



Teaching and Learning Handbook

English

September 2023

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Our purpose is to inspire and motivate pupils, fostering a love of all things English and broadening and enriching hearts and minds.

We deliver a varied and creative curriculum, allowing all students the opportunities to flourish. Through the teaching of transferable skills and strategies, we enable students to achieve in all subjects, as well as their lives beyond school.

At Bordon Junior School, we teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We believe that literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know as well being a source of imagination and passion.

Children will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning,
- Be encouraged to develop a love of reading and to read for pleasure,
- Develop their ever-growing vocabulary, through an interest in words and their meanings,
- Experience a range of texts and genres,
- Learn to write in a variety of styles and for different audiences and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with an understanding of grammatical terminology,
- Learn how to apply grammatical terminology to their own writing,
- Have the opportunity to write for pleasure and to explore and develop their own ideas.

Speaking and Listening

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. As part of our curriculum, pupils are encouraged to speak clearly and listen carefully. These skills are stimulated in a range of ways, including:

- Listening to and responding to a variety of texts
- Responding to visual and aural stimuli
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Working with talk partners
- Describing and recounting events
- Reading aloud
- Reciting lines, songs or poems by heart
- Circle time
- Assemblies
- Debates
- Oral rehearsal of WAGOLLS

Reading

- Our reading programme is designed to allow independent readers the flexibility to choose widely from a variety of texts whilst offering support for those who need it. There are colour-coded books to loosely guide pupils and a clear scheme for pupils who need extra support.
- Regular assessment is essential to our pupils' progress. Children complete a phonics screening test on entry in Year 3, and [are](#) then regularly monitored using formative assessment in class and more structured assessments at the end of each term.
- Assessments such as STAR reader and NFER papers take place periodically throughout the year. Parents will be notified if there are concerns with their child's reading fluency or comprehension. They will be told of our concerns, what intervention strategies we intend to use in school, and ways in which they can help at home.

We cover the National curriculum requirements through a variety of reading experiences, some of which are outlined below:

- Each classroom has a large selection of books from which children will be encouraged to choose at an appropriate level of challenge.
- Pupils hear stories, poems and non-fiction text from a wide variety of genres read aloud by the class teacher in regular reading sessions.
- Pupils will be taught English through a text-led approach where they are introduced to high quality texts.
- Pupils will be encouraged to read aloud expressively for a range of audiences.
- All children will be taught reading skills at an appropriate level through whole class reading sessions, group guided reading sessions and comprehension lessons; this will include increased emphasis on higher order reading skills such as inference and deduction.
- All reading sessions will include discussions which will draw out the links between reading and writing.
- They will be encouraged to evaluate text, express preferences and to contribute to a reading culture within the classroom by recommending books they have enjoyed.
- Pupils will have frequent opportunities to be involved in paired and shared reading activities within the school.
- Pupils will be taught a range of information retrieval skills to enable them to use the library effectively and independently to support work in all areas of the curriculum.

Writing

- We believe that reading feeds writing in many ways and that the teaching of reading and writing are inextricably linked. We acknowledge the importance of choosing and analysing texts which engage the children's interest as models for writing. Therefore, English units will be led by a rich, quality text.
- Wherever appropriate, the teaching of writing will be linked and applied to the wider curriculum.
- Pupils will be encouraged to take responsibility for their own writing by planning, redrafting and using editing techniques, including word processing to refine and present their work where appropriate.
- Progress in writing is monitored through the use of Published Writing books which contain a sample of both independent and scaffolded writing from each term. These samples are moderated in year groups and across the school and provide a summative evaluation to both teacher and pupil of progress throughout the key stage.

- Where possible and appropriate, children are given the opportunity to publish their work in a medium of their choice.
- Talk for writing opportunities are used where possible to develop children's confidence and ability when writing.

Parents in Partnership

We recognise that parents have a valuable role to play in helping their children to become competent readers. We also encourage their assistance in class and in group reading activities and through hearing their own children read at home.

