

# English at Wensum Junior

## Intent

At Wensum Junior, we aim for all children to have secure speaking and listening, reading and writing skills that will ensure that they have full access to the curriculum and are able to reach their full potential. We recognise that having strong and secure English skills, has a positive impact on all future learning and development for children. Having a coherent and fluent understanding of English, will enable children to be confident, independent learners, who are able to access all aspects of the curriculum.

We believe that all children should have the opportunity to become confident speakers so they can engage with others through spoken language and articulate their ideas. We believe this is essential when supporting children to become confident, fluent speakers. We encourage children to talk in the classroom as this deepens their thinking and understanding.

We prioritise Reading at Wensum, as we are passionate about all our children becoming fluent, confident readers who enjoy reading a wide range of texts by a variety of authors.

We aim to teach reading and comprehension skills explicitly, so children have a good understanding of what they are reading, enabling them to understand more about the world they live in. Children will encounter a range of engaging texts which provide a gateway to new authors, genres and reading experiences. We believe it is vital to instil a love for reading in our children. We seek to inspire children to develop a life-long love of reading.

We provide pupils with a structured approach to learning to write. We teach children how to write effectively for different purposes and audiences and want children to write with competence and confidence.

We develop the childrens' knowledge of the structure, grammar and vocabulary and support them to applying these in their own writing. Children will learn to articulate their ideas with clarity before presenting them in writing.

We want children to develop essential English skills to be able to succeed in school and to prepare them for adult life.

# Implementation

The implementation of our English curriculum is woven into every other subject and in all areas of school life.

## Phonics and Early Reading

Children who required further work on decoding words for reading, take part in a phonics session daily. We follow the synthetic phonics program **Read Write Inc.** to ensure that children are introduced systematically to the sounds (phonemes) in English and the letters (graphemes) that represent them.

oo



poo at the zoo

ew



chew the stew

u-e



huge brute

See below for links to the Read, Write Inc website for more information.

[Home - Ruth Miskin Literacy](#)

### Further support

We provide additional support to pupils who need help in keeping up with our phonics programme. This takes the form of 1:1 or small group session with a teaching assistant.

### Impact of Early Reading Strategies

These are the measures against which we review the impact of our early reading provision. We have a cycle of school monitoring and self-review to enable us to continually improve and strengthen provision.

### Early Reading: Useful links for parents and carers:

Create links:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



[https://cdn.oxfordowl.co.uk/2016/09/05/13/27/13/670/Sound\\_Guide.mp4](https://cdn.oxfordowl.co.uk/2016/09/05/13/27/13/670/Sound_Guide.mp4)



An overview of Set 2 and 3 RWI Sounds: [set-2-and-3-sounds-and-rhymes \(1\).pdf](#)

# Small Group and Individual Reading

Children read every day independently or to an adult.

For small group reading we have introduced the Read, Write, Inc Comprehension programme which is targeted for children who have completed the Phonics programme but need to continue to work on their reading fluency and comprehension. These lessons support children to listening to the text being read, read aloud with others and to read aloud individually. Texts that are matched to their reading ability. Comprehension skills form part of these sessions to develop understanding.

## Reading Lessons: Steps to Read



The Steps to Read curriculum is evidence based and provides our readers with carefully structured opportunities to develop all aspects of word reading and comprehension, Units of work are carefully constructed to ensure full coverage of the statutory curriculum for reading, from Year 3 to Year 6.

Our Steps to Read lessons consist of daily 30 minute sessions, which are delivered to the whole class. Texts include fiction, non-fiction and poetry.

### Features of Steps to Read lessons:

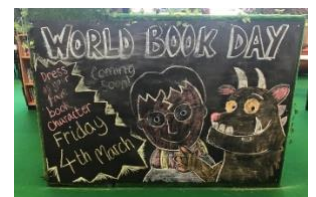
- 📖 sequenced and coherent progression;
- 📖 use of language-rich texts for vocabulary teaching in context;
- 📖 include all elements of comprehension, taught sequentially across a year;
- 📖 a clear focus on the skills and strategies needed to be a proficient and confident reader;
- 📖 use of engaging texts to promote a life-long love of reading;
- 📖 include poetry, non-fiction and fiction that enhances learning across the curriculum.

