



## English at Julian's Primary School

*“The value of English in the curriculum? What can I say? Without English nothing. And without good English, nothing very well.” Anne Fine*

### **Values, Beliefs and Principles:**

At Julian's Primary School we aim to provide all children with a challenging and enriching curriculum. Successful teaching equips children with the tools they need to read and write and to become literate. Literacy is a vital skill that unlocks doors to many opportunities and learning experiences. We believe that all children should learn the skills in speaking, listening, reading and writing so they are able to express themselves creatively and imaginatively and to communicate with others effectively.

### **The English curriculum at Julian's provides:**

- A rich and stimulating language environment, where speaking and listening and reading and writing are integrated.
- Opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- Opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- An awareness of purpose and audience for both written and oral language.
- An environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.

### **Speaking and Listening:**

Julian's provides planned opportunities or a range of speaking and listening tasks and activities. This encourages children to develop as fluent, confident and competent speakers who are able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively and listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise which needs to be planned and developed within the classroom. The tasks and activities will be assessed when they take place.

### **We aim for pupils to be able to:**

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations.
- Understand the effect of speech on the listener.
- Use talk to develop and express ideas.

- Communicate meaning effectively.
- Listen attentively and derive meaning from what others say.
- Follow verbal instructions accurately.
- Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
- Develop the skills of turn taking, negotiation and reaching consensus.
- Appreciate the role of a talk buddy and the way in which others can help in the learning process by sharing ideas and being supportive.

### **Reading:**

We aim to teach and encourage children to become enthusiastic, confident, critical and independent readers who are able to read for a variety of different purposes including enjoyment and the pursuit of knowledge and who are able to reflect on and evaluate what has been read. They should be able to cope with print produced in a variety of ways.

### **Reading work within our school should:**

- Foster enjoyment and enthusiasm for reading.
- Teach the decoding skills, e.g. phonics, letter strings, initial sounds, word shape, contextual and pictorial cues
- Extend the children's vocabulary
- Encourage careful attention to punctuation so as to make meaning of the words
- Develop the use of expression and intonation when reading aloud
- Provide opportunities to practise the skills of skimming and scanning the text for retrieval of information
- Top understand how the format and language changes with different genre
- Develop reflective and evaluative reading including personal preference
- Give knowledge and insight into a range of authors and genres
- Encourage and develop an understanding of what has been read both literally and inferentially
- To use a range of resources for reading materials.
- To use ICT based reference materials for information

### **Writing:**

Julian's recognises that it is important for children to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. We expect children to use a range of forms for a variety of purposes and audiences. They should be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

### **We aim for pupils to be able to:**

- Use writing as a means to communicate ideas and information to a reader
- Write in a grammatically accurate way
- Develop an increasingly wide vocabulary suited to the purpose and genre
- Write in a particular genre with a good understanding of the features of that genre

- Understand the conventions of written language
- Use teacher modelling as a means to understand the writing process
- Understand how writers can have an effect on the reader
- Incorporate ideas and skills of other authors into their own writing
- Collaborate with others during the writing process
- Draft and re-draft, where appropriate making significant revisions
- Work collaboratively with other children to discuss the editing of written work
- Use ICT as a tool for writing
- Use spelling, punctuation and syntax accurately and with confidence

### **Spelling**

Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spellings strategies which they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They should be aware of the differences between spoken dialect and written English in terms of spelling.

#### **We aim for pupils to be able to:**

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory. The emphasis should be on the high frequency words as identified within the National curriculum as well as the spelling lists and spelling rules for each phase of the curriculum.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell checks etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules. Understand that some prefixes and suffixes can change the meanings of words.
- Use a range of strategies to learn spellings, especially those misspelt in their own work.

### **Teaching and Learning of English**

The school follows the NC requirements for English. All teachers are expected to follow the National Curriculum framework and to directly relate work to the creative curriculum contexts for learning where appropriate. The teachers are in charge of deciding when each unit is taught across the year and making relevant links. The assessment deadlines should be planned in to the yearly overview. The general expectation is that at least 2 weeks has to be spent on a unit as the children need to be immersed in the text before writing their own.

The contexts for learning are set and given to teachers at the start of the academic year. Contexts can be adapted to make them more meaningful and relevant to the children's interests/cultural needs, but teachers should always ensure that any changes are cross referenced to the national curriculum so that the appropriate knowledge, skills and understanding elements are taught.