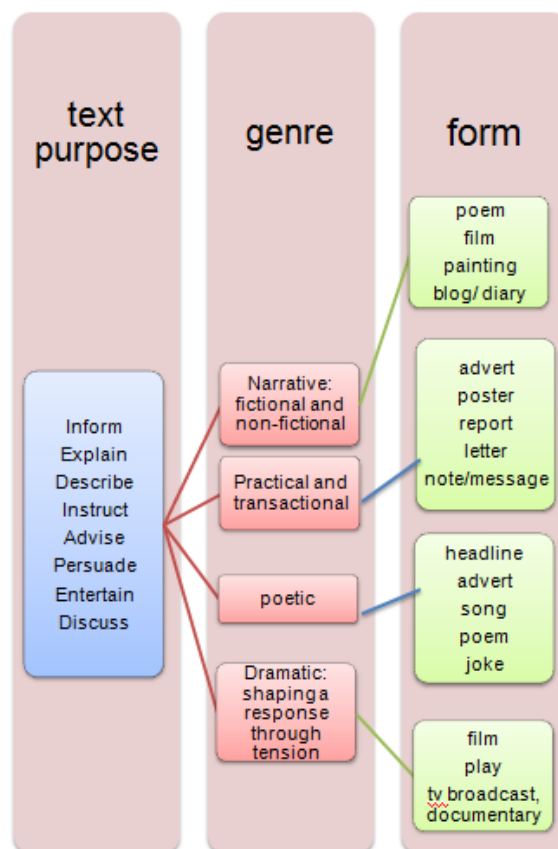
Planning

Overviews

Each year group is provided with an overview, outlining the genres/text type, key text(s) and intended outcome for each learning journey (unit of work). The English teachers then have the responsibility of mapping the key skills to be taught in each journey and adding in the opportunities for cross-curricular and application writing.

Long Term Plans

Our English programme of study focuses on creating a rich and stimulating curriculum, using a quality text driver, which builds upon the skills needed to create an effective and purposeful piece of writing. The starting point for planning any learning journey is deciding what the outcome will be – including what purpose, genre and form it will take.



The planning then builds around this, with the first phase being about inspiration and content generation. A large part of this phase should be inspiring children through exploration of the model text (WAGOLL). This needs to contain the relevant skills and content that are to be taught throughout the journey and that you wish to see in the children's final product. This exploration is best done through reading, discussion and drama but not necessarily through annotating for language features. Ideas and exploration can also come from enquiry across the curriculum. It is at this time the children should be given the following:

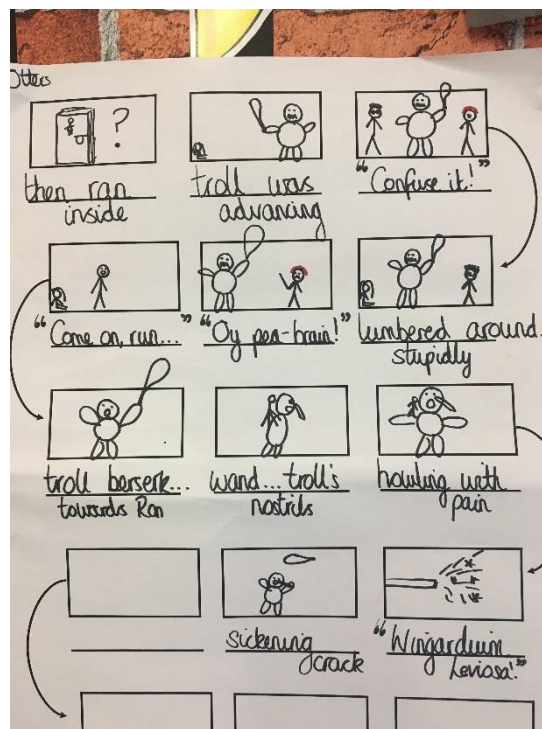
- A reason to write (wherever possible, this should be authentic and realistic)
- A clear audience
- A topic or theme
- A viewpoint.

