'Learning for a fuller life…'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	***English***

INTENT

At TJS, we believe reading and writing are gateway skills that make all other learning possible. To ensure that each child is able to access the English language and reach their full potential, we promote high standards of literacy through an engaging, purpose-led curriculum that gives children the opportunity to read and write a range of different texts. Through learning to write for a range of purposes and audiences, we hope our children become confident communicators, able to apply their skills and knowledge both now, and in their later life.

In reading, our intent is to ensure that all pupils:

- read easily, fluently and with good understanding, supported by phonics where necessary
- develop the habit of reading widely and often, for both pleasure and information
- are exposed to a range of high-quality, inclusive texts - both in lessons and through our use of Accelerated Reader
- acquire a wide and varied vocabulary

In writing/communicating, our intent is to ensure that all pupils:

- are confident in the art of speaking and listening and to use discussion to communicate *in all areas of the curriculum*
- are able to write using their own ideas with confidence and independence, supported by appropriate resources
- develop a love of writing and have the chance to be imaginative and creative
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- re-read, edit and improve their own writing
- confidently use the essential skills of grammar, punctuation and spelling

SKILLS	KNOWLEDGE
The specific English skills pupils learn, practice and demonstrate at Taverham VC CE Junior School can be found in: - English programmes of study: key stages 1 and 2 National curriculum in England (2013) - English Appendix 1: Spelling - English Appendix 2: Vocabulary, Punctuation, and Grammar Handwriting skills are developed through LetterJoin.	Pupils at TJS learn about the different purposes of writing (to inform, describe, entertain, persuade, and discuss) and explore the composition, language, and punctuation needed for such purposes through high-quality texts and writing modelled by the teacher. Vocabulary, punctuation and grammar knowledge is taught progressively through the school. Fluent reading, text comprehension and reading motivation is taught through whole-class reading lessons, class books, and special days. Medium term plans and curriculum documents specific to each year group detail what each year group will learn.
Support for SEN/disadvantaged children: ● For those children struggling with decoding and who are unable to access other reading skills, or who have not passed the phonics check in KS1, phonics intervention is used. In Year 3, these pupils will be reassessed on a 1:1 basis to identify any gaps in learning. We use the Little Wandle Rapid Catch-Up Programme, which is designed for children aged 7+. Children will have a 20 minute session every day, focusing on recapping phonemes as well as reading a book and developing decoding skills, prosody and comprehension. ● The library is organised into sections including a colour banded section for children who need support with decoding and super-readables to offer children with dyslexic tendencies accessible high-quality texts. ● Our purpose-led curriculum allows the children to spend a full half term exploring one purpose in detail – this allows struggling children longer to practise and hone their skills whilst receiving help from the teacher. ● Active working walls are used in every classroom and follow a whole-school approach to share ideas and aid children who are struggling. ● Teachers and TAs offer support in class, supporting small groups or individuals.	***Additional opportunities:*** ● WOW days offer children the opportunity to engage with English in other ways including: theatre trips, acting workshops, fire-side storytelling, dress-up days and visits from authors/ special speakers. ● World Book Day is used every year to promote a love of reading and various activities are used to facilitate this: guess-the-door competitions, dress up, book swap, and assembly. ● Our purpose-led curriculum allows the children to spend a full half term exploring one purpose in detail – this allows higher attaining children time to explore the purpose in detail, play with language, and gain a greater-depth of understanding.

● Appropriate interventions are provided for children who struggle with key elements of the English curriculum like spelling and grammar, including time with the class teacher or teaching assistant.	

How does English contribute to the overall school aims?

(*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:

English at Taverham Junior School gives children the opportunity to become confident readers and writers by focusing on the skills and knowledge needed to read and write in a variety of contexts and giving them the time to explore these concepts in detail. Our whole-school cyclical approach to teaching means that children revisit each purpose every year, becoming more successful writers and more confident as a result. Lessons aim to be challenging, but still accessible for all children so that they can achieve and be successful. Teachers use a wide range of methods to offer whole-class and individual feedback, and time is dedicated to the reviewing and editing of writing to encourage children to be both resilient and reflective when checking their work. The use of WOW days aims to engage children and spark their interest, making English an enjoyable subject at TJS and by reading and teaching of high-quality texts from a range of authors, children are taught how to be responsible, caring, and tolerant through the art of storytelling.

How does English contribute to the Spiritual Development of children?

The writing curriculum fosters spiritual growth by encouraging self-expression and reflection. Through writing, children explore their beliefs, develop empathy by imagining others' perspectives, and build confidence in their unique voice. This process helps them understand their values and recognise the power of words to connect and inspire others.

The reading curriculum supports spiritual development by opening children's minds to new ideas, cultures and perspectives. Through stories, poems, and non-fiction, children explore questions about life, values, and relationships, which helps them understand themselves and others more deeply. Reading invites them to reflect on their own beliefs, experiences and faiths while developing empathy and compassion. This supports children to embrace and celebrate diversity, and fosters a sense of wonder about the world around them.