English at The Grove Junior School

National Curriculum	*Links to learning in KS1*
The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: ● read easily, fluently and with good understanding ● develop the habit of reading widely and often, for both pleasure and information ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ● appreciate our rich and varied literary heritage ● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.	The majority of pupil's transition to the Grove Junior School from The Grove Infant School. Rigorous handover take place to ensure where children are in their education and their progress at the time in which they transition to KS2. By the beginning of year 3, pupils should be able to read books written at an age-appropriate level and within their own interests. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. However, where children are not at this expectation, The Grove Juniors has in place in a number of phonics and reading 1:1 interventions, that follow a similar scheme and ideology to the infants to ensure children make the best possible progress. For writing, Herts for Learning assessments and planning sequences are used widely between the two schools to ensure a clear moderation in assessments from end of year 2 to year 3. The two school benefit from having a number of whole school reading and writing events. From whole class book, where the two schools write using the same inspiration text. To world book week, where buddy readers and range of activities take place to grow link between our two schools.

Intent

At The Grove Junior School, we believe all pupils should be effective communicators through speaking, reading, and writing, enabling them to participate fully and confidently as active members of the community and make rich connections across all areas of learning.

Here at The Grove, our pupils journey from learning to read, to reading to learn as we strongly believe that reading is the gateway skills that make all other learning possible. Our aim is for every pupil to develop a life-long love of reading. We aim for all pupils to read easily, fluently and with good understanding. The good quality texts we use at The Grove Junior School enables pupils to have exposure to broad enriching ideas, insight and exposure to a variety of experiences and cultures. Through reading, children are taught to apply skills they have learnt to different contexts, including reading for pleasure or to find out information within another subject. But more than this, they are also able to develop themselves culturally, emotionally, intellectually, socially and spiritually.

Writing is not just a building block for academic success, but it unlocks opportunities for the children at the Grove to go on to pursue purposeful and fulfilling careers. As we learn to write, we learn to explain and refine our thinking and ideas for ourselves and others. We begin to develop our communication skills with pen and paper, and eventually make our thinking and learning visible and permanent. From the forming of individual letters in the infants, the Grove Junior School's writing curriculum builds on

the foundations from year two and prepares the children to unlock the wider curriculum in secondary school.

'Reading is to the mind; what exercise is to the body' **by Joseph Addison**

Implementation

Reading: Implementation

Guided reading at the Grove is taught using whole class reading. Whereby, a text is selected and discussed as a whole class and not differentiated across different ability groups. This way all children are exposed to rich, age related, texts and are a part of quality discussions.

Every year follows a similar structures of 3 guided reading sessions and 2 independent choice session. The three guided reading lessons are centred around a text. As we progress from year 3 to 6, this text will become longer and a higher ZPD. During these guided reading sessions, children will explore one text and tackle a range of questions: vocabulary, retrieval, inference, prediction, explanation, summary and sequences. During independent sessions, the teachers will choose an activity to best support the needs of their class. This could include: test practise and assessment, accelerated reader quizzes and MyOn reading, additional reading comprehension on the text, Library time or promoting pleasure in reading.

Day one	Day two	Day three	Day four	Day five
Introduction to the text and repeated readings of the text to enhance understanding	Exploring the new or tricky vocabulary and explicitly teaching age appropriate skills for deciphering the meanings of word in contest.		Independent reading sessions.	

In addition to whole class reading, teachers and support staff will also read independently with children and read a whole class text.

- Independent reading

Children who are WTS, at risk of falling behind will read with an adult at least three times a week and be given opportunities to practise outside of lessons. Children who have been identified as not passing their phonics screening check or the lowest 20% in reading, within a class, will read daily to help them catch up and keep up.

Children are given the opportunity to develop themselves as readers and we promote their own reading interest through independent reading opportunities. With a brand new library on the way, children are able to borrow books aligned with their own passions and read in comfortable environments. Developing children as readers, helps to foster a love learning but also provide an emotional support where children are able to see their own realities reflected back at them and experience new worlds and situations.