This phase is all about 'hooking' the children. Some ways of doing this are through:

- An experience
- Immersion into a theme
- Objects connected to the text
- Mini pics
- Tiny texts
- Continuum statements.
- Debate and discussion
- Drama activities

During this phase, a piece of independent writing needs to be completed. This piece of writing should be about the subject that is currently being looked at but uses a different form (preferably one the children are familiar with).

At the end of this phase, a text map (see below) of the WAGOLL needs to be completed as a class. The more involved the children are in the choosing of the pictures and sentence starters, the more ownership they have. These text maps vary from year group to year group, with lower school using coloured boxes and different lines to indicate more explicitly the structure of the text.



This class text map is then used for oral rehearsal and retelling throughout the ensuing phases. This rehearsal of the WAGOLL ideally needs to happen at the beginning of each subsequent English lesson. Children can do this by using the text map to map the text for themselves. Instead of word-for-word retelling, the focus is on internalising the main events or sections of the text. This means that when they come to retell, they are not restrained by the need to know each word. Instead, they can embellish the text as they've learnt it more loosely. They use their knowledge of language and sentence structures from their reading to support their embellishment of the WAGOLL.

During the second phase, the ideas generated during the first phase are captured and mapped out. It is at this time that the grammar and sentence types needed for the text type are taught more explicitly. Working walls are used to build upon banks of vocabulary and sentences that are needed in the third

phase and text or genre investigations are undertaken. No more than two skills should be taught per journey. Interspersed throughout this phase need to be at least two opportunities for an extended piece of writing. These pieces of writing are within the context of the text driver or subject matter.

The third stage focuses on the writing process. This starts with an **innovation** write where children subtly change the WAGOLL using the levels of innovation and change. As you can see from the list below, the levels of innovation start with simple substitution and become more complex. This can be built upon as children become more confident and move through the school.

Levels of innovation and challenge

1. **Substitution** – change words, characters, settings etc.
2. **Addition** – add or embellish to expand/extend the text
3. **Alteration** – alter parts of a text in ways that change the course of events
4. **Genre switching** – change text type e.g. switch a story to a newspaper report or change the genre
5. **Change time/person/view** – past to present etc.
6. **Reorder** the text e.g. flashbacks and time slips
7. **Write in the style of** different authors
8. **Sequels and prequels**
9. **Blend** story types


It is vital that live modelling is used during this stage so it is useful to have another WAGOLL prepared which you draw upon to do this.

The final stage of the writing phase is '**invent**' where children plan their own version of the WAGOLL with more distinct differences. For example, children may write a recount of an experience of their own or plan their own fantasy story. Planning can take the form of a text map or a skeleton plan (Sue Palmer) if preferred and, by the time the children are in years 5 and 6, need [to](#) include an element of choice. This is the stage which needs the most differentiation and modelling, through shared and guided writing. Throughout this phase, self, peer and adult assessment happens and, ending with some 'public 'view', builds the responsibility to shape the writing so it is fit for purpose and the intended audience.

The long term plans need to map out the journey by showing the learning objectives for each step of the journey and have a brief overview of what the content of each step is going to be, as well as outlining what the intended tasks are going to be. They also need to include adaptations for individuals and an idea of what the minimum expectation (in terms of outcome) is for that lesson.

As we are aiming to build children's stamina in writing, there is an expectation that some form of writing will take place in every lesson (bar the creation of the text map lesson).

All writing that takes place during this process needs to be completed in the children's English books. Long term plans (and pre-assessments – see page 10) need to be sent to the English Co-Ordinator at least two weeks before the learning journey is set to begin. All planning should be available to members of the Senior Leadership Team on the school system.

