

Reading

Intent

Reading enables children to experience new worlds and situations, it engages and inspires developing vocabulary, understanding and a deeper knowledge of the world around us. At Poulner Junior School we understand that reading is a key skill that enables children to access the wider curriculum as well as being a tool to ensure understanding of different opinions and attitudes and foster thoughtfulness towards a range of situations and cultures that children may go on to experience.

‘Write to be understood, speak to be heard, read to grow.’ Lawrence Clark Powell.

Implementation

- Children have four guided reading sessions a week in which they share a book, linked to the wider curriculum enabling them to be engaged and inspired whilst working on key reading objectives which deepen their comprehension, inference, vocabulary, comparison and empathy skills.
- Children are heard on a 1-1 basis at least once every half term to enable a learning led approach to their personal development.
- Children are expected to read at home four times a week in order to achieve a raffle ticket thus encouraging them to enjoy reading to, with and alongside others.
- Our excellent library, complete with dedicated librarian carries a wide range of reading books, newspapers and inspiring displays to encourage children to enjoy their reading. All children from each class choose a reading book to take home and this reading book is changed frequently.
- Children also have a book banded book which is specifically chosen to develop their reading skills. This is shared at home as well as in school.
- Each classroom has a dedicated book corner or area that carries a range of fiction and non-fiction books, some of which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher - this can take place during guided reading sessions or can be a book that the teacher recommends to the class or a recommendation from a child.
- Children have the opportunity to take part in ‘Reading Buddies’, in which children mix with other children from different year groups and share a book together.
- Children in key stage 2 who are not yet ‘free readers’, are taught carefully planned phonics sessions using "Read Write Inc" to support their needs. For those in year 4, 5 and 6 “Lexia” and “Reading Plus” programmes are available for children that need extra support in reading.
- Pre-teaching is also planned in by teachers to enable vulnerable groups to experience and familiarise themselves with the text before learning more in class.
- Take part in regular book fairs to share new books and create a ‘buzz’ about reading.

Impact

By the time children leave Poulner Junior School, they are competent readers who can discuss, summarise and recommend books that they have read. They are able to discuss the authors intended impact on the reader, whether this is through vocabulary choice, use of structure or a characters feelings. They have developed a love for reading and use this to support them in subjects across the curriculum. They are able to explain different genres including poetry and can use information gathered from a range of sources to share a respectful and thoughtful outcome to a wider audience.

Writing

Intent

Writing is a fundamental part of our curriculum at Poulner Junior School. Our intent is to provide, through clear and focused learning journeys, the tools for children to develop a love for writing across the curriculum. By the end of key stage 2 we intend for the children to express their creativity, ideas, opinions and their understanding confidently through the use of written word. We intend to support children to be reflective learners, editing and improving their writing to create a thoughtful outcome. Within our learning journeys we intend to provide a range of rich texts and tasks that challenge and develop the children's skills, thus allowing them to apply these across the curriculum to all subjects. Through our learning journeys we intend to develop the key skills of grammar for purpose, punctuation and spelling, whilst fully understanding the impact of their writing on their audience. We have consistently high expectations of all our children and expect them to take pride in their learning outcomes through the use of fluent cursive handwriting. Our intent at Poulner Junior School is to inspire the children to inspire others with their creative and carefully crafted writing outcomes.

"Good writing is supposed to evoke sensation in the reader - not the fact that it is raining, but the feeling of being rained upon." E.L Doctrow

Implementation

Our aim is to develop creative and inspired writers. At Poulner Junior School we do this through clearly planned learning journeys that are driven by rich cross curricular texts. This enables the children not only to develop their writing skills but to make those key links across the curriculum that are so vital for deeper learning and understanding. It also enables regular opportunities for cross curricular writing, therefore developing confident writers that are able to express themselves in a variety of contexts.

The writing outcomes of our learning journeys are purposeful and are always planned with an audience in mind - this allows the children to have a context for their writing and makes their writing more purposeful. In the planning process the children use the Durran grid which ensures that all of the grammar skills that are taught are linked directly to the impact on the reader, enabling the children to develop a deeper understanding of how the grammar skills taught can be used by them to impact their readers effectively. The children use the Durran grid as a form of success criteria - this is also part of the working wall in class to ensure it is embedded throughout the learning journey leading to a focused, meaningful

and creative finished piece that children can present to their audience with pride knowing that they have been successful.

