



**Burbage Junior School**  
**English Policy**

**Our School Vision and Values:**

**The Burbage Way:**  
***striving to be the best version of ourselves.***

Respect

Integrity

Inclusivity

Kindness

Excellence

Enjoyment

**English Vision and Values**

English and communication are key life skills. Through our English curriculum, children develop the skills and knowledge that will enable them to achieve the "best version of themselves" and to uphold our key values. Pupils will be able to express their thoughts succinctly, confidently and creatively through spoken and written language, equipping them to become life-long learners, reach their full potential and have a broad and comprehensive vocabulary.

**School Curriculum Intent:**

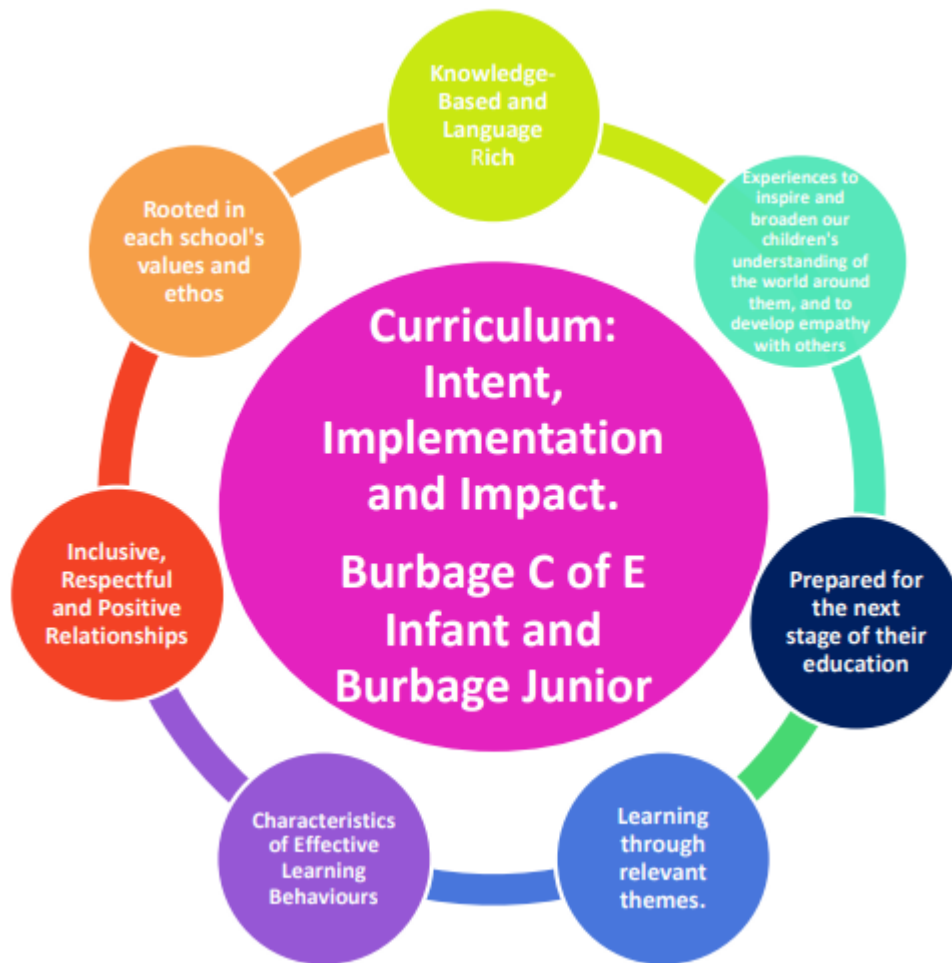
For our learners our curriculum provides the following:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

## ENGLISH CURRICULUM INTENT:

For all pupils at Burbage Junior School to

- read for pleasure and become confident, life-long readers who read widely and often;
- read fluently (using phonics knowledge and understanding) and for meaning, using a wide range of comprehension strategies;
- be effective communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts, using appropriate vocabulary;
- develop an interest in words and their meanings, and thus enhance their spoken and written language;
- write clearly, imaginatively, confidently and accurately in a variety of styles, showing awareness of audience and purpose;
- have an understanding of the writing process, including how to revise and edit to improve their writing independently;
- have knowledge of the National Curriculum grammar and punctuation objectives and terms, using them effectively and accurately in their writing.
- use grammar and punctuation accurately;
- spell confidently, using spelling conventions, strategies, phonic patterns and an awareness of etymology;
- take a pride in their writing, producing well-presented work.



