



Godalming Junior School

Subject: English and Shared Reading	Report prepared by: Emily Martin
<i>Our curriculum intent for Literacy at GJS</i>	
<p>At Godalming Junior School, there is a consistent and inclusive approach to children's learning in Literacy, which shows continuity, progression and breadth. Teaching techniques strive to be of the highest quality. Expectations of ourselves, the children and everyone else are high, in an effort to provide continuous challenge and success for all. We aim to teach and develop skills that are applicable in modern life and provide a solid basis for their future, which also includes adopting and teaching the children about our school values.</p>	
<p>English at Godalming Junior School covers spelling, punctuation and grammar (SPaG), phonics, handwriting, oracy (speaking and listening), reading and writing. We are a language-rich school and, as such, quality language and vocabulary are at the core of all of our lessons across the curriculum.</p>	
<p>Our writing curriculum is taught predominantly in English lessons. However, teachers ensure that purposeful cross-curricular writing is practised in all subjects. We believe that writing is integral for children to express their ideas fluently and confidently. Through writing, we promote pupils' enjoyment and understanding of language. Thus, we ensure children have access to a range of high-quality text types to build their understanding of relationships between words. At Godalming Junior School, we know that oracy is at the heart of a good writer, and with support from the Talk For Writing framework, we encourage children to play an active role, share their ideas and rehearse verbally before embarking on extended pieces of writing.</p>	
<p>We foster a love of reading in ALL children by providing an ambitious, broad and demanding range of high-quality books, which inform all areas of the curriculum. Every classroom has: a high-profile book corner, 'Book Talks' (child-led conversations about books they are reading) that are held at least once weekly and nominated class librarians. Children are read to by the class teacher during story time at the end of the day, and a range of authors and styles are studied in Shared Reading and English lessons across the school. Ultimately, our language-rich curriculum allows for children to develop their own abilities to share ideas and opinions, as well as develop culturally, emotionally, intellectually, socially and spiritually.</p>	
<i>How we implement the curriculum at GJS</i>	
<p>English is a core subject taught daily across the whole school, with an emphasis on writing. Godalming Junior School follows the Talk For Writing structure. This approach was adopted in September 2019 and has been fully applied to all English units since September 2021. All classes successfully teach using the Talk For Writing framework, with an increase in children meeting the expected standard since 2021. SPaG (spelling, punctuation and grammar) is incorporated into these lessons, but some year groups have stand-alone SPaG and handwriting lessons in addition to this. In addition, 'Short Burst Writing' sessions are held in all year groups at least once weekly: this is an opportunity for children to 'free-write' with a picture, music, or writing stimulus. Each class across the school has additional Learning Support Assistants for all core subjects who are deployed at the direction of the class teacher to support learning.</p>	
<p>In English lessons, work is focused around a key author or text, including poetry. Using this model text, different styles of writing are produced, using the adapted text as the main source of stimulus. At the beginning of each unit, children are provided with a learning journey with specific outcomes from their year-group attainment ladder. This means that all children understand the journey they will go on throughout the unit to achieve their targets. Units in English usually last for 4 to 5 weeks. All staff use dyslexia-friendly fonts e.g. trebuchet, colours and teaching techniques in all lessons.</p>	
<p>Spelling is taught in class three times a week. Class teachers can increase the frequency if deemed an area for improvement for their cohort and some year groups set spelling homework. Spelling assessments are regularly held to check each child's individual progress; teachers provide differentiated spelling lists for children who have specific words or sounds they are focusing on. Lower school also have Phonics spelling sessions for children who are working below their year group. These small-group interventions are run two-three times a week by trained LSAs and our inclusion teacher. If a child needs additional spelling support, they have access to interventions such as Word Wasp, Toe-By-Toe and SNIP spelling.</p>	
