



Godalming Junior School

Subject: English and Reading

Report prepared by: Emily Martin

Our curriculum intent for Literacy at GJS

At Godalming Junior School, there is a consistency of approach to children's learning in Literacy, which shows continuity, progression and breadth. Teaching techniques and organisational strategies strive to be of the highest quality. Expectations of ourselves, the children and everyone else connected to the school are high, which ensures continuous challenge and success for all. We aim to teach and develop skills that are applicable in modern life and provide a solid basis for future developments in their learning and in society, which also includes adopting and teaching the children about our **school values**.

English at Godalming Junior School covers spelling, punctuation and grammar (SPaG), phonics, handwriting, reading and writing. We are a **language-rich** school and, as such, **quality language** and **vocabulary** are at the core of all of our lessons across the curriculum.

Our writing curriculum is taught predominantly in English lessons. However, teachers ensure that purposeful cross-curricular writing is practiced in all subjects. We believe that writing is integral for children to express their ideas **fluently** and **confidently**. Through writing, we promote pupils' enjoyment and understanding of language and we ensure children have access to a range of high-quality text types to build their understanding of relationships between words. At Godalming Junior School, we know that **oracy** is at the heart of a good writer, and with support from the [Talk For Writing](#) framework, we encourage children to play an active role, share their ideas and rehearse verbally before embarking on extended pieces of writing.

We foster a love of reading in ALL children by providing an **ambitious, broad and demanding** range of high-quality books which inform all areas of the curriculum. Every classroom has a high-profile book corner, children are read to by the class teacher during story time at the end of the day, and a range of authors and styles are studied in Shared Reading and English lessons across the school, varying reading diet and allowing all children to access a range of texts. Ultimately, our **language-rich** curriculum allows for children to develop their own abilities to share ideas and opinions, as well as develop culturally, emotionally, intellectually, socially and spiritually.

How we implement the curriculum at GJS

English is a core subject taught daily across the whole school, with an emphasis on writing. Godalming Junior School follow the Talk For Writing implementation method. This approach began in September 2019 and has been fully applied to all English units since September 2021. All classes successfully teach using the Talk For Writing framework, with an increase in children meeting the expected standard since 2021. SPaG (spelling, punctuation and grammar) is incorporated into these lessons, but some year groups have stand-alone SPaG and handwriting lessons in addition to this.

In English lessons, work is focused around a key text (contemporary/classic including poetry which is frequently reviewed). Using this model text, different styles of writing are produced, using the text as the main source of stimulus. At the beginning of each unit, children are provided with a learning journey with specific outcomes from their year-group attainment ladder. This means that all children understand the journey they will go on throughout the unit to achieve their targets. Units in English usually last for 4 to 5 weeks. All staff use dyslexia-friendly fonts, colours and techniques in all lessons.

Spelling is taught in school, with at least three sessions per week. Class teachers can increase the frequency if deemed an area for improvement for their cohort. There is a spelling assessment at the end of each week in all classes. Lower school also have Phonics spelling sessions for children who are working below their year group. These small-group interventions are run two to three times a week by trained LSAs, the SENCo and our inclusion teacher. If a child needs additional spelling support, they have access to interventions such as [Word Wasp](#), [Toe-By-Toe](#) and SNIP spelling to support them.

Shared Reading is taught weekly, with the opportunity for teachers to teach further sessions during the week if deemed an area for improvement for their cohort. Students at GJS study a range of challenging, higher-thinking texts and authors during these sessions, practicing inference, retrieval, summarising and predicting. The school uses the ['Opening Doors'](#) approach to teaching Shared Reading which focuses on quality texts being accessed by all groups in the class with an overall aim to promote a love of reading and introduce texts and authors that a child may not access independently.

Phonics assessment is undertaken at the beginning of September for the new Year 3 cohort. Rigorous phonics interventions follow the ['Little Wandle'](#) framework, which continues throughout the year for focus children, with a range of phases being taught on a daily basis in small groups. The programme in place at Godalming Junior School helps children who struggle with reading and spelling to revise their key stage 1 learning and build on their phonics application to become capable and confident readers and writers.

Handwriting and 'proud presentation' is embedded in our teaching across all subjects at GJS. In Year 3, all children will write in pencil in all lessons. All children must use cursive writing and appropriate letters should be joined up. Children should appropriately size uppercase and lowercase letters. In Year 4, children can achieve their Pen Licence. This means that they can write in pen for all subjects, aside from Maths and Art. In lower school, regular handwriting sessions are implemented by the class teacher throughout the week, using ['LetterJoin'](#) as a framework.

By the beginning of Key Stage 2, all children are expected to use the correct pencil grip. If this is not the case, children in Year 3 will be supported with this during handwriting interventions. Pencil grips are available from the SENCo to assist dyspraxic learners or children who are still developing their fine motor skills.

Children are all given a reading record at the start of the year which is used to log children's reading by either a parent/guardian or adult at school. Every effort is made for an adult at school to listen to each child read over a two week period. Children are expected to read at home at least 4 times a week.

The impact of our Literacy curriculum at GJS

Pupil voice and engagement shows that children at Godalming Junior School enjoy reading for pleasure, English lessons and story-time at the end of the day. Writing clubs have raised the profile of Literacy across the school, as well as two '10richment weeks' dedicated to the subject - Poetry Week and Book Week. Staff are reflective when planning and choose texts and writing 'hooks' to engage their classes and develop pupils' love for reading. Due to our whole-class teaching, we ensure all children are exposed to a range of texts and topics with low-threshold, high-ceiling lessons planned to support access.

