



Balfour Junior Academy **English Policy**

Purpose

The purpose of this policy is to outline how the main components of the English National Curriculum are taught at Balfour Junior Academy.

Aims

- English lessons enable children to formulate their own opinions and ideas through discussion
- Pupils are able to communicate and present their ideas confidently, both in writing and verbally
- Teachers have high expectations for all pupils to achieve in English and apply to apply their knowledge across the curriculum
- Pupils are able to access other areas of the curriculum through their reading and writing skills

Curriculum

The main components of the English curriculum and how they are taught at Balfour Junior Academy are outlined below.

Writing

Writing is taught using the Talk for Writing (T4W) approach – see '*Talk for Writing Policy*' for further information.

Reading

Reading is taught and celebrated using a range of strategies – see '*Reading Policy*' for further information. The strategies include:

- Guided Reading and comprehension sessions
- Daily class reading
- Accelerated Reader

Handwriting

At Balfour Junior Academy we teach handwriting using the 'Nelson Handwriting Scheme'. All staff model joins in their own writing (including marking) and, where possible, in displayed resources. The importance of joined handwriting and good presentation is enforced by all staff and children are reminded about posture and pencil/pen grip across the curriculum.

Writing Implement

- When children arrive in year 3, they write in pencil and work towards earning a 'Pen License'
 - A 'Pen License' is awarded to children who consistently demonstrate fluency in their handwriting, correct joins and letters that are of the correct size and sit on the line
- Once children reach year 4, all write in pen unless the class teacher feels this is having a detrimental effect on the presentation of their work; if this is the case, children can return to writing in pencil until the class teacher feels the child is ready to write in pen



- Children write in blue ink and use handwriting, fountain or rollerball pens. Children are **not** permitted to write in biro

Lower School

- Handwriting is taught discretely using 'Nelson Handwriting' textbooks
- Children practise joins in handwriting books that include tramlines to guide the sizing of upper and lower case letters
- Children have the opportunity to practise their handwriting during timetabled handwriting sessions and in their daily class work

Upper School

- A strong emphasis is placed on joining handwriting in daily class work
- Specific handwriting activities are completed when the class teacher feels this is necessary
- Children are encouraged to develop their own writing style – although this must be consistent and use the joins taught in the 'Nelson Handwriting' scheme

Spelling

Spelling is taught using 'No Nonsense Spelling' and follows the plans provided by the scheme focusing on specific spelling rules and patterns. Children are encouraged to apply strategies to their written work as well as making use of dictionaries to check and edit their spellings.

Grammar and Punctuation

The importance of correct grammar and punctuation is emphasised by all staff across the curriculum and is modelled consistently. The progression of grammar and punctuation is outlined in the '*Writing Progression*' document.

- Grammar and punctuation is taught discretely as well as in relation to a text, depending on the needs of the pupils.
- The correct terminology is used by all staff both verbally and, where applicable, in displays
- Starter and plenary activities provide children with the opportunity to play games and investigate grammar and punctuation rules

Spoken Language

The English National Curriculum places a strong focus on the importance of spoken language across the curriculum. Children are provided with regular opportunities to develop their use of spoken language and are encouraged to articulate their own views and opinions with confidence.

- Pupils are provided with regular opportunities for group and class discussions to practise justifying their ideas and opinions
- Staff model Standard English and pupils are also encouraged to speak in full sentences, using Standard English
- Specific vocabulary teaching takes place to ensure that children are encouraged to broaden their use of language with growing sophistication, including their use of technical terminology



- Pupils are encouraged to ask questions to check their understanding
- The importance of listening to others is emphasised and children are encouraged to evaluate and build upon the ideas of others
- Staff model selecting the appropriate register for communication and pupils are encouraged to do the same
- Planned drama activities enable children to ‘adopt, create and sustain an range of roles, responding appropriately to others in role’ as outlined in the English National Curriculum

Phonics

Children are encouraged to apply their phonics knowledge during English lessons in both reading and writing. In year 3, children who require additional phonics support receive a phonics intervention to ensure that they make the necessary progress.

English Working Wall/Washing Lines

Every classroom has an English Working Wall and/or Washing Line that is clearly visible to the pupils and is updated regularly. English Working Walls and/or Washing Lines are purposeful and are relevant to what is being taught. Pupils are encouraged to refer to the English Working Wall and/or Washing Line to further their learning. Any terminology displayed is in-line with the English National Curriculum.

Further guidance on what should be included on the English Working Wall and/or Washing Line can be found in the ‘*Talk for Writing Policy*’.

Roles and Responsibilities

At Balfour Junior Academy, all staff play an important role in the teaching of English.

English Leads

English Leads are responsible for ensuring a high standard of teaching and learning in English throughout the school by:

- Monitoring and evaluating the teaching and learning in English through different means such as book scrutinies, lesson observations, pupil voice and staff questionnaires
- Analysing data and reporting relevant findings to SLT, the Assessment Lead and class teachers, where necessary
- Ensuring a broad and varied English curriculum is covered
- Monitoring learning environments through learning walks
- Developing relevant policies
- Providing regular and relevant CPD
- Purchasing and organising resources
- Ensuring staff are aware of expectations in the teaching of English and providing support where necessary
- Provide opportunities for work to be moderated within our school and the academy

Teachers

Teachers are responsible for ensuring a high standard of teaching and learning in English in their classroom by:



- Regularly updating the English Working Wall and/or Washing Line
- Ensuring the correct terminology is displayed and used in teaching
- Modelling and using Standard English
- Providing regular opportunities for reading and writing as well as providing pupils with the chance to practise their spoken language
- Placing a strong focus on the importance of good presentation, including joining handwriting
- Planning using provided resources such as the '*Writing Progression*' document
- Providing pupils with regular opportunities to revisit and improve their work
- Assess children in-line with agreed systems for assessment
- Communicate with parents about their child's learning in English
- Give feedback to the children in-line with the school's marking policy
- Moderate work within year groups

Teaching Partners

Teaching Partners play an important role in helping children to develop their English skills, they do this by:

- Ensuring the correct terminology is used
- Modelling and using Standard English
- Placing a strong focus on the importance of good presentation, including joining handwriting
- Aiding children in revisiting and improving their written and spoken ideas

Parent Helpers and Volunteers

Parent helpers and volunteers are expected to:

- Use the correct terminology
- Model and use Standard English

Be aware of processes used at Balfour Junior Academy in place for teaching English and support this with the help of teachers and teaching partners