



English at IJDS

Intent

At the Independent Jewish Day School, we believe that all children have the right to learn how to speak, listen, write and read for a wide range of purposes. We recognise that our children start our school with high levels of oracy and we aim for this to be mirrored across the English and the wider curriculum. The IJDS aims to prepare children for learning to read by developing their phonic knowledge and skills. Through the study of high quality texts, we expect our learners to craft innovative writing pieces with purpose and audience in mind that they are proud of. We aim to create an environment that promotes reading for enjoyment, and our goal is that everyone, no matter their ability, is a reader.

Implementation

High quality texts are used as a driver for our English Curriculum. Reading takes place daily as a vehicle for all learning and as a gateway to knowledge. Reading and writing are interlinked at IJDS, we teach writing skills using the examples from quality texts. A typical week begins with close text study, exposure to vocabulary, generating discussions on meaning and literary themes before moving on to how we can use these skills as writers. A knowledge of spelling, punctuation and grammar underpins this and we provide our pupils with a toolbox of grammar skills to use and apply in a variety of contexts.

Reading

Reading for pleasure

Reading for pleasure is central to the ethos of our school. All staff should actively promote reading for pleasure to all children. Examples include:

- providing opportunities to read for pleasure (drop everything and read)
- storytime at the end of the day
- reading recommendation discussions/reviews
- reading corners in classrooms
- regular use of the class library
- displays dedicated to reading in every classroom
- reading challenges and competitions
- regular visits to the school library.

Phonics

We begin to develop children's phonological awareness from the moment they arrive in our nursery. We believe phonics should be taught within a reading rich environment. We follow Rocket Phonics, a systematic, synthetic phonics programme approved by the Department for Education.

Rocket Phonics' steady pace and progression deeply embeds knowledge and skills from the start. Its balanced approach focuses equally on blending for reading, and segmenting for writing and spelling, and is complemented by rich, fully decodable fiction and non-fiction



books to embed phonics in context. Phonics is taught daily using the correct terminology e.g. blending, segmenting, phoneme, grapheme.

Guided reading at IJDS

There is a focus in each session on the six strands of reading. The acronym VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise) is used to teach these skills. Teachers teach children how to answer questions on the strand they are teaching. The class text is used to support the teaching of these skills.

Guided reading EYFS and KS1

At IJDS, children are encouraged to participate in “book talk”, which prepares them to begin guided reading in Reception. Children start by expressing simple likes and dislikes, making simple predictions, asking and answering questions and retelling familiar stories. When children are ready, they move to a more structured approach to guided reading so that children can make good progress, either in their fluency or comprehension. We use books that are decodable and match their phonics teaching.

Guided reading in KS2

Children’s reading skills are taught and practised during whole class reading sessions. Whole class reading sessions mean that children of all abilities are immersed in the same high-quality literature and the discussions that these texts promote. Each child will have a copy of the same text. Children are supported within guided reading by the teacher who leads discussions designed to support children in formulating their ideas.

Children read during these sessions in a variety of different ways. They will hear the teacher explicitly model the skills of a proficient reader, including reading with fluency and expression. Echo reading will also be used as a strategy to develop fluency - this is where the teacher models how a part of the text should be read and then the class echoes this reading exactly as the teacher reads it. They will have time to reread the same extract, and sometimes they will read individually and feedback, or take turns to read aloud to their peers. Teachers use a number of these strategies during one session.

Independent reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Y1 onwards there are opportunities for periods of sustained reading (DEAR - drop everything and read). Children have access to a wide range of books including fiction and non-fiction via class libraries and wider curriculum texts borrowed from Barnet Library Services.

Home reading

Once in Reception, children begin their home reading journey by taking home picture books, where they are encouraged to tell the story orally to their parents. As they progress through the phonics programme and acquire more phoneme/grapheme awareness, phonetically decodable books are issued so that children can practise reading aloud at home. Books are matched to children according to which phase they are on in the phonics programme. Reading Planet Online is also used in EYFS/KS1 to provide more reading opportunities at

home. In KS2, children who have completed the EYFS/KS1 reading scheme are free readers.

Parents play a huge role in the development of reading fluency and comprehension and are expected to hear their children several times a week. Reading diaries should be signed in KS1. In KS2, reading records are issued and children must complete one activity per week, linked to the book they are reading. Guidance and support for parents are included in these records to help them further develop comprehension skills with their children.

Reading Interventions

EYFS/KS1

For children who require additional phonics or reading support in EYFS/KS1, the teaching team will manage this through soft starts and interventions run throughout the day in class.

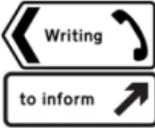
KS2

For children who are not yet reading with fluency, a named adult will read with them three times per week in addition to the daily reading opportunities occurring in class. For those who struggle with comprehension, small group interventions will happen during soft starts, allowing them to work on these skills with an adult.

For children who have spelling difficulties, the English Lead, supported by a named TA, will run an intervention during soft starts on Wednesdays. The TA will then reinforce this learning across the KS2 classes during soft starts throughout the rest of the week.

Writing

Children are expected, in every year group, to experience writing across a range of genres from the four writing purposes (see grid below and appendix for further guidance). Writing should follow on from, or be linked to, the class text or literary theme, where children can draw upon their knowledge of characters and authorial style to innovate their own piece of written work. In addition to this, children should have the opportunity to write daily, which can include a response to reading comprehension questions, responses in wider curriculum lessons, character notes, vocabulary work/SPaG. Further writing can take place through shared writing, whiteboard work, topic discussions or post-it notes.

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review



Proofread, Edit and Improve

We use a live marking model in IJDS, which gives children the opportunity to immediately respond to feedback. We train our children to proofread and edit to improve on their original idea/piece, which they do in a different colour to show pupil response. Children are given time to respond to marking.

Spelling, Grammar and Punctuation (SPaG)

Class texts are carefully chosen to support the teaching of spelling, grammar and punctuation, as well as writing. These texts are used as a model to help the children see real life examples used by authors. During SPaG lessons, children spend time exploring and identifying concepts which they then must apply in their writing later in the week. Correct vocabulary is taught for all aspects of SPaG.

Handwriting

The Letter Join programme is used to teach children from Y1 to Y6 the correct letter formation and joins. From Y2, children begin to learn how to do joined handwriting. Teachers explicitly teach handwriting during soft starts or at the start of an English lesson, focusing on letter positions, formation and joins. Handwriting is constantly modelled by the teacher when writing dates and LOs. Displays use the Letter Join font to further model to children our expectations.

Impact

At IJDS, we ensure that children make good progress from their own starting points, always striving towards age related expectations and beyond. By the end of year 6, children will be able to write clearly and accurately, adapting their language and style for a range of purposes, contexts and audiences. Our pupils will acquire a wide range of vocabulary and use this to good effect in their writing, bearing in mind the interests of the reader. More importantly, we hope that our pupils will develop a love of reading and writing and use these as a gateway to further their knowledge and learning.

We measure the impact of our curriculum through the following; learning walks, pupil discussions, reading records, formative assessments, weekly reading sessions, AfL with fluid needs led interventions in place. Termly assessments are used; comprehension and fluency of reading is assessed through using PIRA and a fluency rubric. Pupil progress meetings are held regularly and interventions are arranged accordingly.