English at St Jude's C of E Infant School

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

Intent	St Jude's School aims to inspire 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 a 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 and progress is measured in line with these starting points to ensure that every child has a sense of personal worth.

Implementation

English – Reading and Writing

Phonics

At St Jude's C of E School we use Monster Phonics to teach early reading skills. The characters are introduced in nursery and formal lessons are taught daily from Reception to Year 2. The program includes high frequency words, common exception words and the 40+ graphemes required to read fluently and accurately.

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.

Reading At Home

Children take individual reading books home from the Book Corner in Nursery and from the appropriate Phonics phase in Year R and Key Stage 1. Once children have completed the phonics program in Year 2 term three, they select a home reading book from a range of fiction, non-fiction and poetry.

A Reading Diary is kept as a means of communication between the class teacher and the parents regarding reading.

All children take home a weekly library book as well as their phonics book and a reading book to share with adults at home.

Children are encouraged to read a minimum of three times a week.

Guided Reading

In Year 1, children read a phonics book that is matched to their current phoneme-grapheme correspondence levels. They read each book three times to encourage fluency, prosody and comprehension.

In Year Two these skills are developed through Guided Reading. Children spend time reading and developing one skill each day from the following:

V – Vocabulary
I – Inference
P – Predict
E – Explain
R – Recount/Retell
S – Sequence



Quality Texts

Reading is the key to learning and underpins everything.
The books we choose help children to understand, learn, grow and create.

We follow a 'teach through the text' approach which ensures engagement, coverage and writing outcomes.

Texts are selected for their quality and significance. Within the range there are picture books, novels, non-fiction and poetry.

Handwriting

Handwriting begins by the development of gross motor and fine motor skills in our nurseries. Children take part in self-led and teacher led activities to develop their arm and hand strength.

In Reception children begin with their name and develop individual letter formation across the whole alphabet. Letters are grouped into 'Letter Families'.

In Year One children begin to use lead-outs on their letters to prepare them for the use of cursive handwriting in Year Two.

Writing

In Reception we use Drawing Club to introduce high quality texts and begin the journey of independent writing. In KS1 we use Literacy Tree, which is a book-based planning scheme.

We provide comprehensive curriculum coverage which engages the children to write with a clear audience and purpose.

Children are immersed in a range of themes, heightening engagements and curiosity through process drama, discussion and debate.

Spelling, Punctuation and Grammar

Children are taught spelling, punctuation and grammar explicitly through the English and Phonics curriculum.

Through our Literacy Tree English planning, explicit spelling skills are explored and linked to vocabulary acquisition and grammar skills are taught in context and applied purposefully.

In Year Two, children are taught the 'Spelling Rules' through Monster Phonics.

Spoken Language

Spoken language development begins in nursery and underpins all curriculum areas.
There are opportunities for purposeful talk across the curriculum. 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.
We maximise creative aspects of the curriculum and provide all pupils with speaking and listening opportunities through drama, role play, school trips, visits and visitors, class assemblies, school productions, vocabulary lessons and stimulating, innovative classroom teaching.

Implementation

Wider Curriculum	Library	Intervention	Assessment
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.	Our library is a well-resourced and welcoming space for all children from Nursery to Year Two. Nursery children are given opportunities to visit and listen to stories read aloud. From Reception, children self-select a book to share at home weekly. Once a week, each class in KS1 has a library session where they can explore the books and select a new book to take home.	Children's progress is regularly monitored to ensure progress and when gaps are identified, responsive interventions are planned and delivered in a timely manner. Success is tracked and provision is adapted according to their needs. 	Children are monitored and assessed regularly through formal and informal approaches. In Monster Phonics, children take part in regular reading and writing assessments. Children in Early Years work towards their Early Learning Goals. Teachers in Key Stage One use Pink and Green marking as part of formative daily assessment of writing. Judgements of reading and writing are moderated both internally across year groups and externally with other schools from the local area.
World Book Day	**Author Visits**	**Family Involvement**	**Catch-Up Reading**
We celebrate World Book Day to encourage young people to discover the pleasure of reading. Each class takes part in a variety of activities to encourage a love of reading amongst the children and their families.	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.	We offer a variety of parent information sessions to teach parents how to support their children in certain subjects. Parents are encouraged to attend regular Parent Consultation Evenings to be informed about their child's progress and class-based workshops to be able to support their child with their learning.	Through rigorous monitoring, teachers identify children who require catch-up reading sessions. These sessions are in addition to a weekly read with an adult and guided reading. Children will read decodable book 1:1 with a designated adult.
Bible Stories	**Wider Community**	**Partnered Reading**	**Homework**
Bible stories are shared through weekly assemblies and RE lessons. Children become increasingly religiously literate and are able to use common religious words to describe and explain Christian concepts. Diocese of Guildford	At our school we have a range of reading volunteers. Students from Royal Holloway University, parents, grandparents, family and SJI Governors come in regularly to read with the children.	In Guided Reading, children work in pairs to read their text. This helps children to actively listen and help each other to decode. We invite Key Stage Two children from St Jude's Junior School to come and read with our students. This fosters a link between our two sites and helps ease transition to Key Stage Two.	Homework is given weekly in Key Stage One, in addition to the expectation of thrice-weekly reading. In KS1, each week children are given a spelling homework related to common exception words for their year group. They also receive a Reading Comprehension when in Year 2.