

# English at Almond Hill Junior School



## **Subject Intent Statement**

We aim to promote high standards of English by equipping pupils with a robust command of spoken and written language in addition to a love of literature through widespread reading opportunities.

We aim to ensure that all pupils leave our school...

- reading easily, fluently and with good understanding.
- reading widely and often, for both pleasure and information.
- writing clearly, accurately and coherently, in and for a range of contexts, purposes and audiences.
- with a wide and rich vocabulary modelling competence in the skills of both speaking and listening.

## **SEND**

As a school we aim to provide an inclusive English curriculum which is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. These adaptations could be in the form of any of the following:

- tasks
- resources / equipment
- outcome
- support

## Implementation

### Reading

Reading is taught through a range of approaches at Almond Hill in order to most successfully support our children in reaching or exceeding the expected learning outcomes by the end of KS2.

The core learning for reading skills occurs during three discrete lessons per week (which have a combined time of 90 minutes) in each class/year group. Skills covered in these weekly sessions focus on vocabulary, inference, comprehension and cross – curricular reading as part of learning in other subjects. In addition to these discrete sessions, children have access to texts and reading opportunities each day through class readers and independent reading.

In addition to teaching the 'skills' of reading, staff understand the importance of promoting a love for reading and adopting the habits of reading for pleasure. We encourage this through a vast range of promotion strategies including engaging school reading displays, class libraries, class reading rivers, library visits, book fayres, author visits, and whole school initiatives such as term-long weekly home-learning challenges linked to reading.

Our reading principles support children and staff in understanding what good teaching and learning in reading looks like. Children are encouraged to reflect on these after each taught reading lesson and consider which principles were used.

Where necessary, separate individual provision or small group sessions will take place for children who have gaps in decoding skills. In these sessions, phonic areas will be taught using 'Letters and Sounds'. The application of these sounds will be rehearsed through tasks in lesson-based learning. These children will also be assigned a 'banded' reading book from the 'Oxford Reading Tree' selection which is appropriate to the stage of the child's phonetic understanding.

Children are encouraged to independently access resources to support their learning. Each classroom offers dictionaries, thesauri, word mats linked to texts etc. Where children require extra support with reading, access to phonic resources are also provided.

'Reading Champions' are a group of 13 children from across the school who are advocates for reading at Almond Hill. They support their class teacher in the promotion of reading within classrooms and the upkeep of class libraries. They work alongside the subject leader for reading in developing exciting new ways to promote engagement in the reading process. They also work as 'reading buddies' with reluctant readers across the school – building relationships with younger readers from the classes which they are assigned, in a bid to encourage more discussion surrounding texts of all genres.

Monitoring of reading is undertaken by the subject leader through a range of support strategies. These include but are not limited to book looks, pupil voice, learning walks and monitoring of class libraries and year group displays.

The assessment of reading occurs both formatively and summatively. During learning opportunities, teachers use discussion, targeted questioning and outcomes from tasks, linked to class texts, which cover skills as seen in 'progression of skills' for reading. Children will also be required to complete termly reading assessments to support teachers in their judgements.

## Writing

English lessons are taught daily and incorporate elements of writing, the reading of quality texts and opportunities to develop speaking and listening skills. Across the school year, a number of themed units of writing are taught in all year groups which reflect the children's interests and cover a variety of genres including all aspects of narrative writing, poetry and non-fiction texts. (**Appendix 1 English Long term Plan years 3-6**)

Teachers ensure that children at Almond Hill develop confidence and independence as writers by providing a range of experiences in their English lessons:

- Exploring themes and features of specific text types through reading quality texts and visual stimuli such as pictures, real objects and video clips
- Analysing and discussing language, layout and writer's technique, including grammatical devices
- Having opportunities to write for a 'real' purpose
- Learning new vocabulary and developing the use of dictionaries and thesauri
- Teacher modelling of the writing process using a variety of techniques
- Group discussion and shared writing in pairs, groups or as a whole class
- Role play and speaking & listening activities
- Differentiated tasks and targeted support for pupils with special educational needs (and through separate intervention groups where required)

Within every classroom learning environment, there is a working wall for English which is easily accessible by all children. The working wall displays relevant English resources and materials to support the current unit of learning including writing models, key vocabulary, linked spellings and shared writing ideas.

