



English at St Jude's Junior School




'Excellence in education, kindness in the community, courage through faith.'




Intent

St Jude's Church of England Junior School inspires a love of language and the written word in all its pupils. We develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in, and for, a wide range of contexts, purpose and audiences. We aim for our children to read fluently and with confidence in any subject by the time they are ready to move to secondary school. Pupils have a wide range of vocabulary, an excellent understanding of grammar and are able spell new words by applying the spelling patterns and rules they learn throughout their time in our school. We aspire for our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe pupils should take pride in the presentation of their writing and will develop a legible, joined handwriting style to prepare for the next stage of their journey. St Jude's children understand that all good writers refine and edit their writing before producing a final published copy, therefore our children develop independence in identifying their own areas for improvement in piece of writing and edit their work during and after the writing process. With excellence in education at our core, we understand that each child has their own starting point upon entry to every year group; progress is measured in line with these starting points to ensure that every child has a sense of personal worth.

English – Reading and Writing at St Jude’s C of E Junior School

Implementation

Phonics	Reading at Home	Guided Reading	Quality Texts
<p>At St Jude’s C of E Junior School, we use Monster Phonics. In KS2 phonics interventions are run for children who have been identified through monitoring and assessment. The program includes high frequency words, common exception words and the 40+ graphemes required to read fluently and accurately.</p> <p>Monster Phonics helps children to learn and recall spellings by using colour. Each sound and colour is also represented by a monster that makes that sound (a sound cue). This brings phonics to life and makes Monster Phonics highly engaging. See the Phonics Progression Maps for further information.</p> 	<p>All children may take home a weekly library book from their class book corner, as well as their phonics book (if participating in Monster Phonics) and a reading book to share with adults at home.</p> <p>A school planner is kept as a means of communication between the class teacher and parents regarding reading.</p> <p>Children are encouraged to read a minimum of three times a week.</p> <p>Regular weekly reading is rewarded with a raffle ticket, which is drawn at the end of each half term. The winning ticket owner receives a book of their choice.</p>	<p>At KS2, the children are taught using well-planned whole class guided reading lessons.</p> <p>Comprehension skills are developed through the use of high-quality class texts. Children are provided with a variety of genres and subject matters designed to inspire and capture imaginations. Each guided reading skill is explicitly taught following:</p> <p>V – Vocabulary I – Inference P – Predict E – Explain R – Recount/Retell S – Sequence</p> 	<p>Reading is the key to learning and underpins everything. Children are given every opportunity to develop a lifelong love for the written word.</p> <p>Texts are selected for their quality and significance. A wide range of genres are available and a diverse selection of books are used to ensure the whole community is represented in texts.</p> <p>Whole class story time is written into the timetable daily and opportunities are given for independent reading.</p> <p>Class book shelves are stocked with age appropriate texts and are updated regularly.</p>
Handwriting	Writing	Spelling, Punctuation and Grammar	Spoken Language
<p>Cursive handwriting is taught by the end of KS1 and this continues into KS2. In KS2, weekly handwriting sessions take place, often combining with practising the spelling rule for the week.</p> <p>Interventions are offered for individual or small groups of pupils who need some extra support with fine motor skills or letter formation.</p> 	<p>We follow a three-phase approach in writing, which happens over a three-weekly cycle: imitate, innovate and then independent practice.</p> <p>A grammar or punctuation skill is taught; this is always linked to a text which is usually connected to the topic being learnt in geography or history.</p> <p>The grammar skills are taught in context. There are multiple opportunities throughout a unit to use and apply skills. Each week the children plan, draft, write and edit an extended piece of writing.</p>	<p>Children are taught spelling, punctuation and grammar explicitly through the English curriculum.</p> <p>Each week, the children learn a spelling rule, and are given the opportunity to practise and apply this rule in sessions during the week.</p> <p>The spelling rule, and words which follow the rule, are taken home to learn and are practised using Spelling Shed. In addition, children learn the high frequency words, year 3 and 4 statutory words and year 5 and 6 statutory words.</p>	<p>Spoken language underpins all curriculum areas and opportunities are regularly given for purposeful talk. We use a range of strategies such as talk partners and group discussion to encourage all children to listen carefully and actively, valuing and responding to others’ viewpoints and opinions.</p> <p>Speaking and listening opportunities are given to all pupils through drama, role play, school trips, visits and visitors, class presentations and exhibitions to parents, school productions, vocabulary lessons and stimulating classroom teaching.</p>

<p>Wider Curriculum</p> <p>The Cornerstones Curriculum provides the Topic Driver for all of our learning each term. Opportunities are provided for interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to develop a better understanding of increasingly sophisticated information and ideas.</p> 	<p>Library</p> <p>Pupils are encouraged to borrow books from our classroom bookshelves which are regularly re-stocked with age-appropriate, relevant and stimulating children's literature.</p> <p>Our bus library is well-resourced with non-fiction books which the children are able to use for reference when needed.</p> 	<p>Wider Community</p> <p>At our school we have a range of reading volunteers.</p> <p>Students from Royal Holloway University, parents, grandparents, family and governors come in regularly to read with the children.</p>	<p>Bible Stories</p> <p>Bible stories are shared through weekly collective worship and in RE lessons.</p> <p>Children become increasingly religiously literate and are able to use common religious words to describe and explain Christian concepts.</p> 
<p>World Book Day</p> <p>We celebrate World Book Day to encourage young people to discover the pleasure of reading.</p> <p>As a school, we host different activities during the day to foster and celebrate a love of books and reading.</p>	<p>Author and Theatre Visits</p> <p>At St Jude's we invite authors in to meet the children. Meeting a real live author can increase children's interest in books, help them understand how books are produced and boost the confidence of any aspiring writers in our school.</p> <p>Egham Library have also been regular visitors to St Jude's Junior School.</p>	<p>Fluency</p> <p>Fluency is an important reading skill that is crucial in the understanding of a text. At St Jude's we recognise that reading fluency is an important skill to master as it creates a bridge to reading comprehension.</p> <p>A wide range of strategies are used in class, including echo choral reading, cumulative choral reading, a-line-a-child and refrain reading.</p>	<p>Catch-Up Reading</p> <p>Through rigorous monitoring, teachers identify children who require catch-up reading sessions. The sessions are in addition to daily guided reading lessons in class. These children will have regular reading practice of a decodable book 1:1 with an adult.</p>
<p>Homework</p> <p>Children are expected to read at least three times a week at home with an adult, and have their planner signed accordingly. A spelling rule and words to learn are sent home weekly.</p> <p>A homework grid is sent out half-termly for pupils to select additional tasks to complete at home. In Upper School, this is in the form of a termly, extended project linked to the Cornerstones Curriculum.</p>	<p>Reading Clubs</p> <p>A 'hot chocolate reader' is chosen from each class every week to share their reading book with the headteacher. This is enjoyed over a mug of hot chocolate and is acknowledged in Friday's celebration assembly.</p> <p>'Guinea pig readers' is a new club where children are invited to read and share their books with the guinea pigs.</p>	<p>Family Involvement</p> <p>Parents are encouraged to attend regular Parent Consultation Evenings to be informed about their child's progress.</p> <p>Whole school presentations and class-based workshops are offered to help parents to support their child with their learning.</p>	<p>Assessment</p> <p>Children are monitored and assessed regularly through both formal and informal approaches. Reading progression is benchmarked regularly, and comprehension assessments are given termly. Teachers encourage pupils to edit and improve their own writing, and use green and pink marking to help pupils develop an understanding of what is good and what can be improved. Writing standards are moderated both internally across year groups and externally with other schools.</p>