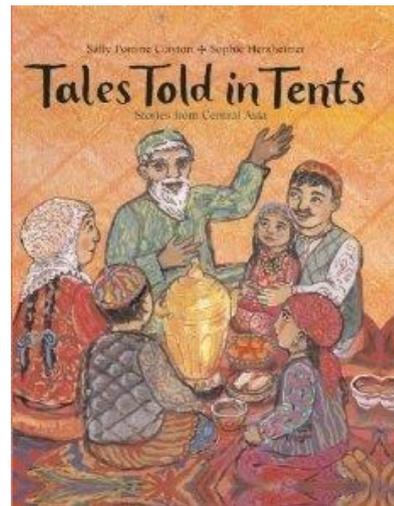
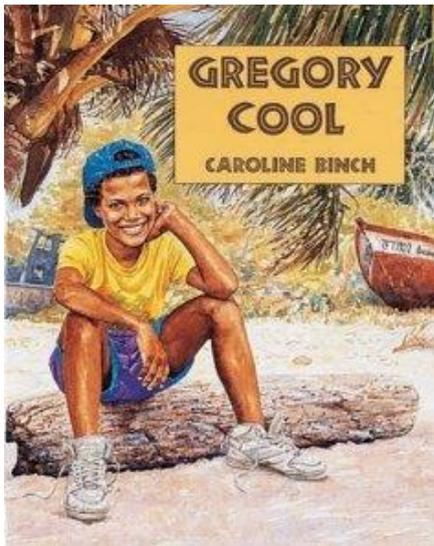


**Our daily English lessons focus on vibrant and exciting teaching sequences.**

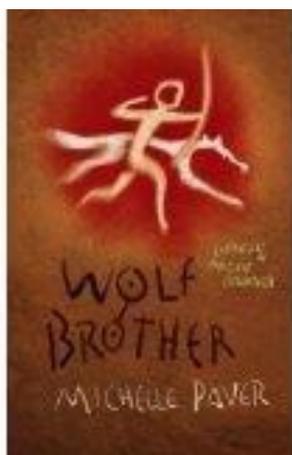
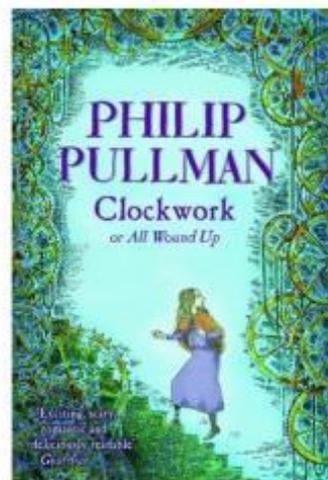
**Over several weeks children undertake work stimulated by high quality texts.**

**These provide them with opportunities to write in a wide range of styles which are revisited regularly during their journey through the school.**



### **Spellings**

**Each week children across the school are taught a spelling pattern and are expected to choose from a menu of homework activities which they complete to practise the pattern. Their test at the end of the week assesses their ability to spell a random selection of words that contain this pattern.**



## **Heathfield Junior School English**

### **Aims**

Building on the English curriculum in KS1 and in line with the new national curriculum, the overarching aim for English at Heathfield Junior School is to:

- promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word
- develop their love of literature through widespread reading for enjoyment.

Our English lessons use ideas from 'The Power of Reading' (CLPE) using whole high quality texts and creative teaching approaches.

### **How we deliver the English curriculum**

- Daily English lesson. This will be based on a high quality text and may involve drama activities or speaking and listening activities. In most lessons children will produce a piece of writing in their books. For example, children may write a letter, diary, report or story.
- In most English lessons the teacher will have a guided writing group. They will use this time to teach specific skills that are tailored to the needs of the group to help them progress in their writing.
- Daily reading session. During the week each child takes part in a guided reading session with their class teacher. Some children receive extra guided reading sessions each week with either a Teaching Assistant or a support teacher.
- Daily handwriting. This happens for 10 minutes at the beginning of the day. Children in Year 3 practise handwriting joins. Children in Years 4, 5 and 6 practise their spelling pattern of the week.
- Daily story time at the end of the day. This is an opportunity for children to hear a text being read to them: for many children this enables them to enjoy a text above their decoding ability.
- Twice weekly spelling sessions. The session at the beginning of the week introduces the pattern or words the children will be learning. In the session at the end of the week children may be tested through a short 'blind' spelling test or dictation. They may also practise spelling strategies, proof reading skills or practise words from their personal spelling list.
- Cross curricular opportunities. All teachers seek meaningful opportunities for reading and writing across the curriculum. This may take the form of a diary entry in History or reading a religious story in RE.

### **Inclusion**

- English is taught in mixed ability classes or groups throughout the school. Work is differentiated by task, additional resources, outcome and/or adult support.
- Children who have a EHCP (Education, Health and Care Plan) may receive 1:1 or small group support from a teaching assistant during the lesson, depending on their specific needs.
- Some children are withdrawn from other lessons for extra direct teaching of words reading skills. They are taught by experienced TA's who deliver the 'Read, Write, Inc' synthetic phonics programme. The aim of these groups is for children to make rapid progress in order to catch up with their peers.
- A small number of children are withdrawn from whole class English lessons, for a limited amount of time in order for them to focus on early literacy skills.
- Children who speak English as an additional language and are at the early stages of learning English may also receive small group or 1:1 support outside of the English lesson.