key Stage 2 teacher assessment.

## Moderation

Internal - writing is internally moderated for all year groups every term.

Joint - writing is moderated with other cluster schools once a year (Spring term)

External - Schools are informed mid-May if they are to be moderated by a Cumbria County Council moderator. Ewanrigg Junior school was moderated in 2013 and 2015. All judgments were fully agreed by moderators.

## Handwriting

### Aim and objectives

- To use a well-formed, cursive style of handwriting.
- To raise attainment for all pupils in handwriting through a consistent approach to the teaching of handwriting throughout the school.
- That we are consistent in the way in which we join letters i.e. it must be remembered that some letters **never** join:
  - \* All capital letters
- That teachers and support staff use all opportunities to model the agreed cursive style of handwriting when writing on the board or marking work.

### Organisation

In Ewanrigg Junior School the children have the opportunity to practise handwriting a minimum of 2 x 15 minutes per week. This is through the explicit teaching of letter formation and joins. Some children will not require intense practise if they have already achieved a fluent style and are in the pen club. However, if a child fails to maintain a high standard then they will have their pen removed and need to earn it back. Fluent writers can support struggling writers during this time.

Handwriting will be based on: letter formation and joins leading up to year group/ability words or words which are frequently spelled incorrectly.

Homework- all children complete handwriting homework linked to the spellings that they have to learn for the week. Staff personalise the book style dependent on the level of support needed, e.g. some children have handwriting books and some have regular lined books.

Children who require further guidance and practice may receive small group intervention in the afternoon.

We aim for all children to be using a pen going into Year 6. The children will then write in blue pen.

## Paper

In Ewanrigg Junior School some children use handwriting books with specific handwriting paper, other children practise their handwriting on normal lined paper or in books, so that the transition from handwriting practice to writing in other curricular areas is easier.

## Pen Grip

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it.

## Guidance for Left-handers

Special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging. .

## Guidance for Right-handers

Right-handers do not face the same problems as left-handers, but many children will find it helpful to slope the paper slightly and to move it away from the body as the page is completed.