



## “Love, Laugh Learn”

We will ignite the ability in all to **‘Love, Laugh and Learn’**, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

### Intent

At WWJS, our intent in English is to ignite the ability in all children to ‘Love, Laugh & Learn’. We provide a rich and varied English curriculum that ignites our children’s imagination and empower them to read, write and discuss. Our children will understand how they can influence the world around them, ensuring they live a ‘life in all its fullness.’ (John 10:10)

### Writing

At WWJS, we recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

### Reading

Reading is a vital skill that will support children’s learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding. Above all, we want children in our school to become enthusiastic, independent, and reflective readers. Essentially, we want children to enjoy reading.

**“Train up a child in the way he should go; even when he is old he will not depart from it.”** (Proverbs 22:6)

### Implementation

At Wrockwardine Wood C of E Junior School, we aim to create a positive reading and writing culture in our school, where both are promoted, enjoyed, and considered ‘a pleasure’ for all pupils. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

### Writing

Writing is an important part of our curriculum and is an integral part of all our lessons. At WWJS, we teach writing through a range of motivating factors:

Ensuring writing is purposeful: Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing. Where possible writing units will be linked to their foundation subject topic, so that children can benefit from the links and deepen their understanding.



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### *English*

Use prior knowledge and independent writing: Prior knowledge is revised at the beginning of each writing teaching sequence. Not only do these help to measure what children already know, it also helps the teacher to carefully match planning to the needs of the class. At the end of each writing sequence, children use what they have learnt to produce a piece of independent writing that is assessed by the teacher. Within writing, grammar and punctuation will be taught and linked to a specific genre. Daily Fluency activities are planned to ensure that children are revisiting prior learning.

A rigorous and consistent spelling approach is used which is tailored to the needs of our pupils. Children who have not completed the RWI programme or passed their phonic screening test will continue the RWI programme within school. For those children still needing phonics intervention, this is carefully planned for assessing their gaps and using RWI Freshstart in Year 5 and 6.

Handwriting: Handwriting is practised daily by all year groups using the scheme 'Kinetic Letters' which we have adapted to be of maximum impact for our learners. A 'pen licence' has been introduced to ensure that children take pride in their presentation.

#### Reading

The school focuses on age-appropriate skills and uses a range of strategies and interventions to support the pupils. At WWJS, we teach daily reading through a whole class approach. We use 'Reading Domain Dogs' to ensure consistency across the school. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they can make justified responses using evidence from the text. Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age-appropriate texts linked to the topic being studied.

Reading is an important part of our curriculum and is an integral part of all of our lessons. At Wrockwardine Wood CE Junior School, we teach reading through:

Love to Read lessons: At WWJS, we teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. We encourage our pupils to read for pleasure and to read widely. In these lessons, pupils explore a novel/book, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Reading domain 'dogs' are used to help children strengthen their comprehension skills.

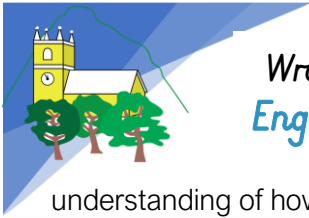
Independent Reading: WWJS promotes independent reading to foster a love of reading. Pupils are assessed and teachers endeavour to ensure that pupils are reading the most appropriate books. Reluctant readers, or those pupils who struggle with reading are heard reading more than once a week to ensure that they make expected progress. Interventions like RWI and Speedy Reading are used to help those children that find reading a challenge. TAs lead daily phonics (Read Write Inc.) interventions for those children that did not pass their phonic screening tests. Support and Fresh Start is used in Year 5 and 6 when necessary. Pupils are rewarded for home reading by achieving a non-uniform day for each 20 reads they undertake at home.

#### Impact

The impact on our children is clear: progress, sustained learning, and transferrable skills.

#### Writing

With the implementation of the writing cycle being well established and taught thoroughly at WWJS, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Pupils can confidently write for different purposes and audiences. Twice a half term, teachers assess writing and moderate children's work across year groups. The quality of writing in English is evaluated by learning walks, drop ins and pupil conferencing. These inform future areas for improvement and impact of new initiatives. The English subject leader provides an action plan for the subject and addresses areas for development and improvement which is shared with all staff. As all aspects of English are an integral part of the curriculum, cross curricular writing standards should be evident as all skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper



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understanding of how and when to use specific grammar, punctuation, and grammar objectives.

### Reading

At WWJS, it is clear that pupils enjoy reading regularly. Pupils discuss books with excitement! Reading is assessed at the end of every term by testing children. Mid-term moderation evaluates children's progress and provides teachers with an opportunity to plan in skills that are weaker.

We hope that as children move on from Wrockwardine Wood C of E Junior School to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.