Planning, drafting and editing is a key aspect of all writing activities in English lessons. Once teachers have read written outcomes, supportive feedback is provided during editing lessons and additionally, through verbal comments, 1:1 conferencing or written comments in books. Children are encouraged to read their own work closely then edit independently and with peers to improve grammatical accuracy, spelling and the overall quality. Final written drafts form part of high quality central displays across the school.

In addition to year group writing themes, at the beginning the spring term, the whole school participates in a three-week writing project which focuses on a picture book. Several other schools in the local area also take part in the project as part of The Junior School Partnership which culminates in a writing award ceremony to celebrate the children's achievements.

During the summer term, year 3 teachers and year 2 teachers from our main feeder school (Letchmore Infant and Nursery School) plan and begin teaching a transition writing unit which is continued in September. This supports a smooth transition of children from year 2 to year 3 in the autumn term.

### Cross-curricular Links

Pupils have regular opportunities to reinforce writing skills in different curricular areas as outlined in year group long term planning grids.

### Spelling

A separate spelling lesson is taught every week where children study word origins, letter patterns, sounds and spelling rules. Lessons include games, oral activities, investigations and written tasks as well as a weekly spelling dictation to assess new spellings and rules taught. Current spelling rules, the year group statutory spelling list and new vocabulary are displayed in each classroom.

Planning follows the **School Spelling Framework (Appendix 2)** which adheres to the spelling guidelines in the 2014 National Curriculum for English. This is also supported by the Herts for Learning planning guide which has links to 'Support for Spelling' and the 'Key Stage 2 Spelling Bank'. Spelling is also a key aspect of editing lessons where common errors are addressed and spelling rules reinforced. Children are then expected to correct spelling mistakes within their writing using age appropriate dictionaries and thesauri.

### Phonics

It is recognised that some children will need to consolidate the phonic knowledge and skills taught in Key Stage 1, especially in year 3. Phonics is taught through extra interventions to the children who need extra spelling and reading to consolidate phonological skills that will support spelling rules and patterns.

### Punctuation and Grammar

At Almond Hill, teachers implement the grammar & punctuation requirements of the 2014 English Curriculum through the Herts for Learning Stranded Planning Platforms which outline the **progression of skills** in these areas. (See Appendix 3)

English punctuation and grammar is planned and taught as an implicit part of each English unit and writing outcomes incorporate the skills taught. Where required, some specific aspects of grammar are taught as explicit lessons.

### Handwriting

At Almond Hill we teach all children to write clearly, legibly and to develop a fluent style of joined writing using the **Nelson Handwriting Scheme** (each year group has Nelson resources to support teaching).

The formation of letters and correct joins is taught in weekly handwriting lessons and during lesson starters (using lined handwriting books in year 3 and year 4 if required). Pupils in years 5 and 6 are expected to write in blue pen (**not biro**) although younger children displaying confidence in using a fluent and neat style of handwriting may be encouraged to transfer to a pen much earlier. Teachers and support staff model high standards of handwriting at all times in line with the school handwriting scheme.

## Speaking and listening

As part of the English curriculum (and across all subjects) at Almond Hill, children will have opportunities to develop their spoken language. They will be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify arguments, opinions and answers
- Give well-structured descriptions, explanations and narratives for different purpose, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Almond Hill follows the National curriculum objectives for speaking & listening outlined in the Hfl progression of spoken language. (See Appendix 4)