Through regular monitoring of new and relevant research from the [EEF](#), [National Literacy Trust](#) and the [Department for Education](#), we ensure that our planning, resourcing and approach to teaching reading, writing and phonics are always ambitious and high-quality.

Phonics assessments and interventions are embedded in lower school, with more than half of the cohort in Year 3 becoming 'fluent readers' by the end of the Autumn term. Data trends across the school show a rise in 'expected' and 'greater depth' readers and writers, and a decrease in children working below expected standard.

By the end of their time at GJS, pupils have a working knowledge of both classic and contemporary authors and poets, have had an opportunity to express themselves in writing and performance, and use sophisticated and rich language to share their thoughts and ideas.

Action Plan Review 2023-24

Intent	Implementation	Costs	Actual Impact
<i>For the 'Opening Doors' approach to texts to be adopted in most Shared Reading lessons throughout the year, making challenging texts from a range of authors and genres accessible to all learners.</i>	Staff meetings and training throughout the year from Bob Cox and/or EM. EM to support year groups with sourcing texts and planning SR units of work initially.	Opening Doors training	<i>Monitoring shows that all year groups have adopted 'Opening Doors' in at least one unit in Shared Reading per term. Pupil voice also indicates that children enjoy Shared Reading lessons more as a result of this. A broader range of high-quality texts are being used in English lessons, Shared Reading lessons and as class books across the school, contributing to our goal: all learners leave Godalming Junior School with a broad knowledge of writers and authors across cultures, genres, styles and varying periods of history.</i>
<i>To ensure cross-curricular writing is embedded to a high quality across all year groups, with writing opportunities that allow for children to use subject-specific language.</i>	Identify opportunities for cross-curricular writing in a range of foundation subjects, ensuring the writing embeds what children have already learned in English. Cross-curricular writing to be implemented in line with long term English plan for the year. EM to support staff with the forms of writing, where writing opportunities could be expanded upon and how to ensure subject-specific knowledge is applied confidently by children.	None	<i>All year groups have engaging and relevant cross-curricular writing opportunities in the foundation subjects. As such, children can confidently use learned subject-specific vocabulary in all lessons and had opportunities to evidence their knowledge and understanding of a particular subject and unit. Cross-curricular writing has been planned carefully and complements all English skills learned.</i>
<i>To continue to provide effective phonics interventions for the cohort beginning in September 2023.</i>	Regular meetings with the Year 3 team to identify areas of focus and children's progress. Training updates provided for new staff or any staff currently undertaking a phonics role in the school.	Little Wandle	<i>All staff who teach and lead phonics lessons and interventions in Lower School have been trained with Little Wandle and have been successfully running the sessions since the beginning of the year. By mid-April 2024, 33/60 children are 'fluent readers' and able to read 90+ words per minute of an end-of-phase-5 decodable text. 14 children receive additional phase 5 interventions with only 2 children across the year group working below phase 5.</i>

Action Plan for 2024-25

Intent	Implementation	Costs	Projected Impact
<i>For all teaching staff in each year group to confidently identify if a child is working towards, at or above the expected standards using a range of their independent writing as evidence</i>	Moderation training with an outside agency for all year groups and across phases throughout Godalming Junior School. Regular moderation in year groups for every assessed piece of writing, and at least once termly writing moderation within phase meetings. School leaders to support all teaching staff by taking part in moderation sessions and ensuring staff with questions about assessment are directed to credible sources and supported when improving their subject knowledge.	?	<i>All writing data across the school will be assessed consistently in line with moderation materials provided by the GLP and the Standards and Testing Agency. All writing that children produce will be assessed based on outcomes and compared to the age-related expectations for that child. Regular, consistent moderation and assessment will result in more children receiving meaningful feedback and making expected or accelerated progress in writing by the end of their time at GJS.</i>
<i>To build a social reading environment in every class in the school through book talk with consistency and clarity of purpose.</i>	Staff meeting CPD to launch Social Reading Environment classrooms at the beginning of the term and provide scaffold and ideas for 'book talk' sessions. A follow-up staff meeting in the spring term to further embed and feedback on practice. Dedicated time in the timetable per week for classes to take part in 'book talk'. Scaffolds provided to support teachers with embedding this.	£50 per class for class libraries	<i>To create opportunities for teachers to listen, observe and learn about their pupils as readers and use social motivation to foster reading for pleasure. To build a sense of a 'book community' at GJS with weekly, informal discussions that share preferences, thoughts, ideas and recommendations. To establish the role of reading ambassadors/librarians in each class - pupils who organise the book corner, lead discussions on</i>
<i>For the 'Opening Doors' approach to texts to be embedded across the GJS reading curriculum throughout the year, introducing all pupils to a diverse range of authors, genres and text-types.</i>	Staff meeting CPD to embed Opening Doors approach and specified, dedicated time given to all teaching staff to choose texts and plan together, with EM to support where necessary. For learning walks and planning monitoring to be used to ascertain pupil engagement and progress. Diversity reading lists to be sourced and created to support teachers' choices and professional	None	<i>All children at GJS access, explore and engage with challenging texts from a diverse range of authors and poets in Shared Reading lessons. All learners leave Godalming Junior School with a broad knowledge of writers and authors across cultures, genres, styles and varying periods of history.</i>

	knowledge, and for this recommendation list to be shared with parents.		
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