Independent reading is encouraged at home with the use of reading planners. We encourage daily reading at home and by year 6 we find most children are able to articulate their favourite authors and preferences around genre.

- Whole class book

Even though pupils gradually begin to read independently in a junior setting, reading aloud to them is vital in showing them books and authors that they might not choose to read themselves. Pupils continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.

Reading aloud to the class, is an opportunity to enjoy the books with your class and promote reading for pleasure with a shared text. Reading aloud models to the children how the teacher, as an adult, explore and discussions a story, and this opportunity allow for teachers to have more informal discussions. This should be happening at least 3 times a week and the text should be pitched appropriately. Extract from the text may be used in whole guided reading.

Writing: Implementation

From year 3 to year 6, writing at the Grove follows a clear teaching sequence that progresses through the six stages of writing: this is a three week structure comprising of 8-12 lessons.

- **Exploration of a high quality model = 4 days = week one**

Reading and writing are inextricably linked. In order to become a good writer, one must know what they are aiming for, and that starts with reading a high quality example. All writing at the Grove begins with the reading of a high quality and engaging text, where the children can gain an experience of that text. They learn the rhythm of the language, the features of the text type, the begin to understand the audience and they see the purpose for this piece of writing. Through discussions, oral rehearsal, and annotations, children unpick and decipher the text.

'*Before you become a writer you must first become a reader. Every Hour spent reading is an hour spent learning to write.*' **Robert Macfarlane**

The size of the model chosen will be pitched at the year group in terms of its vocabulary, length and sentences construction. While exploring the model, children will complete a variety of activities that bridge reading into writing, such as: answering comprehension questions, explaining opinions, character analysis and recreating the text.

- **Learning of new skills and grammar = 4 days = week two**

From there, children are explicitly taught the key grammar for their age and learn to apply this within the context of writing. Key grammar for each year group is outlined below. Skills are chosen based on a rigorous assessment so that progress is ensured. Two or three skills will be chosen as a focus for the unit and assessed in the final writing outcome. Each skill will be broken down and modelled clearly to the children. Skills will be displayed on the working walls of the classroom so that children can refer back throughout the unit and in writing across the curriculum.

- **Writing independently = 4 days = week three**

Drafting and planning: Before writing, children will be given the opportunity to think through their writing before they begin. This allows them to break down the cognitive demands that so often hold children back in writing. They are able to use talk partners, shared writing opportunities and drafting.

Creation of an independent piece of writing: After modelling throughout, children are then given the opportunity to apply all they have learnt and prepared for in an extended and independent piece of writing. Independent writing enables children to use their own ideas and provides them with an element of choice. Independent writing emerges from whole class experiences where pupils have had opportunities to discuss and rehearse what is to be written, but is not heavily scaffolded, copied/paraphrased from an extensive model or success criteria. When writing independently, children can use standard classroom resources to support with writing (so long as these do not specifically direct children as to what to include and where to include it).

Editing: Editing comes in two forms. Children are expected to proofread and make minor correction to their writing through the majority of lessons. Teacher will provide time at the end of the lessons for children to reread and use purple to correct errors in punctuation and spelling.

However, after marking, children will be given specific or whole class feedback on their writing and be expected to rewrite a section in purple pen. Editing lessons will have a clear focus based on teacher assessment, where age related expectations have been taken into account. Children may do this independently or in pairs.

