

Lowerhouse Junior School, Burnley

ENGLISH POLICY	
Written By	G.Lloyd/H.Marsden
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect








Resilience

Aspiration Integrity Respect Resilience

Aims

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.




As they leave Lowerhouse Junior School, we aim for children to be able to:

-  read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
-  have an interest in books and read for enjoyment.
-  have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
-  understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
-  develop the powers of imagination, inventiveness and critical awareness.
-  have suitable technical vocabulary to articulate their responses.
-  understand the function and importance of Standard English.




Statutory Requirements

Our Literacy units are taken from the Lancashire Talk scheme which has been developed to meet the requirements of the National Curriculum 2014.

In the Foundation Stage (Reception), children are given opportunities to:





-  speak and listen and represent ideas in their activities;
-  use communication, language and literacy in every part of the curriculum;
-  become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should:

-  learn to speak confidently and listen to what others have to say
-  begin to read and write independently and with enthusiasm
-  use language to explore their own experiences and imaginary worlds

**We work closely in discussion with our feeder school, Rosegrove Infants, around the work in Key Stage 1 during transition to our school*

At Key Stage Two (Years 3 - 6), children should:

-  learn to change the way they speak and write to suit different situations, purposes and audiences
-  read a range of texts and respond to different layers of meaning in them
-  explore the use of language in literary and non-literary texts
-  learn how the structure of language works

Subject Organisation

The English Curriculum is delivered using the Lancashire Talk scheme.

Long term plans (based on Lancashire Talk Programme) ensure coverage of the narrative, non-narrative and poetry units for each year group. Weekly planning identifies which objectives are being taught, the texts used and tasks to achieve these objectives. All English lessons ensure that children are engaged in a variety of activities.

Teaching and learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation; along with other appropriate strategies which all encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths; legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics;

and multicultural resources) are used to help children discover and explore the rich variety of linguistic experience.





In addition to this, the teaching of vocabulary is embedded throughout the key stage and is included in weekly planning to ensure language acquisition remains a priority within English lessons and across the wider curriculum (e.g. whole class book talk and vocabulary exploration). Knowledge Organisers, which are shared with pupils and parents on our website, for each subject include the new vocabulary children are expected to know.

Time Allocation

There is a daily, hour long, English lesson. In addition to this, explicit spelling and grammar lessons are taught outside of the English lesson (a minimum of four times per week) and spellings are tested on a weekly basis. Furthermore, 20-minute Phonics lessons take place three times per week where children are organised according to their phonics needs if this is continued from Key Stage 1 transition. This is continuing with Red Rose Phonics, which is used at our feeder infant school. Children receive targeted support and are regularly screened for assessment of progress.

Speaking and Listening










To develop effective speaking and listening pupils should be taught to:

-  Use, with increasing confidence, the vocabulary and grammar of Standard English.
-  Formulate, clarify and express their ideas.
-  Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
-  Listen, understand and respond appropriately to others.

The four strands of speaking and listening: speaking, listening, group discussion and interaction and drama are developed in literacy lessons but also throughout the extended curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Reading


To develop as effective readers, pupils should be taught to:

-  Extend and develop as readers throughout their time in school.
-  Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
-  Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
-  Read a range of texts accurately, fluently and with understanding.
-  Find out the information they need in order to research and answer the questions of others.
-  Understand and respond to a wide range of books and media texts on paper and on screen.
-  Understand the variety of written language, and the differences between fiction and non-fiction.
-  Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
-  Develop higher order reading skills, enabling the use of inference and deduction.

Shared reading takes place at the beginning of each English unit and may take the form of class books, interactive white board texts or individual texts.

Guided group reading is taught throughout the school. There are 4 reading lessons per week, each lasting for 30 minutes. The lessons are taught using a text which is carefully chosen to be pitched at the level of the children in the group. Teachers plan and assess guided reading sessions using the Learning and Progression Steps (LAPS) Group Reading Grids. Planned across four sessions per week (depending on the age of the children), guided reading provides the opportunity for teachers to assess:

-  word reading as the child reads the text aloud, and

-  comprehension as the teacher leads quality discussion centred around the focus skill(s) identified (see Learning and Progression Steps (LAPS) Group Reading Grids. The Lancashire Reading Domain Prompts are also used to support this assessment.

A variety of texts (fiction, non-fiction and poetry) will be covered half-termly.








Home Reading

Every child takes part in the Home Reading Scheme, which for children continuing with phonics support, is in line with the phonics stage they are working within. Home reading records are monitored by teaching and support staff to encourage regular reading. Staff send a reminder text to the parents of those children who have not read or returned their home-reading book. Children also have access to borrow books from the school library and take part in visits to the local library and library bus.

