



English at Burton Joyce Primary School



English forms an important part of our curriculum. We follow the National curriculum and embrace a broad-spectrum of stimulating topics. As a school, we aim to inspire an enjoyment of reading and writing. We have a cross curricular approach to English, looking for exciting and engaging ways to link age appropriate texts to the wider topic. Consequently, our lessons are well planned, engaging and challenge all children, who are encouraged to engage in meaningful discussions about what they have read and use a wide range of vocabulary within their written work.

The children are encouraged to:

- ✚ Read widely both for pleasure and purpose
- ✚ Use accurate spelling and grammar
- ✚ Write for a wide range of purposes and audiences
- ✚ Read and write at length

Curriculum design and sequencing of content

Our text based English curriculum is ambitious and designed to equip children with a wealth of knowledge and information they have gleaned from their reading. As children progress through the phases of our school they are taken on a progressive, in-depth journey through English enabling them to build on prior learning and use existing knowledge to hone their skills and their understanding of different text types and consequently produce high quality writing, demonstrating skills they have acquired through wide reading.

At BJPS, each English unit begins with being immersed in that specific genre. The children read a variety of different text types pertinent to that genre, for example, playscripts, information texts or persuasive texts. A series of lessons are then carefully planned for progression and depth, allowing the children to become familiar with how that particular genre is structured. As children journey through the unit, they will then begin to mould their own writing to fit in with the style of the genre, going through the drafting and editing process before producing a piece of independent writing inspired by that genre.

At BJPS, we promote inclusive practice and seek to provide engaging learning opportunities for all children to enable everyone to access the English curriculum. Through careful planning, we ensure that all learning experiences are appropriately constructed to enable all learners, irrespective of academic ability or need, to meet the intended learning objectives.

We teach children a text rich curriculum that is ambitious and designed to build on all previous learning, as children progress through school.

English units are organised into a linear sequence building on children's prior knowledge. All year groups study an element of English every day, which covers a variety of genres and objectives.

Reading

All English lessons are based upon a high-quality text, carefully chosen by the teaching team to inspire, engage and enthuse the children in their classes. There are a wide number of skills covered in reading, such as: analysis of texts, inference, comprehension, prediction, retrieval, word level segmenting and blending.

We cultivate a love for reading here at Burton Joyce Primary, with theme days that centre on developing an enjoyment for reading and sharing of books; to Book Fairs, that involve inviting our parents and carers in for breakfast. We are very proud of our library and continuously strive to improve the range of texts on offer. Our House Captains are proactive in raising funds and helping to choose books for the library. The children are awarded for their progress in reading and we are lucky enough to invite volunteers in on a regular basis to support with the children's reading. The children are encouraged to read initially through the decoding of phonics, before moving steadily on to developing their understanding, comprehension and inference skills, through high-quality first teaching and the use of high-quality texts.

In the Foundation Stage and Year 1, children will read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words or 'tricky words'. They demonstrate understanding when talking with others about what they have read. The children are also grouped for guided reading where they share books and reading with an adult. The children are questioned to ascertain their understanding and comprehension skills.

From Year 2 upwards, the children are taught to develop their reading skills through our UNITS approach (see below).

Writing

We believe that it is vital that our children write often and for a wide range of purposes. The children focus on a variety of different genres throughout their English lessons, as well as being given the opportunity to write at length in topic lessons; such as science reports, historical analysis and geographical information. The children have the opportunity to write in many different styles, with a variety of outcomes that can be a written piece or a trailer on an iPad or a performed skit. There is a focus on the audience and writing for purpose. We are very proud of the writing our children produce and take great pride in showcasing it at our local village library, as well as in-school celebrations, where children receive awards for their outstanding work.

Our grammar and punctuation are taught discreetly, and we follow the Rainbow Grammar scheme that allows our children to develop a firm understanding of how grammar works and then gives them the opportunity to use and apply these skills within their written work. By using a wide range of high-quality texts, the children are shown the taught grammar skills in practise. The children are encouraged to use their newly acquired grammar skills across the curriculum, to ensure all their writing is of the same standard.

UNITS

Children take part in daily UNITS lessons that focus primarily on developing their vocabulary, as well as enhancing their comprehension skills, whilst studying a range of genres and texts.

UNITS follows a specific structure and is taught, across the school, at the same time each day, for thirty minutes. The children are introduced to new vocabulary

and taught the definitions of those words. The same text and vocabulary is then studied throughout the week to allow the children to fully process and internalise their new learning. The children also participate in comprehension tasks and questions designed to assess their understanding both of the new vocabulary studied, and the text itself. We use texts from Rising Stars 'Cracking Comprehension'. Our children are taught in separate year groups, rather than their class groups.

Community Connections/ Our local area

We have built strong links with the local community; we often display examples of the children's writing in the local library. Our children take great delight in having their work displayed and it means that more people visit our local library. Members of the library come into school to read to the children and set competitions.

We are fortunate to have a number of local community members freely give up their time to come into school and listen to children read. These community members have quickly become part of our school and the children enjoy reading with them.

We have connections with a local theatre group, who often come into school to perform. These performances are always based upon well-known stories, so the children enjoy seeing their favourite stories being brought to life. We also benefit from having a storyteller, who comes in to work with our upper Key Stage Two children to learn, internalise, present and alter stories. This is a Trust wide project, which sees children from our school performing stories alongside children from other schools in our Trust. Our local secondary school often put on performances, again based on well-known tales, and invite our children down to be part of the audience. The children gain a lot from watching familiar stories being performed, as it can support and cement their own understanding of what they have read.

Spelling Shed

As a school, we have bought into an online English resource that supports the children with learning and practising their spelling rules. The children have their own login details to Spelling Shed and are able to access age appropriate spelling rules that are presented as teaching points and games. Class teachers are able to set individualised spellings, if there is a particular area of need within the different classes. The children earn 'honey pots' on the game, which can then be used as currency to buy outfits for their avatar, something many children enjoy doing. Teachers can access the data pulled from Spelling Shed to analyse the children's progress, equally to highlight if there are any spelling rules that need revisiting.