The contexts for learning are linked to CLPE *Power of Reading* units. The CLPE website has units of work for key texts which then drive the context for learning. These are creative approaches to texts. Teachers use these units as the basis for planning the first part (immersion) of the unit and then use the Pie Corbett '*Imitate, Innovate, Independent Application*' approach to ensure children are confident on genre features. Shared and guided writing takes place during the imitation and innovation stages of the unit as well as in some of the earlier *Power of Reading* activities. Sentence level work, handwriting and spelling are taught explicitly.

### **What Makes Good (WMG) ... and the Golden Sentence**

The principle behind this is children developing the success criteria for their writing. A WMG for each specific genre is developed within every unit of work by the class. This is worked on with the children during the first few weeks of each unit. The children should keep these in their reading and writing journals.

By developing the success criteria children are then fully involved in and *leading the learning*. If they are reading a piece of work for e.g. that is not 'good enough' in a certain element they will then see the areas which can be improved in order for the work to become 'good'.

Success criteria can be generated by analysing anonymous pieces of work, either children's or adult written. This can be done in guided group work sessions with the teacher, during whole class shared work or, once trained, independently. Teachers can then tailor the pieces directly to individual or group needs i.e. if a group always write an ending that does not solve the problem, then they can be given a piece of work that does the same thing and asked "What's the problem?" "What needs to happen next?" / "How would you improve this writing?" in order to make it better. This encourages reflective thinking, critical thinking, editing and improving skills.

The WMG is built up over time, never just given to the children. Teachers may spend a lesson on the value of speech in a narrative and therefore in the plenary add that to the WMG. You may start that lesson with a story without any speech in it and then analyse together and make it better.

The WMG is then used as a final assessment and checking tool. When their work is finished they read it to their partner and their partner says what makes their work 'good.' Then what they need to do to make it better. This takes the focus away from handwriting and full stops and makes the focus more on the content of the writing.

The WMG is generated with reference to the genre continuums and the past assessment from other teachers and your own assessment in that genre.

**The Golden Sentence** – this is a self-regulatory system so that the staff do not have to constantly mark the secretarial aspects and the content can be focussed on. The children need training in how to assess their own work and find the ‘golden sentences’ i.e. the ones that have all the correct elements of a good sentence. There is progression in this as detailed below:

ALL sentences must have:

- Capital letter
- Full stop
- Finger spaces
- Makes sense
- Interesting word

Then they COULD HAVE (this could be changed according to text type.)

**Year 1 / 2:**

- Simple sentences, tense appropriate
- Range of connectives
- Range of punctuation (. ? ! ” ” ” .....)
- Modal verbs (could, would, should)
- Good word / phrases choice
- Variety of different sentences for effect
- Adjectives and adverbials
- Capital letters for different purposes

**Year 3 / 4:**

- Consistently correct tense
- Word choice fit for purpose
- Range of punctuation (. ? ! ” ” ” ..... ( ) , :)
- Appropriate engaging language

**Year 5 / 6:**

- Manipulation of clauses for effect
- Word choice and manipulation
- Range of punctuation used correctly ( , “ ” ( ) - : ; .... ? !)
- Subordinating conjunctions
- Appropriate use of short and long sentences

## **Display**

Every class should have an English working wall and an interactive golden sentence display that changes per text type. KS1 and EYFS classes should also have an interactive phonics display that shows the sounds the children are currently on, some pictorial representation of the sound and some nonsense or alien words that include the sounds.

## **Genre Continuums**

There are genre continuums for all text types which inform the teacher's subject knowledge and the WMG. There is a separate KS1 narrative continuum but all the others cover both Key Stages. Staff use these continuums to improve their subject knowledge so that there is appropriate progression across the whole school in the different genres. Genre continuums and curriculum requirements are contained in the black English subject folders in each class. They then annotate the continuums with attainment at the end of the unit. A new target is written on each differentiated group's sheet. This is then used next time that genre is taught ensuring that there is no repetition of learning and clear assessment for learning. These are passed on to the next teacher at the end of the year.

Julian's teachers also use the Pie Corbett writing models to share the WMG and genre features with children. The teacher can either write their own model text based on the genre being covered or use the appropriate Pie Corbett model text.

### Evidence for assessing attainment and progress

- Genre continuums
- Writing books
- Cross curricular work
- Writing models
- Pupil Asset formative assessment tool

## **Guided Writing**

The expectation is that the staff teach guided writing at least once every two weeks with each differentiated group. The guided writing should be based on the individuals' groups needs and be derived from marking, assessment and the genre continuums.

## **Handwriting**

Handwriting should be planned in for at least 3 times a week. It should be linked to spelling where appropriate. As the children progress through the Key Stages it should focus on speed handwriting too. See Appendix 1 for further guidance on handwriting at Julian's.