Year 6 Writing Learning journey Purpose: to inform and entertain Audience: people who visit the library Form: historical story	Text Driver  War Horse	Key Writing Statements: Use the passive to affect the presentation of information in a sentence. Understand how hyphens can be used to avoid ambiguity. Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. Use the perfect form of verbs to mark relationships of time and cause.
Learning Objective	Input https://www.office.com/CkDlkvDARUm1WyrW7ref-Link (homework) https://www.office.com/so02Bhsh2ITp3R7ref-Link	Adaptation and Expectation
Pre-teach – LO to practise identifying main clauses	Say to chn the fragment, 'was as awful event.' Q. Does that tell us what was so awful about it? How can we make these words into a complete sentence? Take suggestions and repeat with 'World War One'. Explain that this is just a subject; we need a verb to know what is happening. Q. What could our verb be? Chn practise identifying sentences.	LO to analyse the opening of a text
Pre-teach – LO to identify a range of conjunctions	Use the PPT to revise co-ordinating conjunctions and how they're used. Chn practise joining sentences using co-ordinating conjunctions.	LO to analyse the opening of a text
Pre-teach – LO to identify a range of conjunctions	Use the PPT to revise co-subordinating conjunctions and how they're used. Chn re-arrange clauses to make complex sentences.	Chn practise expanding sentences using subordinating conjunctions.
Pre-teach – LO to recognise levels of formality	Use the PPT to revise formal and informal language conventions and when they are used. Chn write two emails to show different levels of formality.	WW1 Research
1. LO to answer questions about a text LO to explore vocabulary	Read to chn the first eight pages of <i>One Boy's War</i> . Q. What do you think it was like to hear about the Germans attacking France? Continue reading, stopping just before Pa's note. Q. What do you think you think his mother's reaction will be when she reads the note? How would you feel if you were the boy? Read the rest of the book. Q. Do you think the boy knew what life was going to be like for him? How would you feel if you were the boy? What do you think it would do to Sidney, to see what happened to Billy? Read the end of the text about the real-life Sydney. Q. How did it make you feel when you read that there really was a young soldier called Sydney? Chn explore some of the vocabulary in the text by looking up the meaning and using each word in their own sentence.	Chn answer SATs style questions about the text.
2. INDEPENDENT WRITE – narrative	Q. What have you learnt about WW1 from the books? What words should we add to our glossary? What did you think of <i>War Games</i> ? Did you like the book? Why/why not? Explain how the story is based on an actual game that took place – the Christmas Truce in 1914. Q. Did you	Red – min of 3 rows completed Blue – min of 10 questions completed

Chn need to have read or been read <i>War Games</i> by Michael Foreman before the session.	understand what had happened at the end? Take feedback and ensure that all chn understood that Will died.	
	Chn write a short narrative about the Christmas Truce from the perspective of one of the character's in <i>War Games</i> .	
3. LO to discuss the opening of a historical story Chn need to have read to the end of chapter 2 prior to the lesson.	Recap chapters one and two as starter task Explain to chn that although <i>War Horse</i> is set during the First World War, it was written much later in 1982. Q. From the other books we've read, what do you expect from a novel set in this time? What do you already know about this time? What challenges might there be in reading it? Read the blurb and the Author's note. Explain that although the author's note sounds true, it is also fiction. However, Morpurgo had talked to old men in the village, where he lived, two of whom had worked with horses during WW1, and a third who could remember horses in the village being bought by the army to take to war. His wife had also been given a painting that showed horses sufferings. These and a boy who struck up a relationship with a horse on Morpurgo's farm, were his inspiration. Discuss chapter one. Q. Who is telling the story? (Joey, the horse). What other characters are we introduced to? (Zoey, an older horse; Albert; Albert's mother and father). Chn use the discussion prompts to discuss, in pairs, chapter 2. They make notes on A3 paper to be displayed.	
4. LO to summarise a story Chn need to have read to the end of chapter 3 prior to the lesson.	Recap chapter three as starter activity Show chn <i>War Horse</i> by Michael Morpurgo. Read the blurb and the Author's note. Explain that although the author's note sounds true, it is also fiction. However, Morpurgo had talked to old men in the village, where he lived, two of whom had worked with horses during WW1, and a third who could remember horses in the village being bought by the army to take to war. His wife had also been given a painting that showed horses sufferings. Discuss chapter one. Q. Who is telling the story? (Joey, the horse). What other characters are we introduced to? (Zoey, an older horse; Albert; Albert's mother and father). What is the setting? (A farm) How old were Joey and Albert at the start of the story? Make notes of Joey's answers on the working wall. Explain that we could use the key parts of the chapter to write a summary. Q. What is a summary? Take feedback and draw out that it's a brief overview of a section or story. Model to chn how to write a summary. Chn make bullet point list of the key events in the chapter. Chn work with CT. They are each given a large post it note. On it they write a summary of chapters 1, 2 and 3. They then work in pairs to reduce their summary to the size of a smaller post it note. Chn write a summary of chapters 1, 2 and 3 on the computer ensuring it is 100 words or less.	
5. LO to answer questions referring back to the text	Recap chapters four and five as starter. Read the opening pages of Chapter 6 to p.50 '...piled the horse that he rode.' Q. What has struck you in this chapter? Take feedback and draw out the contrast between the soldiers before they dock and after; the details of daily life including approaching warfare and the relationship between men and horses. Q. The title mentions war. Has there been	