## ENGLISH CURRICULUM IMPLEMENTATION:

The National Curriculum forms the basis of teaching and learning.

### Teaching of Reading

- Our pupils are encouraged to read for pleasure through the promotion of books in our attractive classroom reading corners, the book-banded reading area and our well-stocked library. Pupil Reading Ambassadors support the English Lead in delivery termly reading assemblies, with books borrowed from Creative Learning Services (Leicestershire's School Library Service). Recommended reading for pleasure is promoted through our carefully selected 100 Books To Read Before You Leave Burbage Junior School. Pupils are expected to take part in the public library's summer reading challenge each year. All classes hold weekly Book of the Week sessions for pupils to recommend books to their peers. Our library is managed by a part-time library assistant and is open before and after school for pupils and their parents, as well as access during lunchtime and weekly class visits. Pupils are given time for reading for pleasure in independent reading sessions thrice weekly (Reading and Chilling).

- Reading comprehension strategies (termed "Good Reader Strategies" at Burbage Infant School) are taught in whole class shared reading lessons, linked to writing units, as well as in intervention guided reading groups where the strategies are reinforced. Lessons follow a four-part structure: revision of previously taught strategies; Vocabulary Check; teacher modelling; and pupil practice. These strategies are taught progressively through both Burbage Infant School and Juniors (see Reading Comprehension Strategies Progression document).
- Twice-weekly whole class shared reading lessons, E.R.I.C. (Explain, Retrieve, Interpret, Choice), are held in every class, where prediction and summarising objectives are also taught, using high quality texts. See BJS Reading Progression Ladder.
- Teachers read to their pupils every day (modelling reading in ERIC lessons, shared reading, twice weekly class story sessions and reading texts in other curriculum lessons).

### Teaching of Writing

- Teachers plan writing units in a variety of genres, which may vary in length. There is a progressive writing skills curriculum as units are planned using the Burbage Junior School Writing Progression Ladder. Where possible the units are linked to other areas of the curriculum, especially historical themes.
- Pupils are taught how to adapt their writing, including levels of appropriate formality, for different genres, and are encouraged to consider purpose and audience in each writing outcome.
- The distinct phases of the writing process are taught: planning (using structured planning forms), drafting, revising, editing and publishing. Pupils use CUPS and ARMS as an aid to help them remember what aspects of their writing they need to check and improve.
- Teachers use high quality models so pupils have a clear understanding of what good looks like in a range of genres. Alan Peat Sentence Starters are taught progressively through the school.
- Pupils are encouraged to use a wide vocabulary, appropriate to the genre of writing, and to use thesauruses and dictionaries confidently and accurately. Key vocabulary to be taught is highlighted in all writing unit planning.
- Pupils are given termly individualised writing targets by their teacher so they understand how they can improve and their next steps.
- Marking of writing uses green and pink pens to demonstrate clearly what is good and what needs to be improved.
- The teaching and learning of grammar and punctuation is embedded within writing units and is taught progressively through the school. It is also taught in discreet weekly Grammar and Punctuation lessons, where previous year group's terminology is revised as well as the teaching of the current year group's National Curriculum objectives.

- Each classroom has an English working wall, displaying teacher modelled writing, Alan Peat Sentence Starters, Reading Comprehension strategies, grammar posters and key vocabulary for writing units.
- Pupils' writing is celebrated and showcased through classroom and corridor displays, the school's Writing on the Wall board (the authors of these displayed pieces of writing are given "shout outs" in Friday celebration assemblies), and at our parent/carer "Share Our Learning" afternoons.

### Handwriting

- We teach pupils to develop a neat, uniform, fluent and legible handwriting style, which will support their writing and spelling.
- Pupils are taught using the Nelson Handwriting Scheme.

### Spelling

- Spelling is taught using the Read Write Inc scheme. Weekly, all pupils watch a video to introduce the unit and then complete daily activities in booklets.
- Pupils are encouraged to be independent spellers, checking their spelling of words in independent work using dictionaries and word lists.

### Spoken Language:

- The teaching and implementation of the Spoken Language curriculum at Burbage Junior School is based on the progression of the National Curriculum objectives (see Spoken Language Progression document), and these objectives are included in all writing unit plans as well as in other curriculum subjects.
- Pupils are taught sentence stems needed to develop spoken language, showing progression through the year groups.
- At Burbage Junior School, we teach and encourage all children to have a wide and growing vocabulary through a variety of strategies and approaches. Pupils develop their spoken language and listening skills through a wide range of opportunities. See Burbage Junior School Spoken Language Policy.