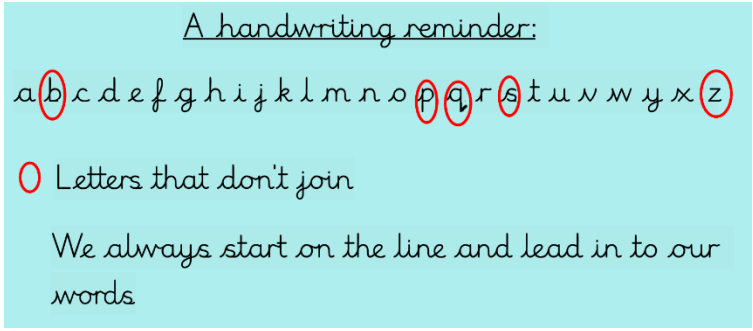
- **(Not every topic) Publishing or performing, one a term or open classroom, fit for purpose.**

To create meaningful purposes for writing, children may be given the opportunity to publish neatly for display, competitions or a variety of other reasons (creating a school newspaper, sending letter to the council). In the cases of poetry, speeches and other text types that are created to be read aloud, children may be asked to practise and perform their writing to an audience.

Handwriting: implementation

Handwriting is taught explicitly using a the Letter Join scheme. Legible cursive handwriting is a requirement of the expected standards for writing within our national curriculum. We actively teach all joins and a 'Grove style' of handwriting in year 3. Cursive handwriting supports children to develop speed and accuracy within writing, to allow them to write at length with good stamina. All decisions within our handwriting curriculum have been made with three key guiding principles:

- Will this create speed when writing that allow children to write at length?
- Will it help to make the handwriting legible and easy to read for both the pupil's edits and a teacher's feedback?
- Is it neat and show pride in their work?



Through this, we define cursive as joined writing which is: quick, legible and neat). With speed, legibility and pride as our guiding principles we hope to help the children develop their own personal handwriting style by year 6. Although, we actively teach a Grove style of handwriting. We allow children to adapt their own natural style so long as its cursive (quick, legible, neat). See picture and handwriting policy for specific detail of style. Red circled letter do not join.

The Long Term plan for handwriting:

Year 3				Year 4	Year 5	Year 6
Aut 1	Aut 2	Spring term	Summer term	All year	All Year	All year
Handwriting book is for explicit practice and pencil is used in all lessons. 10mins daily.	Pen introduced in all lessons and handwriting exercise completed at the back of the English book.	Children given specific intervention if not progressing in line with peers.	By end of year 3, children should have legibly writing that maintains correct sizing and spacing through joined handwriting	Handwriting is taught regularly depending on needs of cohort. This is part of English fluency.	High expectation for behavior and occasional explicit teaching from the required module. Interventions where appropriate.	High expectation for behavior and occasional explicit teaching from the required module. Interventions where appropriate.
Module 1: focus on early year and sizing of letters and introducing cursive early.		Module 2: YR 2 program of study for review	Module 4: year 3 program	Module 5	Module 6	Module 7

Spelling: implementation

At the Grove Junior School, we use Hfl Essential Spellings which was introduced September 2020. Years 3-6 spelling patterns have been sequenced in accordance to the statutory aspect of the Spelling Appendix of the National Curriculum. Spellings are taught explicitly in one lesson and then revisited at least 3 times a week where an activity is planned to explore, develop, rehearse and apply that learning.

HfL essential spellings focuses on repeated reviewing on previous spellings and teaching the curriculum quickly with embedded revision and mastery opportunities. This ensure that the curriculum is taught before year 6 SATs and to constantly repeat essential KS2 spellings through revisited learning.

Teaching sequence across the school:

Day 1	Day 2	Day 3	Day 4	Day 5
Spelling is explicitly taught	**Revisit**	**Revisit**	**Revisit**	**Assessment**
Homework word sets Spelling displayed on working wall	Refer back to these in English lessons or edit a piece of work to correctly include this week's focus Look, cover, write check activity, cross words, scrabble, boggle, anagrams, grapheme and phoneme spotters, repeated rewriting. Editing time allowed to check spelling in books, peer assessment used.			Dictation Homework marked

Assessment and moderation

- Formative

Through the fortnightly teaching sequences, teacher will constantly monitor how their class as a whole is developing in each individual skill. Teacher will discuss trends across the year group and they will adjust planning accordingly or integrate more strategies and scaffold where appropriate. Teachers will also monitor children's book choices and hear individual readers on a regular basis to monitor whether a book is at the right pitch. Although we respect children choices in reading, we may encourage them to book which will challenge them.