## Reading for Pleasure

At Wensum we have a large school library. This is a space where children can choose books to read for pleasure. All children are members of our school library and can borrow books using our library system to read at school or at home.

Our library is well-stocked with a range of engaging fiction and non-fiction titles. We have collections of books which link to our curriculum, to ensure that children can independently extend their knowledge through reading.

Our school year features regular opportunities to celebrate and promote reading for pleasure, such as World Book Day, visits from authors, reading cafes and workshops.



### Reading at Home:

Every child has a book bag and reading record which they take home each day. We encourage all children to read regularly at home and are happy to support families with strategies and resources for this. Developing readers benefit from regular opportunities to read 1:1 with teachers, teaching assistants and reading volunteers.

We encourage all children to read regularly at home. Listening to children read out-loud and sharing books together is a powerful way that families can support their child's learning. See below for ways to support your child with reading at home.

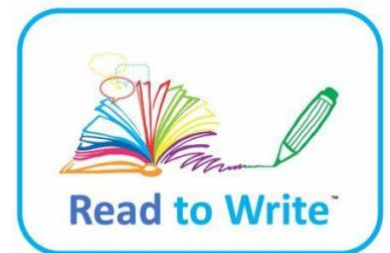
### Class Reader and Wensum Reading Spine

Teachers read to their classes regularly, providing a shared 'reading for pleasure' experience. This is in addition to our Reading lesson or English lesson and is an opportunity to delight in literature and language and follow children's own expressed interests in authors and genre. We are currently developing our own **Wensum Reading Spine** as a way of sharing and celebrating the best in children's fiction and poetry and ensuring every child accesses a wide range of texts during their time with us at Wensum.

## Writing at Wensum Junior

### Implementation

Teachers use the *Read to Write* programme to plan and deliver a daily English lesson to the whole class. Learning sequences follow a common structure: Immerse, Analyse, Plan and Write. This approach acknowledges the strong inter-relationship between speaking and listening, reading and writing.



The 'vehicle texts' we use are language-rich picture books, which are read aloud, enjoyed and discussed. They are challenging and beautifully written and provide important opportunities for children to encounter and develop new vocabulary.

Alongside the vehicle texts sits an example text, also known as a WAGOLL (what a good one looks like). This provides an example of what the writing outcome looks like at greater depth. This allows discussion about the choices the author has made and the effect these have on the reader.



Children engage actively in reviewing their own writing and that of their peers, learning how to be an effective response partner. In this way, we encourage children to share their learning outcomes and take ownership of their progress.



The program provides stimulating texts, access to high-level vocabulary and rich contexts for writing. A clear progression of grammatical knowledge and writing skills is planned across each academic year. Progression in knowledge and skills is mapped across year groups, to ensure lessons meet the full requirements of the National Curriculum and that pupils are challenged to meet, or exceed, national expectations. Lessons are pacy and purposeful. Classroom environments feature working walls which provide children with a ‘toolkit’ to draw on at the point of writing.

## Impact

Our English curriculum is planned to ensure progression of knowledge. Learning to write is a process of acquiring cumulative knowledge about how writing works alongside planned and strategic opportunities to revisit, embed and apply. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum by reflecting on pupil outcomes and competencies. Alongside this, we also ensure that we monitor and support the development of professional competencies and outcomes for our teaching staff.

# Spelling at Wensum Junior

## Implementation



At Wensum Junior we teach spelling using the Spelling Shed programme. This programme supports whole class teaching of spelling and provides spelling activities that enable children to practice what they have been taught and embed their learning.

As well as regular weekly spelling sessions, children across the school are assigned spellings to practise each week using the interactive online program Spelling Shed. Children rehearse the words assigned using different games and activities. The words set reinforce the Red Words and Orange Words taught through the RWI Spelling programme and link to the spelling lists in the National Curriculum.

