

# English

## Intent

At All Saints Junior School, we have chosen to follow [Literacy Tree](#), a book-based approach to teaching the core tenets of the English National Curriculum.

Literacy Tree believe that ‘the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject, but to support **building a reading culture** throughout the school’, and at All Saints, we could not agree with this sentiment more! We want every child to (as the English National Curriculum states), ‘develop their love of literature through widespread reading for enjoyment’ and we believe this happens through teaching rich, diverse, engaging and high-quality texts.

The texts suggested by Literacy Tree ‘offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected’, which we believe increases engagement with reading, but also moulds our children into empathetic, compassionate individuals, ready to contribute positively to society. This literature is integral to outstanding progress across the English curriculum; when the children are inspired, their learning will flourish too.

## Implementation

The Literary Curriculum places books at the core of all our English teaching: each term, every class will read two texts to inspire their writing and a third, which focuses primarily on their reading skills. Therefore, by the end of their All Saints journeys, children will have read a wide range of inspirational books by inspirational authors.

## Writing

English lessons take place daily, using Writing Root planning sequences. During these units of work, all reading, writing, and grammar targets are covered progressively and purposefully. Writing Roots always begin by immersing children in the text, before teaching core grammar skills and then finally, applying all these skills into an independent written piece, inspired by the book.

Literacy Tree aim for writing opportunities to be: ‘Meaningful and to feel authentic, whether these are short or long, and that the audience is clear. Books offer this opportunity: our aim would be that the children have real reasons to write, whether to explain, persuade, inform or instruct...Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality.’

Furthermore, at All Saints we feel passionately about affording our children the opportunity to edit and publish their writing for a purpose: whether this be letters that we send off, or beautifully presented work that we display or publish in a class book. We want every child to feel proud of their writing all the time.

## Spelling

Literacy Tree's Spelling Seeds draw on the same texts used in the Writing Root planning and are taught across the week as extended starters within our English lessons. On Mondays, the children investigate a new set of words; on Wednesdays, they use strategies to practise their words; and on Fridays, they apply them in a context by completing a dictation, enabling us to assess their spelling progress.

Additionally, the children are encouraged to use and apply these spelling words in their writing – chosen spellings are taken from the national curriculum and link directly to the unit of work, so that they can be used appropriately within their writing contexts.

## Reading

Reading lessons take place three times a week using the Literary Leaves planning, during which, the content domain targets from the national curriculum are the focus. Across the year, we ensure each class has exposure to a range of text types in these sessions: fiction, non-fiction and poetry.

## Coverage and progression

The Literary Curriculum have carefully mapped out coverage for every planning sequence; at All Saints, we have used this mapping to inform our book choices and ensure that all National Curriculum English targets are met across lower and upper Key Stage 2.

In many cases, objectives are frequently returned to and children are able to retrieve, recall and reapply skills across the course of each year and, in some cases, across Key Stage 2. In the Literacy Tree policy statement, they explain their reasoning for this as follows: 'This approach supports children to think deeply and develop skills with depth.'

## Impact

It has always been our aim that throughout their time with us, every child will make outstanding progress across the English curriculum.

While our data has always been strong, we are constantly striving to offer our children the best learning opportunities, and we felt that adopting Literacy Tree was an opportunity we wanted to embrace; we are so glad that we did. Introducing Literacy Tree has been transformational for our children, who are engaged in reading like never before. There is palpable excitement when anticipating a new book; our end of academic year 22/23 pupil voice surveys exuded positivity about how many wonderful stories they had read that year. Many children put their favourite class readers on Christmas lists, and some even dressed up as characters from class readers for World Book Day!

Children are gaining more and more confidence with their writing; grammar is taught in inspirational and exciting ways, inspired by their books. The meticulous mapping of progression ensures that children are receiving the instruction they need to

become confident writers, and, with a core focus on authentic purpose, the children also understand how impactful powerful writing can be and the difference they can make when using their voices - we have even received letters back from both the Mayor of London and Reading!

Introducing our new English curriculum has also been transformational for our staff: our teachers are inspired, and this change has been a positive one for their workload. Ultimately, we want our teachers to be inspired by their teaching and every child to be inspired by what they learn; it is our belief that our English curriculum allows for this to happen – every lesson, all the time.