



PJS English Curriculum

Intent

At Perryfields Junior School, we endeavor to expose our children to a wide range of exciting literature to inspire their own writing. We want them to value the writing process at all its stages (particularly the editing process) and to see themselves as future authors/ writers. Our vision, in line with our school values, is that children are resilient during the writing process and they are comfortable making creative choices/risks that will make their writing more engaging for their reader. Just as we strive to foster a love of reader, we also strive to foster a love of writing for both purpose and pleasure through a broad and ambitious curriculum because writing, like reading, is an integral skill that feeds into the wider curriculum and underpins all areas of learning.

In conjunction with the aims of the National Curriculum, our English curriculum offers opportunities for children to:

- Practice their speaking and listening skills, allowing them to become confident performers
- Be challenged through skillful questioning and a progressive curriculum
- Be enthusiastic about their writing and share their work both verbally and through publishing
- Be inspired through exciting and imaginative stimulus
- Value all stages of the writing process

Implementation

Reading (see separate document)

English

- Writing 'working walls' are in each classroom with box-up plans displayed and shared write/modelled write/WAGOLL to support learning
- Weekly grammar and spellings are displayed on 'working walls' to support learning
- Where possible, links are made with other subjects across the curriculum
- Children are exposed to stimulus/ text type through weekly reading comprehension / reading carousel
- Writing stimulus are engaging and ambitious to inspire children
- Our English s allows for sequence (two week cycle) allows children to plan, edit and publish their work, as well as study grammar that directly feeds into the genre they're learning about
- 'Vocabulary Builder' in UKS2 exposed children to new, challenging vocabulary that feeds into that week's stimulus/genre
- Starter activity (Do Now) is used revisit/embed previous learning and identify key features of a text type

- Opportunities throughout lessons to discuss ideas with peers
- Quality first teaching is provided throughout the school along with effective teacher modelling and effective assessment for learning to ensure all children are challenged and supported when finding it difficult
- Teachers use skillful questioning to challenge all learners
- Immediate intervention during lessons are used to support pupils in the moment
- A progressive writing curriculum where genre S2S progressive year on year and include an appropriate level of challenge for all pupils
- Children write with purpose and audience at the forefront
- A personalised curriculum is available (planned by our SENCO) for children who are unable to assess the curriculum/ whole-class learning)
- Opportunities for self-assessment are provided daily (e.g. self-assessment trays)
- Children self/peer mark their work, identifying their own/ their peers' next steps
- 'M' 'S' 'C' ensures there is differentiation and that all children are aware of how to challenge themselves in lessons
- Children are aware of their personalised writing target
- Marking and feedback is given by adults throughout the lesson during the 'Talk Task' and independent task and children have their writing deep marked once a week with a personalised next step
- Resources are provided in lessons to support learning
- Work is edited and published at the end of each unit with some work displayed on 'Growth Mindset' display in class
- Spelling error passages are completed twice weekly to practice editing skills
- Writing published in school library for other to enjoy reading
- Children are assessed termly to ensure that children who need additional support are identified
- Writing interventions allow for children to work up towards a piece of independent writing each half term using engaging resources/stimulus
- EAL learners have targeted interventions delivered by CTs x1 weekly during assemblies
- PP interventions x1 weekly ensure that children are better able to access the English curriculum
- 'Word of the Week' integrated into learning to expose children to new vocabulary and enhance cultural capital
- Children have the opportunity to 'free write' x3 weekly as they come into school to encourage writing for pleasure and express themselves creatively
- CPD delivered termly/ half termly to ensure staff are well equipped to effectively deliver the English curriculum

Spellings

- Spellings are taught weekly following 'Rising Stars' schemes

- Personalised spellings are given to children where appropriate
- High frequency spellings have been created for each year group which are tested at the start and end of each half term. Scores are monitored to measure progress and commonly misspelt words are displayed on WB and used in spelling error passages
- Spelling interventions have been redesigned to teach a particular spelling rule using high frequency words and year group spellings
- Poor spellers are identified for interventions
- CTs teach spelling intervention x1 weekly during assembly slot, using dictation to practice spelling in context
- Spelling Shed is used to practice weekly spellings and each week, a class is awarded the spelling shed award with reward time given to the class who wins the most over a half term as an incentive to practice spellings
- Children who score 10/10 on their spellings over a half term receive reward time
- Yearly Spelling Bee as enrichment opportunity

Speaking and Listening

- Speaking and listening is assessed throughout the year during weekly carousel, enrichment activities and termly drama sessions
- The curriculum is progressive and ensures all children have the opportunity to speak publicly
- Poetry recital and class performances allow children to embed taught speaking and listening skills
- Enrichment opportunities are provided e.g. Year 4 public speaking
- Effective speaking skills are modelled by teachers during echo reading and reading assemblies/ class book
- Enterprise days allow children to put speaking and listening skills into practice

Enrichment

- English enrichment run during the year for identified pupils
- Other enrichment opportunities run throughout the year e.g. author visits to inspire writing, Arts Day to turn writing into an artform etc.
- Wonderful Writing Wall gives children the opportunity to write about different topics/cultures to enhance cultural capital
- Writing competitions

Impact

As a result of our teaching of English at Perryfields Junior School, you will see:

- Pupils who are engaged in lessons and who see themselves as writers as they understand the purpose/audience of their writing
- Pupils who feel comfortable when making creative choices and who are comfortable taking risks with their writing
- Pupils who value the writing process and understand that editing is a key element in being a successful writer
- Pupils who are enthusiastic about their writing and who are excited to challenge themselves
- Pupils who are keen to share their writing/ ideas
- Pupils who are better able to access the wider curriculum and interpret the world around them
- Pupils who have high expectations of themselves and whose writing reflects this across the curriculum
- Pupils whose confidence is growing with regard to public speaking
- Pupils who can work both independently and discuss their learning with peers
- Learning which is tracked and monitored to ensure all children make good progress
- Most children achieving age related expectations or above in both reading and writing at the end of their cohort year