## Progression of skills

READING	Year 3 Developing reader	Year 4 Moderately fluent reader	Year 5 Fluent reader	Year 6 Experienced, avid reader
Vocabulary	<ul style="list-style-type: none"> <li>• identifies new vocabulary and sentence structure and discusses to develop understanding</li> <li>• identifies and understands meanings of a wide range of conjunctions used to link events together</li> <li>• identifies a range of standard words/phrases used at various stages of a narrative e.g. <i>introduction, build up etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Notes examples of descriptive language and explains the mood or atmosphere they create</li> <li>• notices key words and phrases used to convey passing of time to introduce paragraphs or chapter.</li> <li>• identifies how specific words and phrases link sections, paragraphs and chapters</li> <li>• identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i></li> </ul>	<ul style="list-style-type: none"> <li>• uses a range of strategies to identify the meaning of new vocabulary</li> <li>• identifies examples of effective description that evoke time or place commenting both on word and sentence choice</li> <li>• notes words and phrases in pre twentieth century writing which have changed their meaning over time</li> </ul>	<ul style="list-style-type: none"> <li>• analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></li> <li>• notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</i></li> </ul>
Retrieving	<ul style="list-style-type: none"> <li>• refers back to the text for evidence when explaining</li> <li>• extracts information from tables and charts</li> <li>• recognises some different forms of poetry</li> <li>• retrieves information from text where there is competing (distracting) information</li> <li>• uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>• recognises different narrative genres</li> </ul>	<ul style="list-style-type: none"> <li>• recognises the introduction, build-up, climax or conflict and resolution in narrative</li> <li>• retrieves information from text where there is competing (distracting) information</li> <li>• identifies a wide range of poetic forms, e.g. <i>cinquain, haiku, calligram, kenning</i></li> <li>• identifies key words and phrases as evidence when making a point</li> <li>• identifies the structure and features of a range of non-fiction, narrative and poetry texts.</li> <li>• analyses how structural and</li> </ul>	<ul style="list-style-type: none"> <li>• comments on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>• notes how cohesion is achieved in different ways</li> <li>• identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</li> <li>• retrieves information, referring to more than one place in the text, and where there is competing (distracting)</li> </ul>	<ul style="list-style-type: none"> <li>• retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>• recognises how the author of non-fiction texts expresses, sequences and links points</li> <li>• explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</li> <li>• considers when a story was first published, and discusses the</li> </ul>

	<ul style="list-style-type: none"> <li>notices the difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts</li> <li>identifies the conventions of different types of writing <i>e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</i></li> </ul>	<p><b>presentational features contribute to purpose in a range of texts</b></p> <ul style="list-style-type: none"> <li>identifies events that are presented in more detail and those that are skimmed over</li> <li>identifies underlying themes in a range of narrative texts <i>e.g. courage over adversity, loss etc.</i></li> <li>identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>identifies figurative and expressive language that builds a fuller picture of a character</li> </ul>	<p><b>information</b></p> <ul style="list-style-type: none"> <li><b>identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</b></li> <li>identifies how an author varies pace by using direct or reported speech at different points in a story</li> <li><b>comments on how a character is built and presented, referring to dialogue, action and description</b></li> </ul> <ul style="list-style-type: none"> <li>retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</li> <li>identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</li> </ul>	<p>audience that the author had in mind, when reading texts from our literary heritage</p> <ul style="list-style-type: none"> <li>identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</li> </ul>
Summarising	<ul style="list-style-type: none"> <li>summarises main ideas from a text</li> <li>begins to identify themes across texts <i>e.g. friendship, good and evil, bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>explains and justifies an opinion on the resolution of an issue/whole narrative</li> <li>summarises the main ideas of a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>summarises main ideas from more than one text to support note taking</li> <li>analyses information from tables and charts and can incorporate this information into a summary of the whole text</li> </ul>	<ul style="list-style-type: none"> <li>summarises competing views</li> <li>analyses dialogue at certain points in a story and summarises its purpose <i>e.g. to explain plot, show character and relationships, convey mood or create humour</i></li> <li>discusses main ideas from a text within a group and summarises the discussion</li> </ul>
Inferring	<ul style="list-style-type: none"> <li>suggests reasons for actions and events</li> <li>infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>identifies with characters and makes links with own experiences when making judgements about the characters' actions</li> <li>justifies their views about what they have read</li> <li>Identifies how settings are used to create atmosphere <i>e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</i></li> <li>identifies evidence of relationship between characters based on dialogue and behaviour</li> <li>analyses the use of language to set scenes, build tension or create suspense</li> <li>explains how words/phrases in the description are linked to create suspense</li> <li>explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</i></li> </ul>	<ul style="list-style-type: none"> <li>identifies techniques used by the author to persuade the reader to feel sympathy or dislike</li> <li>justifies opinions of particular characters</li> <li>distinguishes between fact and opinion</li> <li>makes deductions about the motives and feelings that might lay behind characters' words</li> <li>summarises the way that the setting affects characters' appearance, actions and relationships <i>e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></li> <li>comments on the way key characters respond to a problem</li> <li>makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</li> <li>explores alternative outcomes to an issue</li> <li>analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</li> <li>evaluates texts for their appeal for the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> <li>recognises that characters may have different perspectives in the story</li> <li>considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</li> <li>explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</li> <li>summarises ideas across paragraphs, identifying key details that support the main ideas</li> <li>identifies conventions across a range of non-fiction text types and forms <i>e.g. first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</li> <li>analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</li> <li>identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships</li> </ul>	<ul style="list-style-type: none"> <li>draws reasoned conclusions from non-fiction texts N/A which present differences of opinion</li> <li>analyses why and how scene changes are made and how they affect characters and events</li> </ul> <p>techniques and use of language <i>e.g. expressive or figurative language, range of sentence structure, repetition etc</i></p> <ul style="list-style-type: none"> <li>notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs <i>e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</i></li> </ul> <ul style="list-style-type: none"> <li>distinguishes between implicit and explicit points of view</li> <li>identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</li> <li>provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</li> <li>explains underlying themes across a range of poetry <i>e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</i></li> <li>explains the intent of the author <i>e.g. explains how the author has tried to</i></li> </ul>