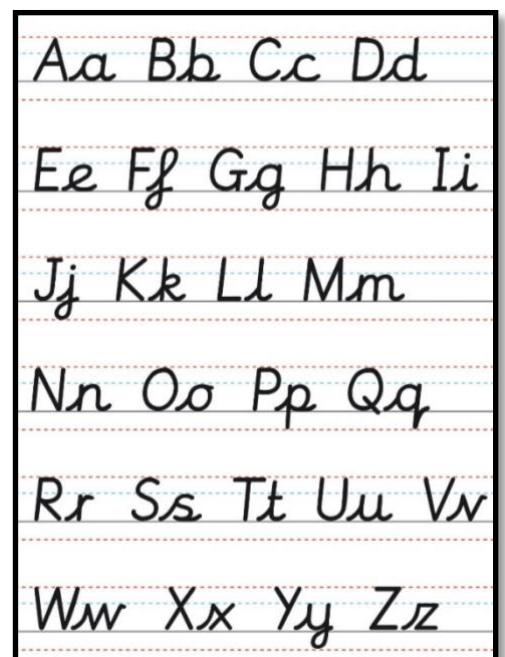
At the end of each half-term, teachers assess children's spellings to determine whether they need to remain on a particular spelling stage or move up to the next level.

## Handwriting and Presentation

We encourage all children to take care and pride in their work and make our expectations clear through the use of *Presentation Pledges*.

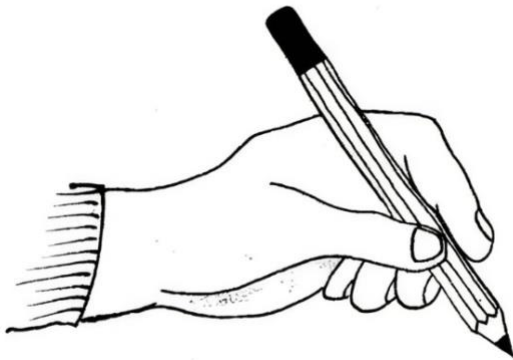
Children are taught how to form the correct joins between letters from the beginning of Year 3. They are also reminded of how to use a secure tripod grip, which means they are holding the pen or pencil securely.

By the end of Year 4, all handwriting should be joined, fluent and legible. In Year 5 and 6, children routinely write in handwriting pen.

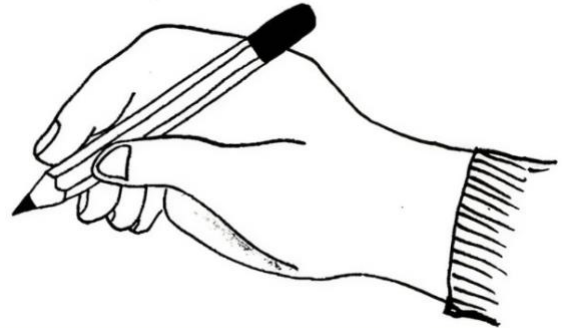


By ensuring that pupils can write neatly and fluently at speed, we help pupils free-up their 'working memory' to focus on the other elements of writing.

*Visual of Pencil Grip  
Left-Handed*



*Visual of Pencil Grip  
Right-Handed*



## **Specialist Support with Handwriting**

Children who experience persistent difficulty with their letter formation and presentation are referred for further assessment by the SENDCo. Some children benefit from adaptations, such as ergonomic pencils or pens. The school also provides specialist provision to identified pupils using the 'Speed Up' handwriting and co-ordination programme.

# Overview of English at Wensum Junior School

Early Reading Provision		Steps to Read	English Lesson	Read-aloud
<b>RWI Phonics</b>	<b>Spelling</b>	Whole class	Whole class	Whole class
Focus on recognising graphemes, decoding, recognising 'Red Words', building fluency, encoding for spelling, hold a sentence.  Spelling skills taught and applied		Developing fluency, vocabulary, comprehension. Building awareness of the author's intent.	Read to Write 'vehicle texts' shared with the class, vocabulary building, reading like a writer.	The teacher reads story to the class choosing a text from the Wensum Reading Spine.
30 minutes daily		30 minutes daily	1 hour daily	15 minutes daily
<b>Phonics Boost Intervention</b>		<b>Guided Reading</b>	<b>Wider Curriculum</b>	
During other times throughout the day, teaching assistants support children with their reading through 1:1 or paired phonics boost sessions.		Small group targeted reading - intervention  20 minutes	Pupils apply their reading and writing skills during lessons across the curriculum. <i>E.g. shared reading forms an entry point to a history lesson; children read individually whilst researching in science.</i>	
<b>Individual reading from home-school book.</b>			<b>Curriculum Write</b>	
1:1 reading to teacher, teaching assistant, or reading volunteer			Pupils apply writing skills developed previously in English to a writing task in another curriculum area: reactivating and applying prior knowledge.	