### Inclusion

- After assessment, children who need additional support may be given small group/ individual specialised teaching or access to intervention programmes, precision teach of reading and spelling, fluency and reading comprehension intervention groups, and phonics catch-up sessions as part of our reading pathway. In writing lessons, they are provided with word lists and scaffolds (visual, verbal and written) as appropriate adjustments.
- The needs of children with English as a second language are met through individualised intervention.

- We plan challenges and targets to stretch more-able pupils, including individual writing targets and challenges in success criteria grids.

### Equality and Diversity

All teaching and non-teaching staff at Burbage Junior School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. Books are selected for use in the curriculum and to be borrowed from our library that reflect the diversity of British society.

### Parental Involvement

Parental involvement is encouraged at Burbage Junior School, especially with the support of reading. Staff, pupils and parents working in partnership benefits the child and is seen as a vital way to encourage and support reading activities at home:


- Parents are encouraged to sign reading bookmarks at least three times a week.
- Creative Learning Services (Leicestershire's School Library Service) librarians attend parent curriculum evenings to promote reading for pleasure.
- Our 100 Books To Read Before You Leave BJS booklist has been sent home to all parents as recommended reads for their children.
- Regular whole school and Dojo messages are sent to all parents to encourage them to support book-related activities, for example 'readathons', book swaps/sales, summer and winter library reading schemes.
- Our school library is open to parents to visit with their children before and after school twice a week.

### Resources and Accommodation

- Every class has a selection of reference books such as dictionaries and thesauruses, and a class book corner.
- The Reading Area adjacent to the Year 3 classrooms contains banded books from pink to grey.
- The school library contains a range of fiction and non-fiction books, and is managed by a part-time library assistant.
- The school subscribes to Creative Learning Services.

## Staff Development and Role of the English Leader

- The English Subject Leader keeps informed about current developments in the subject and disseminates relevant information and advice to all staff, supporting them in the teaching of English.
- They provide a strategic lead and direction for the subject in the school; the English Action Plan priorities are included in the School Development Plan.
- They organise resources and co-ordinate the purchase and organisation of resources.
- They liaise with the school library assistant to co-ordinate the promotion and organisation of the library, and with external agencies such as the public library and Creative Learning Services.

<b>School Curriculum Impact:</b>  	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

## ENGLISH CURRICULUM IMPACT:

### Assessment, Recording and Reporting

- Assessment of writing is made using the school's adapted OUP writing standards, based on the STA's interim standards. KS2 Exemplification of Writing are used to aid assessment, as well as joint moderation with local schools.
- Pupils' reading fluency is assessed at the end of each term using Assess Fluency in Reading booklet. Pupils are then identified for intervention, either in guided reading comprehension and fluency groups, phonics catch-up or 1-1 reading support.
- Reading is formatively assessed during guided reading and whole class shared ERIC sessions; summative testing is carried out using NGRT, NFER tests, Headstart Comprehension and past SATs papers. In addition, Burbage Junior Reading

Assessment Statements and Reading Teacher Assessment, Book Bands and Fluency documents aid teachers in their assessment of reading.

- Pupils are assessed on their spelling using the Vernon test as a baseline on entry to Y3, and in all year groups in June of each year.
- Teachers report to parents twice a year at parents' evenings and in the annual written report.
- Teachers use assessment to inform planning.
- Marking of writing is in line with the school marking code, with a focus on quality marking and feedback, providing "next steps" for pupils to aid progression.

### Monitoring and Evaluation

- English is monitored by the English Leader, SLT and the English link governor (termly visits).
- The English Lead carries out monitoring activities (pupil interviews, lesson observations/walkthrough observations, book scrutinies) according to the needs of the school, as identified in the School Development Plan.
- The impact on most of our children is clear progress in writing, reading and oracy. At the end of KS2 the majority of our children have made good progress from the start of Year 3. With the progression of writing skills, children are becoming more confident writers. By Upper Key Stage 2, most genres of writing are familiar to them so pupils can now focus on writing fluently and creatively, using a wide vocabulary and developing their grammar and punctuation skills. The majority of our children are confident readers who read for pleasure and have well-developed comprehension strategies.
- We aim for children to leave Burbage Junior School as happy, confident learners, who have developed a love of reading and writing, with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

F. Paterson. April 2024.