## **Spelling**

Spelling in Year 2 to Year 6 follows the TES spelling scheme, which incorporates all of the spelling rules and word lists outlined in the national curriculum.

## **Phonics**

All teachers follow the Read Write Inc Scheme. Children are screened regularly to determine progress, and interventions are put in place for those children not making the required progress.

## **Independent Readers and Reading Books**

Julian's uses Rigby Star, Bug Club, Read Write Inc and a variety of guided readers including POR texts. They are all in labelled boxes according to the book bands. In all classes the TAs change the books at a dedicated time each day. Further up the school, the reading journal is used to ensure that all children are reading at home regularly. The reading journal is used to create a dialogue between home and school; the parent/carer and the class teacher both write in the diary. All children get the opportunity to visit the school libraries and change their book every other week.

## **Guided Reading**

Guided reading happens every day from 9:00-9:30am led by the class teacher. Classes are divided into 5 differentiated groups with the remaining children working independently during that time on different activities. One of these should always be responding to feedback and marking. The other activities can vary from spelling, reading tasks, reading journal work, blogging and publishing work. The guided reading timetable is planned every week with supporting adults also planned to work with a guided group.

Guided reading books are kept in the classrooms. We have a variety of texts. There is the Rigby Navigator, which has several texts in each book. There is a teacher's guide too – this has all the learning objectives and questions to ask. The reading continuum is a set of statements which cover how to read from role play reading to advanced reading. These are used as the objectives for the guided reading (if not using Rigby Navigator). These should be used for both long and short term targets. Every differentiated group should have a guided reading record sheet every half term that is changed. This has a long term target on it and then room to record evidence from the regular reading sessions. TAs should record their reading groups on here too.

## Evidence for judging progress/attainment

- Guided reading record sheets
- Annotated reading continuum
- Reading journals (see appendix 2 for further information about reading journals)
- Pupil Asset formative assessment tool
- Responses (verbal and written) to reading assessment activities (see appendix 3 for details)

## **Learning Environment:**

Resources should be well organised and accessible so that children are able to become independent learners. The classroom should provide an attractive and stimulating learning environment where the care and storage of equipment and materials is made explicit. It is

important that children are able to see texts clearly for the shared part of English sessions. All the classes in KS1 and KS2 have access to a range of big books, Interactive Stories and other texts (these could be videos, newspapers or packaging for example) for each week of the literacy session. Teachers can also use visualisers to share images and texts with the class on the IWB. Age-appropriate dictionaries, thesauruses letter and word mats should be freely available for the children to use to scaffold their writing.

The classroom should be organised so there is maximum visibility of shared resources. Children need to know that work is valued and work displayed should incorporate both fiction and non-fiction examples of children's writing.

At Julian's we promote an ethos where children are prepared to take risks in their learning and are secure in the fact that their contributions will be respected and valued.

### **Library**

Julian's has two well-stocked school libraries (one on each site) which are timetabled so that children can visit once every other week to choose a new book to enjoy at home. Teachers can also use the library as a resource for planning and teaching English units and also for cross-curricular work

### **Moderation**

Julian's has a robust and rigorous moderation model and professional dialogue takes place regularly between teachers and the SLT to ensure judgements are consistent across year groups and across sites. Every term there is whole school moderation followed by KS moderation in the KS meetings. A whole school writing task is set so that teachers across all year groups can compare like-for-like and make informed judgements. All staff level one piece of work across ability levels and set next steps from this. Teachers then work in year group teams to moderate where each child is placed within the standard bands. Current attainment in reading, writing, GPS and phonics (if applicable) is then recorded on Pupil Asset so that progress of individuals, groups and classes can be monitored rigorously. The school is also part of the local authority moderation model for end of key stage judgements.