<p>Shared Reading is taught across the school. Students at GJS study a range of challenging, higher-thinking texts and authors during these sessions, practising inference, retrieval, summarising and predicting. The school has embedded the 'Opening Doors' approach to teaching Shared Reading which focuses on quality texts being accessed by all groups in the class, with an overall aim to promote a love of reading and introduce texts and authors that a child may not access independently. To further enrich reading, the school takes part in events like the Scholastic Book Fair and Read-a-thons.</p>	
<p>Phonics assessment is undertaken at the beginning of September for the new Year 3 cohort. Rigorous phonics interventions follow the 'Little Wandle' framework, which continues throughout the year for focus children, with a range of phases being taught on a daily basis in small groups. The programme in place at Godalming Junior School helps children who struggle with reading and spelling to revise their key stage 1 learning and build on their phonics application to become capable and confident readers and writers.</p>	
<p>Handwriting and 'proud presentation' is embedded in our teaching across all subjects at GJS. In Year 3, all children will write in pencil in all lessons. All children must use cursive writing and appropriate letters should be joined up. Children should appropriately size uppercase and lowercase letters. In Year 4, children can achieve their Pen Licence. This means that they can write in pen for most subjects. In lower school, regular handwriting sessions are implemented by the class teacher throughout the week, using 'LetterJoin' as a framework.</p>	
<p>By the beginning of Key Stage 2, all children are expected to use the correct pencil grip. If this is not the case, children in Year 3 will be supported with this during handwriting interventions.</p>	
<i>The impact of our Literacy curriculum at GJS</i>	
<p><i>"English is my favourite subject because writing helps me express how I feel." Grace R</i></p>	
<p>Pupil voice and engagement shows that children at Godalming Junior School enjoy reading for pleasure, English lessons and story-time at the end of the day. The profile of Literacy across the school is raised by two '10richment weeks' dedicated to the subject - Poetry Week and Book Week. Staff are reflective when planning, and choose texts and writing 'hooks' to engage their classes and develop pupils' love for reading. Due to our whole-class teaching, we ensure all children are exposed to a range of texts and topics with low-threshold, high-ceiling lessons planned to support access.</p>	
<p>Through regular monitoring of new and relevant research from the EEF, National Literacy Trust and the Department for Education, we ensure that our planning, resourcing and approaches to teaching reading, writing and phonics are always ambitious and to a high-quality.</p>	
<p>Phonics assessments and interventions are embedded. Data trends across the school show a rise in 'expected' and 'greater depth' readers and writers, and a decrease in children working below expected standard.</p>	

By the end of their time at GJS, pupils have a working knowledge of both classic and contemporary authors and poets, have had an opportunity to express themselves in writing and performance, and use sophisticated and rich language to share their thoughts and ideas.

Review 2024-25			
Intent	Implementation	Costs	Actual Impact
For all teaching staff in each year group to confidently identify if a child is working towards, at or above the expected standards using a range of their independent writing as evidence	Moderation training with an outside agency for all year groups and across phases throughout Godalming Junior School. Regular moderation in year groups for every assessed piece of writing, and at least once termly writing moderation within phase meetings. School leaders to support all teaching staff by taking part in moderation sessions and ensuring staff with questions about assessment are directed to credible sources and supported when improving their subject knowledge.	£1,500	Writing attainment levels at GJS have risen since the previous year. Year group and phase moderation indicates that all staff have a better working knowledge of their curriculum area. New writing ladders have been designed with teachers' input to ensure that 'non-negotiables' for each year group are clear. Staff voice indicates that teachers feel more confident when assessing independent writing. In most classrooms, consistent and meaningful feedback is given in all writing tasks - sometimes this is done verbally. Regular writing moderations in year groups and in phases is recommended to continue and become embedded.
