



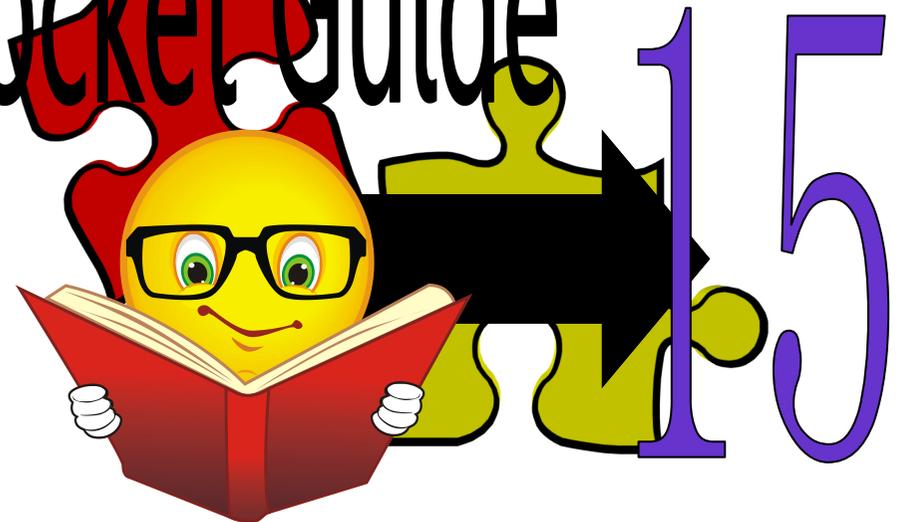
"I is not only able to hear the music that dreams is making but I is understanding it also..." the BFG said. "...It is like a langwitch."

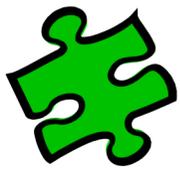
The BFG
Roald Dahl

English
@ South End
Junior



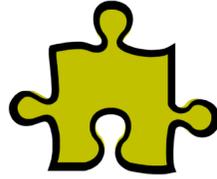
Packet Guide





A guide to English at South End Junior School

'English Pathway'



Welcome to South End Junior's English Pathway.

At South End, we strive to make English as accessible and enjoyable as we can for every child. To do this we focus on three key literacy skills:

Reading

Speaking and Listening

Writing

Why are these skills important?

1. Accessing information

Good literacy skills are vitally important because they open up access to all types of learning. Children who are literate can learn all about science, history, geography and all other subjects by being able to access written material in books and other sources.

2. Enjoyment and Enrichment

They can enjoy reading fiction and poetry, escape into imaginary worlds and develop their knowledge and understanding of new worlds to enrich their own language.

3. Confidence and Clarity

If they learn to speak confidently and clearly they are able to discuss a wide variety of topics and express their own opinions.

4. Originality and Pride

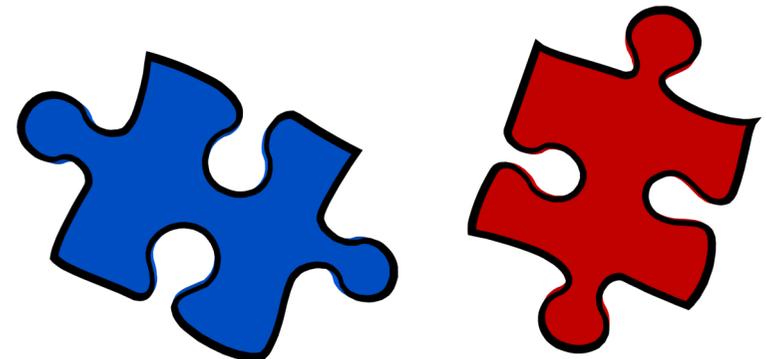
If they learn to write well they can share information and create their own texts in response to their experiences while taking pride in what they have written.

Speaking and Listening

- * Talk with your child—explain things, discuss what you are doing and encourage conversation.
- * Children are naturally inquisitive, develop your child's curiosity by encouraging them to ask questions. Speaking and listening helps children with everything they do in school.

Reading

- * Read with, and to, your child regularly. This should not stop because your child has become an independent reader. You can help them to access an increasing range of different texts and authors.
- * Talk about why things happened and what might happen next.
- * Discuss the characters—who is their favourite and why?
- * Ask how the books made them feel.
- * Look for similarities and differences between books by the same author.
- * Be a good role model, show that you enjoy reading.
- * Visit the library with your child to borrow books for you to read to them and for them to read to you. The library holds a reading challenge each year during the summer holidays which really encourages children to enjoy reading as there are prizes to be won.
- * Provide opportunities for your child to read in different contexts. For example: newspapers, magazines, comics, instructions in recipes, games or model making as well as signs and information on trips out.



Things to consider when reading with a child

- * Reading should always be a positive, enjoyable experience.
- * Children need praise when reading.
- * Sit somewhere comfortable and quiet to really enjoy a book.
- * Avoid times when they (or you) are tired or in a hurry.
- * If you model reading to your child by reading AR books to them that are just above their range, they are able to quiz on these by selecting the option that the book has been read to them.

How you can best support your child in the development of key literacy skills.

