

CJS Overview

English

At Crofton Junior School, we embrace the English National Curriculum (2014) and uphold that English has a pre-eminent place in education and in society. It is the medium for teaching; for pupils, understanding language provides access to the whole curriculum and the life-long skills needed to equip pupils for everyday life, both now and in the future.



Intent: We aim to...

Develop a life-long love of literature through our text-centred approach to teaching English. Through this approach, we believe children have the chance to develop culturally, emotionally, intellectually, socially and spiritually in-line with our overall curriculum drivers: Nurture, Respect and Inspire.

Provide opportunities for children to express and articulate their ideas, thoughts and feelings confidently and competently through spoken language and writing.

Equip children with necessary life-long skills to ensure they can read and write confidently and coherently. This will ensure they can access the wider curriculum and prepare them for the next stages in their education at Key Stage 3.

Promote high standards of language and literacy enabling all pupils to communicate effectively and appreciate the richness, magic and power of the written word.

Develop a consistent approach to the teaching of English to ensure all children reach their full potential.



Implementation: How do we achieve our goals?

At Crofton Junior School, reading is at the heart of our text-centred approach to teaching English. Whilst providing a platform for the teaching of reading objectives, this approach also links explicitly to the teaching of writing. A quality text provides children with an excellent model and content for their own writing. English at Crofton Junior School comprises of the following areas:

READING (INCLUDING PHONICS)

SPOKEN LANGUAGE

WRITING

SPELLING

HANDWRITING

A phonics-first approach

At Crofton Junior

School, we have chosen to use a DfE validated synthetic phonics programme: Little Wandle Letters and Sounds Revised alongside phonetically decodable reading books matched to the abilities of the pupils using Collins Big Cat books. This programme is used for those pupils who require support to catch-up in this area. Refer to the Phonics Policy and Phonics Quick Guide for more information.



Reading

Reading at Crofton Junior School comprises of three key areas: reading for practice, reading for meaning and reading for pleasure. If fluency is deemed (through formative and summative assessment) as a whole class need, this will be a focus of the whole class guided reading sessions which take place three times a week using the 6Ps: performance reading. The first two sessions will focus on fluency (reading for practice). This will provide a bridge from word recognition to comprehending the text. In the third session, pupils will focus on comprehension skills. High quality texts are carefully chosen in all reading lessons allowing for new and ambitious vocabulary to be identified, explored and developed. At Crofton Junior School, our English curriculum follows the three-phase model, centred around a driver text. Within a unit of work in English, the first phase (the READ phase) ensures pupils have the opportunity to engage with the driver text and the text type being studied. This is taught through shared and independent reading opportunities. Reading for pleasure has a high profile in school due to the use of Accelerated Reader, Buddy Reading, weekly visits to the school and class libraries and the book spines for each year group. Refer to the Reading Quick Guide and Reading Policy for more information.

Spoken Language

At Crofton Junior School, all staff value the importance of using correct Standard English both when speaking and writing. Pupils are exposed daily to sophisticated vocabulary. This may be through explicit vocabulary instruction, reading or teacher modelling. Kagan co-operative learning structures are used in English lessons and across the wider curriculum to engage and enthuse all children with a shared goal. These structures not only promote active participation but also help children to improve their social skills as all conversations follow a structure/routine. Furthermore, spoken language underpins the performance reading sessions allowing pupils to focus on developing their reading prosody. Performance and drama opportunities such as hot-seating and conscience alley are used across the curriculum to engage children in their learning and ensure depth of knowledge and understanding. Refer to the Spoken Language Quick Guide for more information.

Wider Opportunities

All pupils have the opportunity to participate in an annual 'Spelling Bee' competition to promote and champion the learning and retention of spelling at Crofton Junior School. The final is held in front of a larger audience to celebrate the achievements of all participants. Furthermore, children have the opportunity to enter a termly writing competition based on a stimulus/theme. This promotes a love of writing since children are encouraged to demonstrate their writing skills and creative abilities in a chosen way. Finally, a "Summer Reading Challenge" is created each year for children to complete throughout the holidays.

Three –Phase Model

Our English curriculum is designed to develop intrinsic links between all aspects of English including spoken language, reading and writing. A quality text that underpins this is at the heart of our English curriculum. Whilst providing a platform for the teaching of reading objectives, it also links explicitly to the teaching of writing. A quality text provides children with an excellent model and content for their own writing. Additionally, we analyse model texts which provide our pupils with a precise understanding of the key features of different text types, including the formal structures of English, grammatical detail, punctuation and spelling. These specific skills are modelled and taught linked to the text type (where possible). All pupils are expected to plan, draft, write, edit and proof-read a piece of writing, incorporating all of the skills that they have learnt throughout a unit of work. Opportunities for proof-reading and editing written work are planned and children are encouraged to take an increased responsibility for proof-reading for errors and editing their work, with the reader in mind, as they progress through the school and key stage. The use of working walls and success criteria support children in their writing, with levels of scaffolding reducing as the children move through an academic year, and through school. Teachers model clearly how to use tools such as success criteria and working walls, so that as children progress through school, they are more independent in using these resources. Refer to the English Policy for more information about the three-phase model approach for teaching English.

Spelling

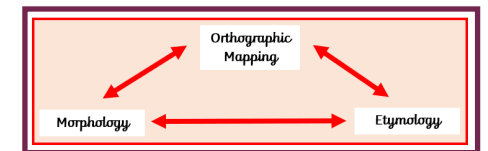
The Spelling Shed scheme is used across school for spelling lessons. Weekly spelling lessons and word lists are generally organised around grapheme/phoneme patterns. Spelling at Crofton Junior School is underpinned by the following key areas:

Orthographic Mapping: The study of the conventional spelling system and how letters combine to represent sounds and form words.

Morphology: The study of the formation of words.

Etymology: The analysis of words to find their true origin.

These key areas support the spelling process by equipping children with the skills needed to spell confidently and understand the formation of, and origin of, words. Refer to the Spelling at Crofton Junior School Guide for more information.



Handwriting

At Crofton Junior School, all children are expected to join their handwriting and handwriting is taught in families across all year groups. Handwriting sessions are taught during discrete sessions in Lower Key Stage 2. Sessions occur more frequently, if needed, to ensure that children have mastered a cursive approach to handwriting before reaching Upper Key Stage 2. When children initially join Crofton Junior School, they write in pencil. Teachers in Year 3 award children with a pen licence when they are satisfied that children have fully mastered a cursive approach to writing. By Year 4, all children write in pen and they are expected to write in a joined, fluent and legible style by this point. Handwriting interventions take place in Upper Key Stage 2 at the discretion of the teacher. Refer to the English Policy for more information about handwriting.



Impact: How will we know we have achieved our aims?

Children achieve their full potential against the criteria of the National Curriculum.

As we believe reading is the key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and essential skills equip pupils for everyday life, both now and in the future.

Pupils develop the fundamental skills in reading and writing to enable them to transition to secondary education well-prepared for learning at Key Stage 3.