TAs and teachers will read 1:1 with the lowest 20% of readers 3 times a week and those who are WTS or at risk of not making expected progress once a week. TAs will use targeted questions to regularly assess their reading and comprehension during these sessions and feed this back to the teacher where there are large misconceptions or patterns. They will also mention any concerns around a lack of progress through 1:1 reading.

Teacher informally assess and mark work daily. Book will be ticked against the skill to identify whether the skill and day's learning has been achieved or not. Where there are a few children not achieving the day's learning, the teacher will provide a short intervention during assembly time or a TA will support individuals/groups when appropriate. Where more children have struggled in the day's learning, the teacher will reassess the planning for that week and integrate further learning opportunities before moving on. Where there is a small misconception, teachers will leave next steps for the children to complete during the soft starts. Thereby, helping the child address errors before moving on to the next lesson.

Teachers will also assess and monitor learning throughout the lesson. Teachers will use hinge questions, peer assessment, check it stations, immediate verbal feedback, additional scaffolds and many more strategies to quickly assess learning through the lesson. Teachers will then adapt planning or use mini plenaries to help the children achieve the skill of the lesson.

- Summative and moderation

NFER tests are used termly across the school for assessing children comprehension with an unseen text. Although, 100 is a standardised score, teachers will compare this to ability in 1:1 reading and class room work and involvement to assess whether a child is WTS, EXS and GDS.

Independent writing is completed 5 times a term. End of unit pieces (fiction, non-fiction, poetry) are marked in depth as to whether children have age expected tasks that the current unit was focusing on. From this summative assessment, teachers will give children specific edits focuses either individually as a class. Where there are larger misconceptions or skills have not be mastered to the year group standard, learning will be revisited through a different context.

At the end of each term, children will be given a standard for their year: PKS, WTS, EXS, GDS. This will be carefully moderation to ensure accurate assessment.

Moderation is done every term throughout the school. Focusing on either GDS, EXS or WTS. In addition to this, Harpenden English leads currently organise moderation across schools to ensure robust assessments outside of the school communities and share good practise with other teachers.