During the school day, we try our hardest to enable our child to progress in English. To help your child even more, you could use some of these ideas at home:

- * Look at and read print together when out and around the house.
- * Let your child see you reading books, newspapers and magazines. This will help them to see reading as exciting and for everyone.
- * Don't expect your child to be able to read every word in the book, instead share the book together.
- * Don't worry if your child guesses some of the words, this helps your child make more sense of the book and shows they are understanding the text.

Writing

- * Only use capital letters at the beginnings of names and sentences (and for 'I' when it's on its own).
- * Be a good role model. Show how you value and use your ability as a writer.
- * Play word games with your child. For example: I Spy and Scrabble to encourage a wider, more exciting vocabulary.
- * Be positive—do not be over critical if your child struggles to spell some words. Continuous criticism when learning any new skill can result in a child becoming reluctant to try.
- * Encourage writing opportunities at home. For example: keeping a diary, writing letters or emails. Children could also write reviews of activities they have participated in.

How we ensure progression

To teach English at South End Junior we use the New National Curriculum as a base for our planning. Genres or styles of writing, both fiction and non-fiction, are taught through a 'Learning Pathway'. This means that we open the door to the pathway with the children completing a 'Cold Write' then we focus on recognising skills and features of each genre and the children add to their personal working walls. After this, we practise these skills and they are gradually built upon. At the end of each unit, the children use their newly acquired skills in an independent piece of writing. To ensure that your child enjoys and progresses in English, we use engaging, interesting texts to inspire our units of work. The variety of texts provides many opportunities for your child to progress in the three key literacy skills.

Stage One

We start off our pathway by reading through high quality examples of texts. At this stage, there is a lot of deep, comprehension based discussion about the text focusing on generating and explaining opinions, identifying what the key features of the text are and questioning where these features appear; how they contribute to the text.

Stage Two

At stage two, we focus on studying these features in greater detail. With non-fiction texts, we practise the features individually, starting with basic skills and building on them throughout. With fiction texts, we observe various examples as well as using drama techniques to gain deeper insight into characters and settings.

Stage Three

In the final stage, your child will use all of the features that they have practised and create their own independent piece of writing - their 'Hot Write'. This is their 'Pathway Pit Stop' for English and is assessed by the teachers to track individual progress.

Spellings

Spelling rules and exceptions are taught to the children as part of the curriculum. In addition, children are given the statutory core spellings for Years 3&4 and Years 5&6 to learn. The spellings, which include the core spellings for each year group, are then sent home to be practised for testing fortnight. Each half term, children are tested on the core spellings too.

Marking English at South End Junior

Children at South End Junior are given feedback for their work in a variety of ways. This is culminated in a marking policy which is used consistently throughout the school. Feedback is recorded in green pen using the following marking codes:

What I see in my book	What it means
	I worked with a little help.
	I worked in a teacher focus group.
	<u>Stars and a wish.</u> I got a star for the things I did really well and my teacher has a wish for what I need to do next time.
	A tick and initials tells me my teacher or teaching assistant has looked at my work.

Children are encouraged to use a red pen in their books to indicate that they have responded to the marking.

Presentation

The children are expected to maintain high standards of presentation and these are outlined clearly in the Marking Policy:

- * I always draw a straight line under the last piece of work using my ruler.
- * I always write the date first on the left of the page.
- * I always miss a line then write the learning question at the top of my work.
- * I always underline the date and learning question with a ruler.

Reading at South End Junior

At South End Junior, we pride ourselves on not only having a wide range of high-quality fiction and non-fiction texts but also having some fantastic areas for your children to enjoy reading alone or with their peers. The Library is based in both The Avenue (fiction texts) and The R Zone (reference texts) and both of these areas have seating areas. The Oasis, outside which includes The Huddle, has also been fully equipped for your child to sit comfortably with a book. As well as the Library, in the Lower Learning Hub corridor, we have our colour-coded books. Your child will progress through the levels as they become a more confident reader.

Accelerated Reader

Accelerated Reader (AR) is a computer-based program that helps teachers to monitor children's reading comprehension skills and guide reading choices to ensure children are reading books that support gradual progress, rightly recognising that reading is not solely about a child's ability to decode words using phonic knowledge.

Children will take home AR reading books and within their ZPD (zone of proximal development). You will know they are an AR book because they will have a coloured sticker on the spine with a decimal number written on, and a sticker inside the front cover with information such as the book level, interest level and quiz number. Of course, pupils can read books that are not an AR book but they will only be able to quiz on AR books and use the results of these quizzes to work towards a set target.

The ZPD range is set for every child based in the result of the STAR reading quiz they sat in the previous term, which is re-sat five times a year. By reading books in this range, for at least 30 minutes every day in school plus extra at home, children should make optimum progress in reading. Childrens' ZPD ranges and their points target can be found on the front page of their reading record and will be updated after each STAR quiz. When starting on a new ZPD, children should begin by reading books at the lower end of the ZPD and gradually move through to the top end, being guided by their teacher and the results of the quizzes they complete.

Recording the reading children complete at home in their reading record, ideally, at least five times a week, is strongly encouraged to parents/carers. When children feel they have completed a book, and do not need to re-read to fully understand it, they may quiz on the book in school as soon as possible. Quizzes should be taken within 48 hours of completing a book and any completed on a Friday evening, can be quizzed on Monday.