Pre-Unit Assessments and Editing Checklists

The beginning of a new learning journey is demarcated in the English books by a topic sheet. This needs to include the genre/text type, text driver, intended outcome and audience. This is then ~~be~~ followed with a pre-unit assessment. In most cases, this will be a few questions designed to assess the children's understanding of the **threshold concepts** that are being developed in that journey and a very short writing exercise (no more than three sentences) about the genre or the content. It also needs to contain a handwriting question and a spelling question. With the handwriting, it is a case of copying out a given sentence in their best, **joined** handwriting. For spelling, a multiple choice question where the children choose the correct spelling is ideal.

This is to enable the teacher to see what each child's starting points are for the journey and to allow them to make adaptations accordingly, as well as set an attainable and relevant target. A brief discussion of the genre (especially if it has been visited in previous years) and content is necessary before the completion of the assessment to ensure children are not coming to it 'cold'.

The first few lessons of the learning journey are then given over to pre-teach lessons. In these, the threshold concept for a skill is taught explicitly for those whose pre-unit assessment has shown a gap. Those children who do not require pre-teaching can do an extension task – either some additional research about the new context or text driver or an independent writing task.

The end of a learning journey is always demarcated with an editing slip. This is where the child and class teacher assess the skills the child has learnt during the learning journey and assess them against the target. As the focus is on editing, if a child has not included an element from the editing slip in their writing, the expectation is that they edit their work to include that element.

Working Walls

The working wall is an important resource to aid children's understanding and learning. It is distinguished from the rest of the display walls by the brick background. Unlike other displays, this is not a fixed feature but is designed to be changed regularly to support the learning and, where possible, have an element of interactivity. Working walls should be completed and up-to-date at the beginning of each learning journey.

The English working wall needs to have the following:

- A copy of the topic sheet (showing the text driver, purpose, intended outcome and audience)
- Learning objectives
- Keywords or vocabulary relating to the journey
- The WAGOLL
- Text map (this does not need to be displayed until after the lesson when it is created)
- Definitions (and examples) of the key skills (SPaG) being taught

As close as possible, dictionaries and other relevant resources (particularly key texts and texts relating to the subject matter), are to be displayed nearby and easy to access for the children.



In the opposite classroom, there needs to be a 'Working Window'. This is a condensed version of the working wall for the subject that is not taught in that room.