## English Planning Overview of Whole School

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Narrative Stories with familiar settings: Traction Man</p> <p>Traditional tales: The Gingerbread Man The Nutcracker</p> <p>Non-fiction Information text : Toys</p> <p>Poetry: Toy Poems and Movement Poems (Jump + Jiggle)</p>	<p>Stories with familiar settings: Little Polar Bear ,Over in the Jungle, Emperors Egg</p> <p>Traditional tales: The Gigantic Turnip</p> <p>Narrative text: The Leopards Drum, Egg Drop</p> <p>Information text: Living Eggs</p> <p>Information Book/Posters/E book.</p> <p>Recount. Poetry Food Poems – Slurping Spaghetti</p>	<p>Information texts and Instructions: Space information books</p> <p>Stories from Fantasy Worlds: The Man on the Moon – Simon Bartlett</p> <p>Poetry : pattern and rhyme, poems about the Great Fire of London</p> <p>Recount/fact and fiction: My Whale Watching Trip/London Trip – Make guide books for tourists about London,</p> <p>Diary entries from Great Fire of London.</p>
Year 2	<p>Stories with Familiar Settings: Katie Morag</p> <p>Traditional Stories: Lila and the Secret of rain , The Snail and the Whale</p> <p>Explanation: Instructions: Flotsam (David Wiesner)</p> <p>Poetry – Patterns on the page: The Puffin Book of Poems</p>	<p>Traditional Stories: Character description: The Story Tree The Twits</p> <p>Information: Non-chronological report 10 things I can do to help my world</p> <p>Poetry – Really looking: Observational poems</p>	<p>Different stories by the same author: John Burningham</p> <p>Non-chronological report Florence Nightingale</p> <p>Independent writing: For assessment purposes</p>
Year 3	<p>Narrative: Dialogue and plays</p> <p>Non-fiction: Instructions Dear Greenpeace The Jolly Postman</p> <p>Poetry: Shape poems and calligrams</p>	<p>Narrative: Gregory Cool The Jolly Postman – Letters and Authors. Into the Forest</p> <p>Non-fiction: Information texts about Romans</p> <p>Poetry: (Literacy Framework: unit 1: Poems to perform)</p>	<p>Narrative: The Orchard Book of Vikings (Literacy Framework: narrative unit 2: Myths and Legends) Ice Palace (CLPE) (Literacy Framework: narrative unit 3: Adventure and Mystery)</p> <p>Non-fiction: Viking books (Literacy Framework: unit 1: reports)</p> <p>Poetry: The sun is laughing (CLPE) (Literacy Framework: unit 3: Language Play)</p>
Year 4	<p>Narrative Historical Stories/Newspapers/play scripts can all link to History, different events and play scripts Shackleton’s Journey</p> <p>Non Fiction Information texts Newspapers</p>	<p>Narrative Iron Man (CLPE) (Stories set in Imaginary Worlds Unit 2) Footprints in the Forest: A Chembakolli Story (Unit 3 Stories from other Cultures) Additional relevant texts: Anita Desai Iron Woman Indian Tales Mufaro’s Beautiful Daughter</p>	<p>Narrative: Varjak Paw/Charlotte’s Web</p> <p>Class Text I Was a Rat by Philip Pullman and the Firework Maker’s Daughter</p> <p>Non Fiction Explanation Texts (link with Geography work on endangered</p>

	Poetry Kennings, Henry VIII Kenning in 'The Works'	Non Fiction Oxfam resource on Chembakolli/Action Aid Website (Unit 4 Persuasive Texts) (could be 2 weeks and then 2 weeks) Poetry Hot Like Fire/Iron Man (CLPE) (Creating Images Unit 1)	animals)  Poetry Exploring form – animal poems and poets – using DT to present work.
Year 5	Classic Narrative The Highway Man  Stories from Other Cultures Street Child  Non Fiction Persuasive Writing (3 weeks)	Narrative Greek Myths Boys in the Girls Bathroom  Non Fiction (Literacy Framework unit 2: Recount based on the topic)  Poetry Poetic Style	Narrative Novel and stories by significant Children's Authors George's Cosmic Treasure Hunt by Lucy and Steven Hawking Film narrative - The Piano  Non-Fiction Persuasive texts  Poetry Poetic style - Space poems
Year 6	Fiction Goodnight Mister Tom Rose Blanche  Poetry Flanders Fields  Non Fiction WW2 newspapers The Diary of Anne Frank ,Recount – school journey based recount.	Fiction Rabbits – Shaun Tan  Non-fiction Instructions – How to trap a dragon Information – dragons How Dogs work – explanation  Poetry Spider and the Fly	Fiction Kensuke's Kingdom The Eye of the Wolf Poetry Where the Forest Meets the Sea and Window  Non Fiction Revision of non-fiction topics in first weeks.

## Appendix 1 – Handwriting at Julian’s

Handwriting should be planned in for at least 3 times a week. It should be linked to spelling where appropriate. As the children progress through the Key Stages it should focus on speed handwriting too.