To build a social reading environment in every class in the school through book talk with consistency and clarity of purpose.	Staff meeting CPD to launch Social Reading Environment classrooms at the beginning of the term and provide scaffold and ideas for 'book talk' sessions. A follow-up staff meeting in the spring term to further embed and feedback on practice. Dedicated time in the timetable per week for classes to take part in 'book talk'. Scaffolds provided to support teachers with embedding this.	£50 per class for class libraries	Pupil voice indicates that 'Book Talks' are happening throughout the school regularly. Class teachers have specific 'Book Talks' sessions planned into their weekly timetables. All classes have one or two established librarians who are responsible for maintaining the class library and contributing regularly in 'Book Talks'. Regular assemblies about books, 10 richment weeks about books and book recommendations in the newsletter should continue into the next year.
For the 'Opening Doors' approach to texts to be embedded across the GJS reading curriculum throughout the year, introducing all pupils to a diverse range of authors, genres and text-types.	Staff meeting CPD to embed Opening Doors approach and specified, dedicated time given to all teaching staff to choose texts and plan together, with EM to support where necessary. For learning walks and planning monitoring to be used to ascertain pupil engagement and progress. Diversity reading lists to be sourced and created to support teachers' choices and professional knowledge, and for this recommendation list to be shared with parents.	Time	All classes follow the 'Opening Doors' approaches in Shared Reading lessons. Texts are explored over multiple weeks with many staff planning units based around themes. Pupil voice indicates that children enjoy Shared Reading lessons more, particularly when the reading links to their English focus. Our reading curriculum covers a broad range of writers across cultures, genres, styles and varying periods of history.
Action Plan for 2025-26			
Intent	Implementation	Costs	Projected Impact
To embed 'Book Talks' in all classrooms, encouraging children to lead these conversations confidently, with support from the class librarian(s)	Profile of 'librarians' to be raised, with a 'job description' and consistent nomination process across the school to recognise our enthusiastic readers. Follow-up and feedback sessions in staff meetings for staff to share good practice during 'Book Talks'. Included on the school timetable for all classes. 'Book Talks' posters to be on display in all classrooms. Learning walks and pupil voice to monitor where 'Book Talks' is going well.	None	To continue to build a sense of a 'book community' at GJS with regular, informal discussions that share preferences, thoughts, ideas and recommendations. For children to confidently lead these conversations with their peers. To establish the role of librarians in each class - pupils who organise the book corner, lead discussions on books and recommend books to others. All learners leave Godalming Junior School with an enjoyment of reading, a knowledge of books appropriate for their age-group and the language to express their feelings and ideas about a range of texts without adult modelling.
To introduce half-termly writing targets which are personalised for all pupils to help them achieve their best	A summer term staff meeting to launch the initiative and support teachers with where these targets come from. A page in the reading records allowing 6 target spaces, and a consistent, 'GJS' format for targets to be stuck in English books.	Budget allowance to personalise a page in the reading records	All children will understand how they can improve and be more successful in their writing. School reports, parent-teacher meetings and writing assessment will be supported by this personal target. An embedded system across the school so all children and their parents/carers know how they can be successful when developing their writing. All teachers know the curriculum and its progression of skills confidently. Thus, they will be able to identify a key area for each individual pupil. All teachers are planning and creating opportunities for children to practise and develop their targeted area.
To develop a robust programme of study for teaching spelling at GJS	For spellings to be taught at least three times weekly in all classes, following a consistent structure across the school. CPD provided for all teaching staff. To include teaching strategies to embed spelling words which are covered in the National Curriculum, and for teachers to pull on this range of teaching strategies to embed spelling learning throughout the week. Circulate 'Spelling Learning Journeys' to support staff with spelling coverage and ensure some patterns and sounds are revisited from prior year groups. For learning walks and spelling tests to be used to ascertain pupil engagement and progress. Work alongside SENCo to ensure pupils have differentiated spellings or are using an appropriate spelling intervention. A programme of observation, feedback and further support is put in place.	Access to National College Allocated staff meeting time	For teaching staff to have a good knowledge of morphology and etymology, and how these areas help children to understand how words are 'built' in the English language. For the spelling interventions we provide at GJS to be rigorous and relevant, with clearly measured impact. For the profile of spelling to be raised as a core subject. For teachers to feel confident teaching spelling using a range of methods to suit all types of learners.