For English, this needs to include:

- A copy of the topic sheet (showing the text driver, purpose, intended outcome and audience)
- Keywords or vocabulary relating to the journey
- The WAGOLL
- Definitions (and examples) of the key skills (SPaG) being taught

Assessment

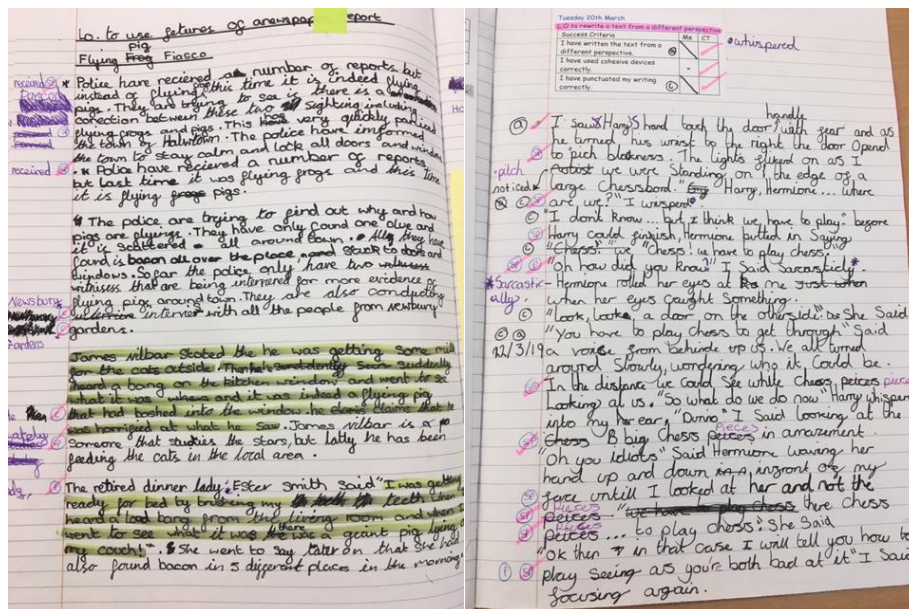
Formative Assessment

Good formative assessment is evident in the path each learner takes, neither too easy nor too hard, and the progression of learning within and from step to step.

- Start from where the learner is, allowing time to incorporate new ideas into existing understanding, talking through inconsistencies and challenges.
- Pupils must be actively learning.
- Pupils need to talk about their ideas and learning as a whole class and in peer groups.
- Pupils must understand the learning objective. A WAGOLL models the expected quality of work and thinking, but will not ensure progress alone. Pupils need to actively discuss and judge the quality of their own and their peers' work. Together this will enable pupils to take responsibility for their own learning.
- Feedback should tell pupils how to improve: comment on the work, not the child. Highlight strengths and weaknesses in a piece of work and show how to improve it. This way pupils will learn from their mistakes.

Recording AfL / Feedback

The English books need to show evidence of the children being given accurate, timely and actionable feedback which moves their learning forward. Feedback at the point of learning is the most effective method of improving outcomes for children. This is best done through one-to-one conversations with the learner during the lesson, giving them time to reflect upon and improve their writing. If feedback is given regularly during the lesson and the feedback policy followed (particularly the use of codes), there is often little need for a written comment – as the examples below demonstrate.



Summative Assessment

Evidence Based Assessments (EBAs) are administered at the end of each full-term. The assessments are marked and the scores are submitted within three days of the test for comparison with teacher assessment.

Reading

Phonics

Systematic phonics are taught to all children who are not yet fluent readers.

On entry into year 3, all children receive phonics teaching daily to revisit and recap phase 5. After the first half term, children are screened using the Little Wandle Letters and Sounds Revised Rapid Catch-Up assessment materials. This assessment is also done for children in years 4, 5 and 6 who were receiving additional phonics support in the previous year and who are currently working [below](#) the expected standard.

Using these assessments, the children are organised into intervention groups based on the phase they are working on. Where possible, these interventions are year group specific but there are instances where groups will contain a mix of age groups. Each group is taught three times a week. On the other two days, they practise their sounds using flashcards. The teaching materials used are from the Rapid Catch-Up section of Little Wandle Letters and Sounds Revised and all members of staff have had the relevant training.

All children who are receiving phonics support read books matched to the sounds they are currently learning. These sounds are from the 7+ collection of Little Wandle Letters and Sounds Revised.

Children who are secure with phonics but are still working below the expected standard receive paired reading or comprehension intervention, depending on their need.