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3	2 week Whole school text – Sentence structure Changes each year	3 week Fiction: menu and expanded noun phrases, character descriptions Coming of the iron man	3 weeks Fiction: Letter Magic box	3 weeks Non-Fiction: Persuasive leaflet Atlas of Adventures	3 Weeks Non Fiction: Non chronological report Book Sportopedia	3 weeks Fiction: setting/Character description The Wind and The Willows (The Wild Wood)
	3 weeks Non-Fiction: Instructions How to Wash a Woolly Mammoth					
	3 weeks Fiction: Narrative Paper Bag Princess	3 weeks Fiction: descriptive scene with dialogue The Iron man	3 weeks Non-Fiction: Biography Mary Anning	3 weeks Fiction: Fairy tales/different POV Fairy-tale News / 3 Little Wolves and the Big Bad Pig	2 Weeks Fiction: cautionary tales Collection of classic tales	1 week Poetry: Haiku Wind and the willows
	1 week - Baseline assessments	Play rehearsals		1 week - assessments		1 week - assessments
4	1 Week Whole school text – Sentence structure Changes each year	2 weeks continued Fiction – recreating the ending of a myth Geraldine McCaughrean	3 weeks Fiction Setting Description Firework Maker's Daughter	3 weeks Fiction - different POV Fly Eagle Fly	Grammar focus	3 weeks Non Fiction – instructions How to train your dragon
			3 weeks Non Fiction- Persuasive/formal letter Mrs Frisbee and the Rats of Nimh			
	3 weeks Fiction - character description Arthur and the Golden Rope	3 weeks Non Fiction - explanation Until I Met Dudley	2 week Poetry – Narrative Jospeh Cohello – Zombierella	2 week Poetry - Poet Appreciation Kate Wakeling - Moon Juice	3 weeks Fiction - scenes involving dialogue Leon and the Place Between	3 weeks Non Fiction- newspaper report Tuesday
	2 weeks Fiction – recreating the ending of a myth Geraldine McCaughrean	1 week Poetry - Riddles Text TBC	Buffer week around production Grammar focus	Assessments		Assessment
	Baseline Assessments					
5	1 Week Whole school text – Sentence structure Changes each year	2 weeks Poetry: Cinquain Where the Poppies Now Grow	3 weeks Non-fiction – Instructions Teacher pie	1 week Poetry: free verse A child in my Class by Rachel Rooney	3 weeks Poem: The Listeners Poetry into narrative	3 weeks Fiction: Heritage literacy. Macbeth Letter in character
	3 weeks Fiction: Suspense Mystery Wolves in the Walls	1 week Parliament week Comparison Letter				3weeks Non-Fiction – newspaper report The Promise
	3 weeks Fiction – Setting description Cloud Tea Monkeys	3 weeks Fiction: Beowulf Obituary with figurative incidentals	3 weeks Non-fiction: Non chronological report Monsterology	3 weeks: Fiction: Describing Character using dialogue and action Harry Potter JK rowling	2 weeks Poetry: Rap Viking Gods, Space, Earthquakes	Assessment
	Baseline assessments	Bikeability week - Grammar and Punctuation buffer week		Assessment week		
6	1 Week Whole school text – Sentence structure Changes each year	3 weeks Non-fiction: Letters/persuasive speech Plasticus Maritimus	3 weeks Fiction: historical short story Good Night Mr Tom	3 week Fiction: scenes with dialogue and changes in atmosphere Windrush Child	3 weeks Persuasive Brochure Planetarium	4weeks Fiction: openings from different genres Howl, Graveyard books, Wendington Jones
	2 week Poetry: Fact File/Acrostic Poetry The Lost Words: Spell book	1 week Poetry: take one poet, Highwayman by Alfred Noyes			Grammar buffer- Week 4 SATS - Week 5	
	3 weeks Fiction: Character description The Explorer	3 weeks Fiction: Alternative POV Highwayman	3 weeks Nonfiction: Non –chorological (incidental - diary) WW2 focus from History lessons	2 week poetry Appreciation Benjamin Zephaniah	Edit a previous piece – 1 week	3 weeks Nonfiction: Personal essays Silence is not an option
	1 week Baseline Assessments 1 week residential			Assessment week		

Impact
As a result of the English curriculum, children leave The Grove Junior School as competent, confident and equipped learners, who have read widely and written for a range of purposes. Our aim is for pupils to be successful and within our curriculum, we ensure that no child leave the Grove without the vital Phonics and spelling needed to be an effective communicator at secondary school. Where children have a special need that creates a weakness in spelling and phonic awareness, we ensure that we teach the child a range of strategies that they can use to be independent at secondary school and later in life. So far every child that has come up to us without passing the PSC, has passed. This ensure that by year 4, all learns are able to begin to communicate in written forms and read for pleasure. Children at the Grove, grow to really take pleasure in reading. Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life. Our recent SATs results show that they are able to read for learning too and comprehend deeper levels of meaning in a range of text. Having a focus on 1:1 reading, reading groups and reading resources across the school, ensures that we instil these two reading behaviours and skills in children before they take on secondary school and latter specialise in their chosen subjects. Our writing curriculum at the Grove, was designed to help children catch up quickly after the pandemic. Writing across the country was hit much harder than the other subject, however, with our current curriculum in place we are able to accurately assess the gaps in writing and plan lessons and sequences that target gaps in learning, skills and knowledge. By doing this, it is clear to see that every year the majority child make good progress, despite the challenges they face.