There are only two rules:

- You always start a word with your pen on the line, unless it is a capital letter, so that each word is formed in one, flowing movement.
- You do not take your pen off the page until you have finished the word, i.e. to ‘dot the i’s and cross the t’s

This is how the letters are formed:

Curly back

a c d g q s

Flagpole ‘straight up straight down’

b h i k l m n p t

Loopy loop

f j y

Top joiner

o r v w

Odd ones

e u x z

## National Curriculum

### Year 1

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

### Year 2

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### **Years 3 and 4**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### **Years 5 and 6**

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

## **Appendix 2: Reading and Writing Journals**

Julian's children are encouraged to use a reading and writing journals. Journals can be used in a variety of ways but all should encourage children to respond to, and reflect on, their reading but also as a place for speculation and exploration of ideas. They provide teachers with information about pupils' thinking and comprehension skills as they engage with text. They are an aide to writing; they are a place where the children can collect ideas, words, all the genre types and help the children to understand the link between reading and writing. They can practice writing in different styles and experimenting with different text types. The r&w journal will be used in many lessons, not just Literacy; therefore it should be in school every day.

### **Different types of Journals**

They can take on many different formats depending on the age and experience of the children.

- Some children will manage a blank exercise book or jotter and be able to organise their journals according to personal preference
- Other children will need a more formal structure to their journals that will help to promote responses to their reading
- With younger or less confident writers, the journal could be a whole class book where the teacher takes responsibility for the writing process and the children can focus on articulating ideas and responses
- Some may be kept as an audio diary or on a computer
- Each guided group could have its own collaborative journal. (This is useful when children are being introduced to journals or have not yet developed confidence to maintain individual journals).

This year Reception and Year 1 have had a whole class reading journal, Year 2 uses group journals and KS2 have individual journals.

### **The Importance of Guided Reading and Talk**

Journal work will be most successful when children have had opportunities to talk about their reading. This is a fundamental aspect of any reading session. Pupils need to hear differing opinions, articulate responses, justify ideas, change their minds in light of what others say and generate questions around a text.

### **R&W journals as homework**

Depending on your year group the r&w journal will be given out as homework several times a week. The journal should be written in by you at least once a week. (A manageable way of doing this is to take in 6 a day that correspond to your guided reading groups).

There can be a dialogue between you and the children in their journals or it can also be used directly as a teaching tool. It is an extremely useful assessment tool as well. You can give the children assessment activities from the next sub level up to try and extend them and to see where the gaps in their learning are.

### **Appendix 3: Reading Assessment Activities (standard 2-5)**

The idea behind these activities is that they are used as independent assessment activities to determine which sub level the child is attaining. These should be used on a regular basis as assessment activities but should **not** be used as learning objectives; they come from the reading continuum.

The skills of reading should be assessed during your guided reading sessions but response to text and interpretation can also be assessed through the children's independent work in their reading journals. *However, these opportunities have to be carefully planned.*

#### **Standard 2 Activities and questions:**

- Can I discuss the actions of the main character and give examples from the text to support my views?
- Can I say what language the author uses to paint a picture in my head?
- Can I summarise the whole story making sure the main point is included?
- Can I say why the author has used diagrams or illustrations to support their book? How has the organisation helped the reader to understand the text? Which words are particularly helpful or appropriate?
- Can I say what the main theme of the book is? Can I think of other books that I have read that have the same theme?

#### **Standard 3 (Developing) Activities and questions:**

- Can I suggest alternative courses of action for the main characters?
- Can I be very specific about the words/phrases/events that are in the text to support my view?
- Can I draw a 'time map' to show how time has passed in the story?
- *Can I say how the style and vocabulary of the text is relative to the genre?*
- How useful is the information in the text? Give three examples of useful and non-useful information and say why?

#### **Standard 3 (Secure) Activities and questions:**

- Can I evaluate the author's solution for the characters?
- Can I find the words that the author uses to create mood, tension or suspense?
- Can I recognise fact and opinion and recognise the point of view being presented in the text?
- Has the writer been successful in their purpose e.g. to make me laugh, cry or think?
- How does the author use paragraphs to build up, collect or order ideas?

#### **Standard 4 (Developing) Activities and questions:**

- Can I say how a character is feeling at different points in the text? Can I comment on the character's feelings, motivations and personality?

- Can I identify the character's 'moment of realisation?' is there a turning point in the character's life?
- Can I say how my story compares to another in terms of pace, build up, sequence, complication and resolution?
- Can I identify the point of view from which a story is being told and retell it from another character's point of view?

**Standard 4 (Secure) Activities and questions:**

- Can I say how a character's viewpoint has changed at different times in the book?
- Identify the themes and issues raised within a text and understand how the author has dealt with them?
- Can I identify the narrator's voice?

**Standard 5 (Developing) Activities and questions:**

- Can I find two books that are written for different purposes e.g. a humorous book and a spine chiller? Compare the books and make notes about what the authors have done differently to create particular effects.
- Can I find a few of the same kind of texts e.g. instructions? Compare them and carefully note the differences and similarities. What are different audiences that they are written for? How do the styles differ? Which do you think are the best? Why?