Every classroom has a dedicated reading area which encourages further reading and develops vocabulary. Reading material is varied and includes materials of interest for all. Pupils are involved in the selection of texts to read for pleasure within their classroom. Each year group has a selection of non-fiction texts linked to the topics studied within that class throughout the year and these are ordered with Lancashire Library Service. Picture News is shared with children in classes and in class assemblies to encourage discussion and debate topical issues.

Writing

To develop as effective writers, pupils should be taught to:

-  Express themselves clearly and precisely for enjoyment.
-  Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and in different genres.
-  Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
-  Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
-  Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
-  Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
-  Write neatly with accurate spelling and expression.

Shared Writing, like shared reading is an important part of English lessons. During shared writing the teacher will demonstrate /model how to write different types of texts.

Children are expected to produce an independent piece of writing at the end of each Literacy unit, using the skills taught within that unit. Independent writing opportunities also take place within the wider curriculum, following enrichment activities or linked to class reads. Short writing opportunities are planned for within the Reading phase of each unit as well as in other curriculum areas.

Grammar, Punctuation and Spelling

Grammar and punctuation skills are taught in English lessons during the grammar warm up. This is then applied during the writing phase. Within each English lesson, there is also a brief revision of key skills. These may be from previous year groups or earlier in the school year and often take the form of proof-reading and editing or dictation activities. Additional Grammar sessions are also timetabled each week. Spellings lessons are timetabled and taught separately, Red Rose Spelling and whole school schemes.

Cross-curricular Links

Children will undertake writing activities in many different subject areas. The opportunity is taken to apply skills learned in English lessons throughout the curriculum.

Use of ICT

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with conventional methods. Word processing skills are developed during literacy lessons and can be applied to enhance editing skills. Children are given the opportunity to draft their writing on lap-tops or Chromebooks and make a final copy of work for presentation purposes.

The interactive white board is used to deliver text, sentence and word level objectives. Children also use the internet for research in English e.g. finding information about an author or gathering facts to write a report.

IPads are used regularly during the reading, analysing and planning phases of English units as well as to rehearse and record sentences before writing. In addition to this, they are used for spelling activities.

Presentation and Display

All classes have an English working wall which supports children's learning and celebrates their achievements. Our English working walls exemplify the different phases of the writing process from initial ideas to reading to gathering content and giving children a toolkit and a stimulus to support their writing. Writing is also displayed termly with whole class writing displays along with half termly updates on school's "Writing Wall of Fame" Display.

Marking

Writing opportunities are marked against year group specific assessment criteria and Lancashire KLIPs documents. This is a whole school approach. Therefore, Lancashire KLIPs documents are used according to year group expectations. Marking and feedback in English books, should always be prompt, informative and where possible at the point of learning, involving the child. See Marking and Feedback Policy.

Assessment & Target Setting







Assessment for learning takes place in all English lessons and the work set for individuals, groups and even the whole class is adjusted accordingly.

The Lancashire KLIPs (Key Learning Indicators of Progress) are used to assess children against reading and writing objectives at the end of each half-term. To aid teacher assessment, termly summative assessments take place in Reading and Grammar, Punctuation & Spelling. As a result of the assessments, teachers consider such things as whether reading / writing groups need to be changed, if there are individual children who need extra support or if a learning objective needs to be revisited etc. The assessments are also used to establish which children need intervention programmes. Children's progress is monitored and tracked half termly with Pupil Progress Meetings scheduled termly. Writing assessments are regularly moderated at key stage, school, and cluster level.

Individual targets are set for all pupils and are referred to regularly. These are reviewed together with the child as they progress.

Subject Leadership

The subject leader will be responsible for improving the standards of teaching and learning in English through:

-  Taking the lead in policy development and the production of schemes of work Auditing and supporting colleagues in their CPD
-  Purchasing and organising resources
-  Keeping up to date with developments in English and disseminate information to colleagues as appropriate.
-  Monitoring the delivery of the English Curriculum and advising the SLT on any action needed
-  Monitoring and evaluating pupil progress and the quality of the Learning Environment
-  Regularly undertake moderation exercises of pupils' independent levelled work.

Teachers meet regularly to review individual examples of work against the national exemplification material.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. This is done in liaison with the SENCo and Deputy Headteacher/Inclusion Manager for those on the SEND register and those working significantly below age related expectations. Extra in-class support may be given, and /or a child may be involved in an intervention programme. Gifted children are identified, and suitable learning challenges provided.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to hear their children read at home and communicate with teachers via their child's reading record. Spellings are sent home to learn weekly.

Parents attend the PTCs (Parent Teacher Consultations) in the Autumn and Spring terms to discuss their child's progress and any extra support they might be able to provide for their child. Appointments can be made at other times if a parent wishes to discuss an English concern with a teacher.

Governors

Regular reports are made to the governors on the progress of English provision and to our English Governor.

Review

This policy will be reviewed bi-annually or as appropriate in response to local or national initiatives, the evaluation of monitoring procedures or in the light of changes to legal requirements.