



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

English Staff Handbook 2023-2024

Approved: Feb 2024

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English is at the heart of all children's learning. The ability to communicate clearly and read confidently is essential for success in education and an important life skill. We want the children at Knights Enham Junior School to see themselves as lifelong readers and writers.

We recognise their entitlement to high-quality teaching which will:

- Develop a love of reading that will last beyond school.
- Equip children with effective comprehension skills.
- Teach children to become assured writers, who can apply their skills in all types of writing.
- Ensure children can use correct spelling, grammar, and punctuation to communicate clearly.
- Help children to speak confidently, express their viewpoints clearly, and listen to the viewpoints of others.

Reading

Reading is the golden key that unlocks the door to all our learning. It must be taught for both pleasure and progress, as we believe that one cannot exist without the other.

At Knights Enham Junior School this is achieved by:

- Reading workshop lessons every day to build fluency and teach specific reading skills.
- Time every day for individual reading.
- Sharing high-quality stories, books, and poetry together.
- Weekly visits to our wonderfully resourced library.
- Having high expectations for children to read regularly at home.
- Having an effective phonics intervention and support programme.
- Ensuring classrooms are well resourced with a wide variety of high-quality reading materials.
- Reading age is assessed and tracked twice a year.

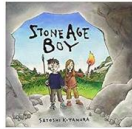

Writing

We give children a rich and varied English curriculum with opportunities to write in many different forms.

Each learning journey is inspired by a high-quality text that the children can use to refine their writing skills before showing mastery through an independently written piece. Our Learning Journey's have used the following structure:

Stage Name	Description	Examples
A Hook	An engaging learning experience, which may involve drama, art, outdoor learning or another surprise.	Investigating a 'crime scene', making a magic hat, building shelters for animals in the woods.



<p>A Rich Text</p>	<p>A story, picture book, poem, non-fiction text, film clip. A range of purposes and genres to be covered.</p>	 
<p>Reading as a reader <i>(Stimulate and Generate)</i></p>	<p>Enjoying and engaging with the text. Talking about the text. Asking questions. Exploring language and building vocabulary. Understanding characters, ideas and themes. Practising a previously learnt writing skill (Site of Application Write)</p>	<p>Interviewing a character. Preparing a news bulletin based on events in the story. Retelling the story. Making storyboards. Make a glossary of new words. Writing a letter or diary entry of a character.</p>
<p>Reading as a writer <i>(Capture, Sift Sort)</i></p>	<p>Learning and practising the writing skills needed for the final piece of writing. Studying “What a good one looks like” (A WAGOLL). Understanding the purpose, audience and genre of the text they will write. Having a go at the type of writing (Apprentice Write).</p>	<p>Explicit teaching of writing skills. Explain, change, create tasks</p> <ul style="list-style-type: none"> • Explain: Children identify and, crucially, explain why a grammar or punctuation choice has been made. • Change: This could also be Correct. Children adapt a sentence, insert punctuation etc. to demonstrate understanding. • Create: A more open-ended opportunity for children to apply the skill. Pictures related to your text driver could be used as a stimulus here.
<p>Writing Final Written Outcome <i>(Create, Refine, Evaluate)</i></p>	<p>Planning and writing a final piece (Site of Instruction Write) Redrafting and editing of writing.</p>	<p>After reading ‘The Highwayman’ poem year 5 rewrite it as a ghost story. After reading ‘The King who banned the dark’ year 3 write a persuasive letter to stop the dark being banned.</p>

Display

Our English displays reflect the three parts of our learning journey. The headings “Reading as a reader”, “Reading as a writer” and “Writing” are used. The display will also include a picture of the text driver, the front cover sheet from the children’s books, a word wall and a WAGOLL. The aim is for the display to be a reference point for the children and the teacher during the learning journey.



Handwriting

At Knights Enham Junior School we believe that neat, well-formed handwriting and the neat presentation of written work gives a sense of pride and ownership. Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar, and phonics.

Spelling

It is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment.

We want our pupils to be:

- equipped with a range of strategies for learning spelling.
- able to apply their strategies when spelling words in their independent writing.
- knowledgeable about common rules and patterns in spelling.
- curious and motivated to explore the rich nature of English vocabulary.

Teaching and Learning Strategies for Spelling

- Spelling is taught 5 times over a week following a set programme of teaching, learning, practise and testing.
- An interest in vocabulary combined with reinforcement of phonics and spelling rules is present in all teaching and learning.
- All pupils have a spelling journal in which they record all their spelling activities and practice.
- Pupils are sent home spellings to learn and spelling is tested once per week. Children are tested on the previous week's spelling to support retrieval.
- There is a focus on spelling in all marking and feedback. During the marking of written work, up to three misspellings are identified. Pupils are asked to practise each correct spelling three times.
- Spelling age is assessed and tracked twice a year.

Interventions

At Knights Enham Junior School we use Rapid Phonics and Rapid Reading (Pearson) as our intervention schemes. Please see Appendix a) Phonics Intervention Approach and Appendix b) Reading Intervention Approach for additional information on how this is delivered and monitored. Both schemes are delivered as interventions and are aimed specifically at Key Stage 2 pupils.