Children and parents have the spellings for the half term shared at the beginning of each half term. This is also differentiated so that all learners are included. They are then given weekly spelling homework to complete alongside a suggested activity on how to learn these words at home. The children are informally tested once a week with the focus on improvement from the previous week rather than comparing their scores with others. This approach ensures that the children are focused on their personalised progress, whichever stage they are at in their learning. There is also an additional spelling test at the end of each half term where a variety of spellings are picked from the whole half termly list. The children's home school diary has the spelling lists for each year group and these are used to document the children's progress in spelling. Year 3 take part in phonics sessions which are planned and differentiated based on the need of the year group. Year 4, 5 and 6 take part in four taught spelling sessions a week. Those that need additional support have a variety of interventions which focus on the need and address any gaps.

We have implemented the use of colours for word classes which enables the children to understand which word classes are used to create different sentence types. This is very visual and allows children to identify word classes confidently from Year 3 all the way to the end of Year 6. This can be used alongside sentence building cards to ensure clear understanding of sentence construction if needed to support the writing process further.

Impact

Children will make good progress in writing from their own starting points. They will have been exposed to a range of text types and have a clear understanding of audience, purpose and layout of a variety of text types. By the end of key stage 2 children will have developed key writing skills including grammar for purpose, spelling and editing. Above all children will produce creative and thoughtful pieces across the curriculum that share their understanding and consideration of their audience. They will have developed a love for writing to express themselves and their viewpoints and be able to manipulate sentence structure and grammar making considered vocabulary choices to impact their reader, dependant on their purpose. They will therefore have the fundamental writing skills to access the rest of the curriculum and express themselves effectively.

Speaking and Listening

Intent

Our intention is for children to:

- Feel empowered and confident to express their opinion and thoughts honestly.
- Feel confident to share their feelings in a supportive and encouraging environment that welcomes feedback and discussion of different points of view.
- Participate with others in a range of situations and with a range of groups.
- Speak audibly and confidently through participation in class, debates, discussion, assemblies, presentations and productions to different audiences.

“Communication - the human connection - is the key to personal and career success.” Paul J, Meyer

Implementation

The teaching and learning approach at Poulner Junior School encourages the children to have a voice. During lessons children are actively encouraged to share their ideas and thoughts as well as to question. We also take part in planned group work, partner work and debates. We understand that an important part of learning is to discuss new or difficult concepts in order to unpick and develop a deeper understanding in all curriculum areas. Staff model how to use a range of appropriate vocabulary for the subject that they are teaching which also encourages high expectations across the curriculum. Our reading displays also include a word of the week which is another point for discussion and enables a deeper understanding. Through the use of teacher modelling in a variety of contexts the children are able to understand a range of vocabulary and begin to understand how to communicate more effectively in new areas of the curriculum.

During Guided Reading sessions, children look at how the author uses a range of vocabulary. Within these sessions we explore unfamiliar vocabulary - this is discussed and is also added to our ‘New Words To Use’ displays in all classrooms. This allows the children to expand their understanding and apply these words to other contexts in their writing. Alongside this, staff are modelling the correct use of grammar in speech and encouraging children to use grammar effectively in spoken communication. We understand that children rehearsing their ideas orally can help them to formulate clear and grammatically correct sentences in their work and this is encouraged to ensure they have a deeper understanding of how verbal and written communication are so closely linked.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Within this we plan in debates as this encourages the children to understand the importance of point of view and listening to others in a respectful and thoughtful manner as well as expressing a point of view based upon facts presented and discussed a key communication skill.

School council, Eco warriors and Pupil voice encourage the children to discuss key aspects of the curriculum, school issues and environmental issues which are then shared with the staff alongside suggestions. Children in year 6 can also take up the office monitor position which enables them to develop their communication in a supported environment with another group, parents and outside agencies, to develop their communication skills further.

Children in Year 3 perform a nativity play each Christmas; Year 4 rehearse and perform a harvest assembly; Year 5 rehearse and perform a production at Easter and Year 6 perform a production in the summer. The children also take part in Christmas carols and a song for each year group at the summer fair. All of which encourage children to develop their speaking and listening skills further.

Impact

We provide a safe, supportive and encouraging environment that enables the children to confidently express their views, thoughts and ideas without prejudice. We also encourage questioning to understand their learning further. Through this approach we produce honest, respectful and thoughtful individuals with the ability to communicate effectively, discuss problems successfully and courteously. The children are also able to share their own individual voice with clarity enabling the development of effective relationships to support their learning and their future.