			and context <ul style="list-style-type: none"> <li>shows understanding through emphasis, intonation and volume when performing</li> </ul>	manipulate the emotions/bias of the reader <ul style="list-style-type: none"> <li>identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></li> </ul>
Predicting	<ul style="list-style-type: none"> <li><b>predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</b></li> </ul>	<ul style="list-style-type: none"> <li>predicts on the basis of mood or atmosphere how a character will behave in a particular setting</li> </ul>	<ul style="list-style-type: none"> <li>identifies whether changes in characters met or challenged the reader's expectations</li> </ul>	N/A
Authorial Intent	<ul style="list-style-type: none"> <li><b>evaluates effectiveness of texts in terms of function, form and language features</b></li> <li>identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</b></li> <li>explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</li> </ul>	<ul style="list-style-type: none"> <li>recognises the style of different authors and recognises their intended audience</li> </ul>	<ul style="list-style-type: none"> <li>justifies agreement or disagreement with narrator's point of view when evaluating a text</li> </ul>
Comparing	<ul style="list-style-type: none"> <li>comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i></li> </ul>	<ul style="list-style-type: none"> <li>comments on differences between what characters say and what they do</li> </ul>	<ul style="list-style-type: none"> <li><b>identifies balanced or biased viewpoints and discuss texts which</b></li> <li><b>explore more than one perspective on an issue</b></li> <li>checks whether viewpoint changes in the story</li> </ul>	<ul style="list-style-type: none"> <li>explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because .... but now I understand why .....</i></li> </ul>
Analysing	<ul style="list-style-type: none"> <li>analyses and compares plot structure</li> <li>recognises the move from general to specific detail</li> </ul>	<ul style="list-style-type: none"> <li>analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint</li> <li>analyses how poetry is structured and its effect on the reader</li> <li>exemplifies the move between generalisations and specific information</li> </ul>	<ul style="list-style-type: none"> <li>analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. <i>experimenting with the different paths that the reader can take through the text</i></li> <li>analyses paragraph structures in similar texts noting and commenting on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li><b>justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></b></li> <li>identifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</li> </ul>