



To Care

ENGLISH EDUCATION AT PICKERING COMMUNITY JUNIOR SCHOOL



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INTENT: At Pickering Community Junior School, we provide children with a literacy-rich environment and inspiring learning opportunities which will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. It is our intention to ensure that reading and writing are interconnected so that children can make purposeful links across their learning. Children will be given opportunity to develop knowledge, skills and attitudes to write effectively for a range of purposes and audiences so that they can communicate both factually and creatively. We place a significant focus on the study of both classical and contemporary fiction where vocabulary rich books are chosen to stimulate and challenge, leading to high-quality writing outcomes. Children are taught to write clearly, accurately and coherently and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school whilst taking a pride in their handwriting and presentation. All children will be provided with a broad and balanced curriculum which reflects the equality and diversity policies and practice in our school.

IMPLEMENTATION:

Knowledge and Understanding

Writing

- Children develop an awareness of range of writing purposes (PIE).
- Children develop an awareness and understanding of the audience.
- Children recognise the structure and organisation of a text.
- Writing is stimulated within reading sessions with an understanding of authorial intent.
- Children plan, draft, write, review and edit.
- Children know how to form letters accurately.

Reading

- Children explore new vocabulary in all the texts they read, including across the curriculum, using strategies to find the meaning of unknown words
- Children become fluent readers, decoding accurately.
- Whole Class read sessions give access to ambitious texts where children learn a range of skills to understand the text.

Reading

- Children learn systematic phonics and apply these when decoding words and new words.
- Weekly taught comprehension sessions build individual comprehension skills.
- Reading inspires children's writing.
- Understanding of the text is built within lessons using different comprehension types: inference, prediction, summarising, word understanding, explaining and evaluation.

Skills

Writing

- Precise and ambitious vocabulary is used in each piece of writing.
- Correct grammar is applied into all writing opportunities.
- Teaching and learning of statutory spelling rules to include phonology (how it sounds), graphology (writing the word), orthography (how it looks), morphology (how your brain remembers it) and etymology (history of the word).
- Control and formality in writing
- Children apply their creativity to a piece, creating their own authorial style and voice.

IMPACT:

By the end of Year 6, our pupils will have developed the ability to read a range of texts and with accuracy, fluency and enjoyment within any subject. They will write confidently with purpose and appropriateness, seeing the process of writing as a life skill and using a broad range of vocabulary. This includes mastering complex grammar, punctuation, and spelling while applying knowledge of different text types. They will have a high level of emotional intelligence and be an effective communicator within a wide range of scenarios. The impact is seen in improved articulation, sentence crafting, and a genuine enjoyment of writing, leading to better overall writing attainment.



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ENGLISH EDUCATION PEDAGOGY ON A PAGE



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English Supporting Aspects

Cultural Capital

- Writing and reading competitions
- Drama Club and creative writing club
- Writing Display to show progression across school
- Author visits, reading den, reading trolley
- Assemblies celebrating poetry, writing, stories and books
- Book fairs and WCR used to learn about other cultures.
- Performances, both in school and out

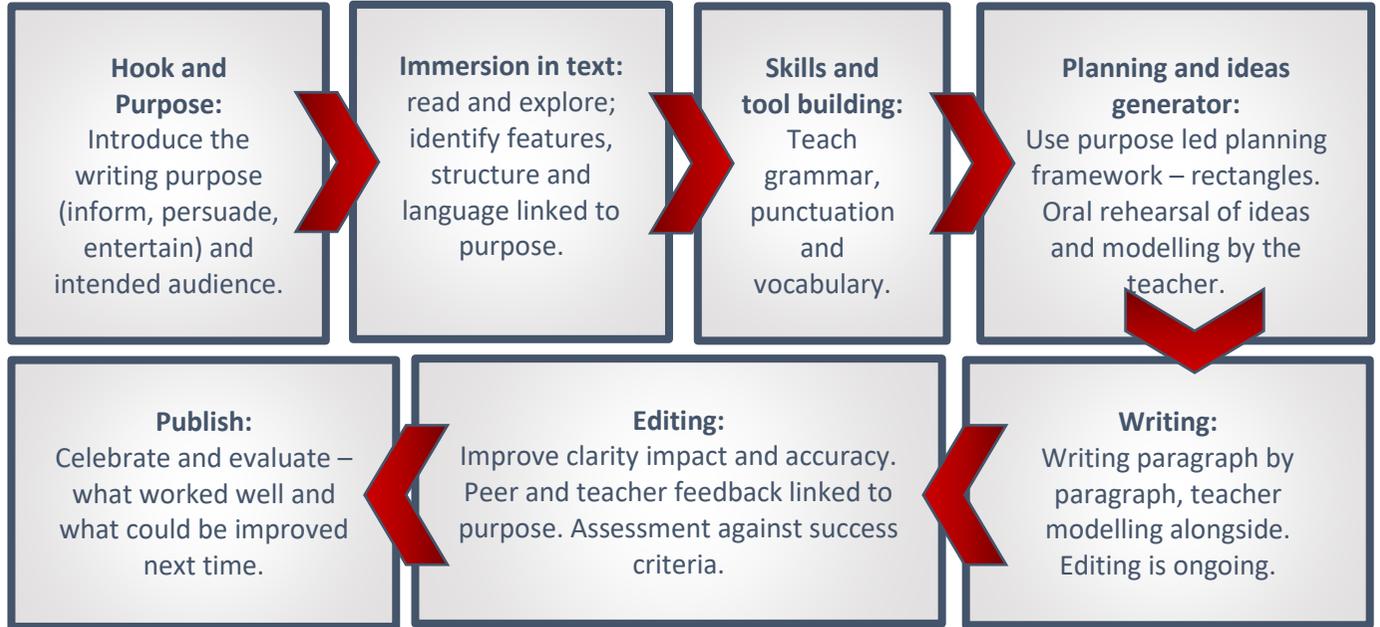
School/British values and SMSC

- Exploring justice and fairness and personal liberty in a range of texts and pupil writing.
- Study diverse authors, characters and cultures.
- Exploring human experiences and empathy through literature and poetry.
- Discussing dilemmas in texts, evaluating characters' choices.
- Collaborative talk, drama, peer editing, and shared performances
- Exposure to literature from different times, traditions, experiences and backgrounds.

Learning outside the classroom

- Work linked to environmental or local issues.
- Storytelling, role play, or poetry in authentic outdoor spaces.
- Writing about trips, visits, or community projects.
- Using natural or urban settings to generate vocabulary and imagery.
- Harvest and Christmas concerts, Year 6 play.

English Lesson structure and pedagogy



Core Principles to support the English Pedagogy

- **Purposeful** – The children have clear reasons for reading & writing and can talk about these, understanding the 'why' or the purpose for writing or the 'who' or intended audience will alter the writing itself.
- **Modelled** – teachers show strategies of reading and writing in every lesson, explaining their thinking 'out loud', using quality and accurate language choices, working walls, visualisers and flip charts.
- **Practised** – Children are supported in rehearsal of comprehension and writing before independent application, giving time for self and guided edits as appropriate.
- **Progressive** – skills build systematically across KS2 and what has been previous learnt is applied and embedded each year. Details of this can be found in the progression document.
- **Language-rich & inclusive** – The whole classroom discusses the use of vocabulary and the choices made. Vocabulary is defined in each lesson and this talk and pre-learning provides access for all.