



# Godalming Junior School

## English @ GJS

### Love, Live, Learn

<u>Reading Intent</u>	<u>Writing Intent</u>
<p><b>LOVE</b> - foster a love of reading in all children which will play a key role as they develop</p> <p><b>LIVE</b> - rigorous, broad and balanced range of books, styles and authors studied to give insight into our wider world</p> <p><b>LEARN</b> - reading plays a key role in all areas of the curriculum, with a focus on specialised vocabulary and reading skills</p>	<p><b>LOVE</b> - promote pupils' enjoyment and understanding of language</p> <p><b>LIVE</b> - for children to express their ideas fluently and confidently through writing</p> <p><b>LEARN</b> - for children to take inspiration from a range of text types and authors when developing their own writers' voice.</p>
<p><u>Reading Purpose of Study</u></p> <p>It is essential that all pupils are able to read fluently, and with confidence, in any subject. Pupils who are still struggling to decode when reading are taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.</p>	<p><u>Writing Purpose of Study</u></p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Our language-rich curriculum encourages children to express themselves through explicitly taught vocabulary in all curriculum areas. We teach pupils to develop as writers by teaching them to enhance the effectiveness of what they write as well as increasing their competence. By the end of key stage 2, pupils should be able to reflect their understanding of the audience for and purpose of their writing, selecting appropriate grammar and vocabulary.</p>

## Implementation

English at Godalming Junior School covers spelling, punctuation and grammar (SPaG), phonics, handwriting, 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.

At Godalming Junior School, there will be a consistency of approach to children's learning, which shows continuity, progression and breadth. Teaching techniques and organisational strategies will strive to be of the highest quality. Expectations of ourselves, the children and everyone else connected to the school will be high which will ensure continuous challenge and success for all. We aim to teach and develop skills that are applicable in modern life and a solid basis for future developments in their learning and in society which also includes adopting and teaching the children about our school values.

English is a core subject taught for one hour daily across the whole school in the morning, with an emphasis on writing. Godalming Junior School follow the Talk For Writing implementation method. This approach began in September 2019 and has been fully applied to all English units since September 2021. All classes successfully teach using Talk For Writing, 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 English lessons, work is focused around a key text (contemporary/classic including poetry which is frequently reviewed). Using this model text, different styles of writing are produced, using the 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, colours and techniques in all lessons.

Spelling is taught in school, with at least three sessions of 20 minutes per week. Class teachers can increase this amount if deemed an area for improvement for their cohort. Some year groups are beginning to trial setting these spellings as homework in addition to these lessons. There is a spelling test at the end of each week in all classes. Lower school also have Phonics spelling sessions for children who are working below their year group. These small-group interventions are run two to three times a week by trained LSAs, the SENCo and our inclusion teacher. If your child needs additional spelling support, they have access to interventions such as Word Wasp, Toe-By-Toe and SNIP spelling to support them.

Shared Reading is taught at least twice weekly, with the opportunity for teachers to teach a third lesson during the week if deemed an area for improvement for their cohort. The lessons are approximately 45 minutes each. Students at GJS study a range of challenging, higher-thinking texts and authors during these sessions, practising inference, retrieval, summarising and predicting. The school is beginning

to introduce the ‘Opening Doors’ approach to teaching Shared Reading, with an aim to have our Shared Reading curriculum following this strategy by the end of Summer 2024.

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 all subjects, aside from Maths and Art. In lower school, regular handwriting sessions will be implemented by the class teacher throughout the week. This is particularly prominent in Year 3, usually on a weekly or twice-weekly basis.

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. Pencil grips are available from the SENCo to assist dyspraxic learners or children who are still developing their fine motor skills.

Children are all given a reading record at the start of the year which is used to log children’s reading by either a parent/guardian or adult at school. Every effort is made for an adult at school to listen to each child read over a two week window. Children are expected to read at home at least 4 times a week and at least one of these occasions are logged in the Reading Record. All classes have a class book which the class teacher will read to children at the end of most school days.



### Talk for Writing process

<b>Planning</b>	<ul style="list-style-type: none"> <li>• Baseline assessment – <b>(cold task – have a go)</b></li> <li>• Refine language focus &amp; adapt model text</li> <li>• Test model: box-it-up, analyse it, plan toolkit</li> </ul>
<b>1. Imitation</b> 	<ul style="list-style-type: none"> <li>• Creative hook &amp; context</li> <li>• Warm up words/phrases/sentences/short-burst writing</li> <li>• Internalise model text – text map</li> <li>• Deepen understanding, eg: drama</li> <li>• Read as a reader – vocab + comprehension</li> <li>• Read as a writer: box-up, analyse &amp; co-construct toolkit</li> </ul>
<b>2. Innovation</b> 	<ul style="list-style-type: none"> <li>• Box-up new version &amp; talk the text</li> <li>• Shared writing – innovate on model</li> <li>• Pupils write own version: peer assess</li> <li>• Teacher assesses work – plans next steps</li> <li>• Feedback &amp; improvement</li> </ul>
<b>3. Independent application</b>	<ul style="list-style-type: none"> <li>• Next steps based on assessment</li> <li>• Pupils write independently <b>(hot task)</b></li> </ul>
<b>Final assessment</b>	<ul style="list-style-type: none"> <li>• Compare <b>cold/hot</b> assess progress</li> </ul>