

English Curriculum Statement

Intent:

Science lessons at Godwin Junior School aim to give all children a strong understanding of the world around them. Whilst being immersed in scientific vocabulary, pupils acquire specific skills, concepts and knowledge to help them to think scientifically, to gain an awareness of scientific processes and also an appreciation of the uses and implications of Science, today and in the future.

Scientific enquiry skills are embedded in each topic studied and these are developed throughout children's time at school. This model allows children to build upon their prior knowledge and increases their enthusiasm for the subject whilst embedding this procedural knowledge into the long-term memory. All children are supported to develop and use a range of skills including observations, planning and investigations.

In addition, our Learning Powers Approach emphasises the importance of children being curious and asking scientific questions about the world around them. It also encourages them to consider the choices available to them when planning and conducting investigations; thus inspiring them to become independent learners, exploring possible answers and articulating their ideas.

Implementation:

Reading

The ability to read is essential for independent learning, the world of work and many other aspects of everyday life. Reading is a fundamental life-skill that enables children to live fulfilled, successful and happy lives. In developing the skill of reading, children gain access to and derive pleasure from many rich and varied sources of literature.

Therefore, reading comprehension and the joy of sharing books and stories with children, provides the foundation for much of the learning that takes place in our school.

Taught Comprehension Sessions: These take place as a distinct lesson for half an hour a day and involve a two-week teaching cycle. The first week involves whole-class, teacher guided reading of a challenging text. Working together, the teacher and pupils clarify unfamiliar vocabulary and explore techniques and language choices made by the author. Newly acquired vocabulary is added to the vocabulary board at the front of each room, accompanied by the definition. The focus throughout these sessions is on explicitly teaching the vocabulary and independent skills required for successful reading and comprehension. Children are also able to practise the Learning Power of Collaboration. In week two, children have opportunities to apply their improved comprehension skills autonomously. This involves written activities focussed on one skill (such as labelling or sequencing) at a time.

Library Sessions: Each class visits our well-stocked school library on a weekly basis. During these visits children can enjoy reading purely for pleasure and select new library books to take home. The variety of non-fiction books, together with a selection of children's newspapers and magazines is part of our commitment to UNCRC Article 17 (The right to information from a variety of media sources). We always hope to encourage the Learning Power of Curiosity.

Class Reading Time: These short, timetabled sessions give children the opportunity to read their class book along with the teacher. This builds an enjoyment of reading and provides a role model of what experienced readers sound like. It also ensures children are familiar with the process of reading longer books over time and can experience the feeling of accomplishment which comes with completing one.

Phonics Sessions: Children who progress from KS1 without a secure grasp of phonics will receive regular phonics intervention. Progress is monitored to ensure the sessions are correctly targeted and to allow pupils to move on from these sessions when ready. These focussed sessions help ensure all our pupils experience UNCRC Article 29 (education which develops their talents and abilities to the full).

1:1 Reading: Struggling readers, or those who are unable to read with an adult at home, are offered additional 1:1 reading time withing the school day to ensure their progress.

Writing

Across each English unit of work, children will have the opportunity to create a range of longer and shorter pieces of writing. This may include writing plans, or focused activities which improve children's skill in a particular area of writing. Each task is given with the aim of ensuring that children make significant progress and have the skills and understanding needed to achieve an excellent final piece or outcome. Article 12 (respect for children's views) and Article 13 (freedom of expression) of the UNCRC underpin our determination to make every child a writer.

Hourly English Lessons: Each unit of work (with the exception of oral storytelling) is planned to be five weeks long and to include the following stages:

- **Text immersion** enables children to explore the features of a text and provides them with a clear understanding of the text type. It will also illustrate and exemplify the writing they will be expected to produce.
- **Skills lessons** focus on a particular aspect of writing which the children need to understand more fully or develop their skills within. Focused tasks set by the teacher give pupils the opportunity to practise these skills, leading to greater progress and a more successful outcome.
- **Application lessons** allow children to focus on creating a short part of the text in order to practise or develop that particular section.
- In **whole-text writing** children apply the skills they have been taught in order to create a completed text, whilst still receiving guidance and support from their teachers.
- The **assessment** phase gives pupils an opportunity to write independently and gives teachers a wealth of evidence about each child's progress. The independent texts are edited and peer assessed before being written into the child's Writing Portfolio book. This book is a collection of their best work and celebrates their achievements.

Editing: whether self-led, guided or carried out with a peer, this is planned in advance and takes place regularly during the skills, application, whole text and assessment stages of writing. Editing is a key area in which children can strengthen the Learning Powers of Evaluating, Embracing Mistakes and Perseverance.

Modelled writing: This takes place regularly and is a whole-class teaching technique. It involves the teacher writing; demonstrating the skills and thought-processes it takes to create the text which they expect the children to produce. The modelled writing must clearly demonstrate the features of the intended learning outcome and exemplify the success criteria.

Guided Writing: This occurs in a small, teacher-led group while most of the class undertake independent writing. This guided writing session provides the children with additional quality support and challenge so that they can improve and extend their writing. **The shared writing** this group produces is a key feature of our lessons as it means children are given a chance to input their ideas and their teacher can give them feedback about their suggestions, guiding them to make even greater improvements. This also

informs the teacher about the children's understanding of the learning objective. In addition, it builds the Learning Power of Collaboration.

Handwriting: The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas and in adult life. Children's self-esteem is also heightened when they can take pride in their handwriting. Discrete handwriting sessions take place weekly, although teachers also maintain and demonstrate high expectations for handwriting and presentation in every lesson.

Grammar and Punctuation: In discrete grammar sessions, teachers unpick key grammatical concepts and give the children short, focussed tasks to allow them develop their understanding. Grammar and punctuation are also made explicit in modelled writing during main English lessons.

Spellings: Children receive a homework sheet once a term, outlining which spellings they will be tested on each week. Each set of spellings is based around a spelling rule. Teachers review the spellings for the next week with the class, pointing out key graphemes and ensuring children understand the meaning of each word.

Spoken Language

Spoken language underpins the development of reading and writing; it is vital for developing vocabulary and grammar, as well as comprehension. Therefore each unit of work in English begins with opportunities for children to develop their abilities and confidence in this area through drama, performance and presentations to a range of audiences. Additionally, children in Years 3, 4 and 5 will carry out oral storytelling work which develops their clarity, confidence and vocabulary. All year groups compose and perform poetry, with our annual school-wide Poetry Slam providing an audience.

Additionally, we promote high-quality discussion in every lesson through regular use of paired discussion. Children are taught to structure debate and discussion through use of the ABCs (agree, build and challenge).