English - the fundamental basis of all communication and learning. It provides our children with the confidence and knowledge essential for them to communicate fluently and accurately in their working and social lives.

Reading



Intent - We aim to . . .



promote a love of reading by sharing a range of literature, non-fiction and poetry.



provide children with the necessary skills to ensure they can read fluently and with understanding.



build a community of engaged, enthusiastic readers.



provide opportunities to read for pleasure.



ensure reading is a transferable skill and that children regularly read across the wider curriculum.



encourage reflection and imagination through stories that inspire awe and wonder, helping pupils to explore meaning, values and empathy

Writing



Intent - We aim to . . .



deliver an exciting, engaging curriculum that helps to develop children's confidence and encourage an enjoyment of writing.



nurture the children's creativity and imagination.



provide children with the essential skills of grammar, punctuation and spelling. support



children to express their thoughts and ideas clearly and creatively through written composition, enhancing the effectiveness of what they write as well as increasing their competence.



teach our children to develop as writers who understand the whole writing process including proof-reading, editing and enhancing their work.



support children to be articulate and expressive when engaging in discussions, empowering them to independently express their emotions and their ideas through drama and the spoken word.



create a culture where children take pride in their writing.



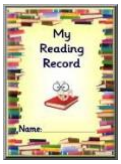
encourage reflection and empathy through writing, enabling pupils to explore meaning, values and life's big questions—nurturing spiritual growth alongside creativity and communication skills.

Implementation – How do we achieve our aims?

The National Curriculum is the foundation for all our English teaching at Drayton CE VC Junior School. We liaise with our feeder infant schools to ensure the progression and continuity of learning and consequently have purchased a comprehensive reading scheme published by Collins Big Cat which supports the Little Wandle systematic synthetic phonics programme used in key stage 1.

Additional reading schemes with phonically decodable texts are used to develop the reading ability for those older pupils still learning to read and additional phonic support is provided for all those children who have yet to become fluent readers. Intervention programmes such as Sound Discovery, IDL and Beat Dyslexia are employed where appropriate and the lowest 20% of children are targeted for 1:1 reading with an adult several times each week.

We regard it as essential that all children (including those who are independent and fluent readers) continue to read regularly at home, sometimes to an adult. Teachers have developed their own ways of monitoring and recording frequency, progress, and text choices.



As our pupils move through DJS, the focus shifts towards a greater emphasis on comprehension and vocabulary development. Weekly whole class reading lessons are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Lessons are primarily centred around the KS2 reading content domains which are shared with the children as Reading Vipers (Vocabulary, Inference, Prediction, Explaining, Retrieval and Summarising/Sequencing). High quality, demanding texts are selected, appropriate to age related expectations. In this way children are exposed to a range of authors and a variety of text types from whole books to excerpts, newspaper articles to adverts, poems to song lyrics and archaic to just published. Many of these can be found listed on Drayton Junior School's Reading Spine.

Alongside our whole class reading lessons, our sequence of daily English lessons is also planned around high quality literature. Books are frequently shared during assemblies and all teachers provide opportunities to read in different subject areas, either to further their pupils' understanding of a topic or to develop their emotional literacy (e.g. in PSHE).

As a school we recognise that to develop a life-long love of reading, reading for pleasure must be encouraged, modelled and celebrated. Each day, time is set aside for teachers to read from the class book. These texts are often voted for by the children and is always a highlight of the day for teacher and pupils alike. Similarly, time is allocated for children to read independently for pleasure. All classrooms have book corners and our recently refurbished library is well-stocked with books that reflect the diversity of our modern world. As a school we embrace events such as World Book Day and hold regular reading competitions, reading cafes, book-nics and book clubs.

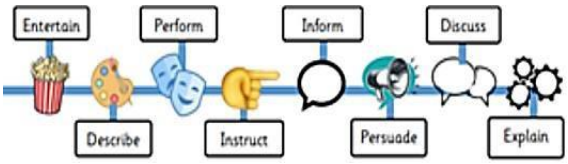
Implementation – How do we achieve our aims?

At Drayton CE VC Junior School we use high quality texts, visual stimuli, media clips, visitors, and trips to spark creativity, inspire ideas and motivate our children for both extended and short burst writing activities. Teachers employ a range of strategies such as drama activities, The Write Stuff approach by Jane Considine and Pie Corbett's Talk for Writing amongst others. These systematic approaches allow children to develop oracy skills and widen their vocabulary choices during scaffolded or modelled writing sessions.



Each lesson is part of a longer, clearly structured sequence that enables children to develop the essential knowledge, stamina, and skills to write at length independently. They are guided through a clear writing process in order to craft a composition over a period of time. They are taught to discuss their ideas, to plan, to draft, to evaluate their own and others' work, to edit and finally to publish their writing.

Effective composition requires the ability to communicate one's ideas clearly and coherently and in order to achieve this, children need to be aware of their audience and purpose for writing. Within the context of their core text, children are given the opportunity to write for a variety of purposes: to entertain (narrative, poetry, descriptions); to inform (explanations, recounts, instructions, biographies, newspaper articles); to persuade (adverts, posters, speeches, letters); to discuss (balanced arguments, newspaper reports). Links are also made across the curriculum to join up learning and make writing meaningful.



Grammar and punctuation is taught in English both through discrete skills lessons and contextualised learning linked to the core-text. Grammar, language and punctuation skills are taught through analysis of the author's use of effective vocabulary choices, language structures and writing style, and by using the core-text as a model during the writing process. Children are given opportunities to imitate the author's style, reflect on why the writing is effective, then to practise and develop their own writing style using the skills they have learnt. Children are encouraged to magpie vocabulary from shared texts and become increasingly independent in their use of dictionaries, thesauruses and word mats.

Not only do we encourage our children to become confident readers and writers but we value performance and the speaking and listening strands of the National Curriculum. We nurture confident children who engage in deep conversations and debates about topics and important issues. Children question each other in a challenging, yet respectful way, to further understanding and explore meaning. Drama techniques are used to develop children's expression and confidence and all children get the opportunity to perform on the stage.

Implementation - *How do we achieve our aims?*

Impact - *How will we know we achieved our aims?*



Children are enthusiastic about their learning. They are engaged and thoughtful and actively participate in lessons.



Children enjoy reading, they participate in extra-curricular reading events and choose to read for pleasure.



Staff enthusiastically share texts and show themselves as readers. Parents, governors and visitors actively support us by attending reading cafes, reading with or listening to our children read and talking about their favourite books.



The school library is well used by all classes.



A high number of our pupils achieve the expected standard or higher and through targeted intervention, those who find reading challenging are helped to catch up and make good progress from their baseline.



Written work is high-quality, well-presented and demonstrates progression from Year 3 to Year 6.



Children know more and remember more and have skills which equip them to make progress from their starting points.



Children's understanding of the writing process helps them make good progress with a high percentage achieving age-related expectations.



Children have the skills needed to access the whole curriculum and transition to secondary school with confidence.



Alongside academic achievement, pupils demonstrate curiosity, creativity and reflection, showing empathy and respect for others. They experience moments of awe and wonder in their learning and develop a sense of purpose and responsibility.