Whole-Class Reading

Guided Reading happens four times a week for half an hour. For the first term of the school year, Guided Reading is taught as a whole class using Project X Comprehension Express. In these whole-class sessions, children are explicitly taught comprehension skills. There is a focus on improving fluency (through modelling and guided oral instruction¹) and independent activities are modelled. This is all done through the gradual release of responsibility model². Once all the skills have been taught, guided reading moves to the traditional carousel approach.

¹ Fluent reading is modelled by the teacher and imitated by the children

² The strategy or activity is described and explained by the teacher (including when it should be used), it is then modelled by the teacher before children collaboratively use the strategy or activity. It is then monitored through guided practice and, when ready, can be used independently.

Guided Reading

Monday	Tuesday	Wednesday	Thursday	Friday	
Teacher	Spelling	Follow-up	SPAG	Reading Journal	HA
Spelling	Teacher	Follow-up	SPAG	Reading Journal	
Pre-read	Spelling	Teacher	Follow-up	SPAG	
Spelling	Pre-read 😊	SPAG	Teacher	Follow-up	
Pre-read 😊	Spelling	SPAG	Additional Fluency 😊	Teacher	LA

Children are separated into five ability groups (based on AfL gathered during the whole-class sessions). A smiley face indicates an adult is required to teach or over-see the activity being undertaken. Each group has a Guided Reading session with the teacher, as well as a pre-reading session either with an additional adult or independently (dependent on ability and fluency). The lower attaining group, also has additional fluency sessions with an adult in which they practice reading a familiar text using guided oral instruction. The aim of these sessions is to provide support that is going to help the children improve both their reading and writing, and to work with increasing independence. It enables the teacher to tailor the teaching to the needs of the group and provides the opportunity to extend and challenge more able groups. Each session must have a clear focus, relating to a specific skill from the autumn term.

Guided Reading sessions need to follow this basic structure:

- Book introduction – children show you around the book cover and blurb, make predictions using evidence, recap the story so far
- Independent reading – paired or independent reading, the teacher may wish to listen to each child read during this time
- Responding to text – questions related to the key theme

The expert tip card for the skill being taught in that session is to be displayed so children are aware of the skill they are practising.

During this time, the rest of the class need to be quietly and independently completing a variety of different tasks. These must be purposeful, meaningful and, whenever possible, text related. Some examples of Follow Up Activities are:

- Re-read a section for deeper meaning or read on
- Skim for the overall message (will need to be taught)
- Scan for specific information
- Comprehension
- Role on the wall
- Story setting
- Emotion graph

- Making predictions
- Imagining – words without a picture – what picture are they painting
- Summarising

The school uses Project X Guided Reading resources, which includes planning and is linked to the New Curriculum. The order that the books are to be taught in is outlined in the year group's reading LTP and MTP.

Other acceptable activities to appear on the carousel are:

- Spelling practice – this needs to be an activity relating to the rule or pattern being taught in spelling sessions
- Comprehension – this needs to be from the Cracking Comprehension scheme
- SPaG – an activity relating to a specific, taught skill

All activities, including follow up activities, are to be done in the Guided Reading books and must be marked with time allowed for children to respond to their feedback.

Cracking Comprehension

Alongside Guided Reading, Cracking Comprehension is taught once a fortnight. This is a good time to practice and apply the skills being taught in Guided Reading. Each session must have a clear focus, relating to a specific skill and also needs to follow the gradual release of responsibility model.

Reading Journals

Reading journals are part of the reading carousel for the two highest attaining and fluent groups. Reading journals are an informal way for children to show their understanding of a text and provide further reading evidence. It also is an opportunity for children to take pride in their work as there is an emphasis on presentation. The activities include opportunities for children to complete tasks which encourage the application of skills gained in guided reading sessions. Creative responses are encouraged and the journals can also be used for children to record responses to their own reading. This type of reflection encourages critical thinking and can support discussions in guided and group reading.

Reading Community

One of the school's main aims is to foster a love of books and reading in all children. This can only be achieved with all members of the school modelling what it means to be a reader, to enjoy reading and the pleasure you can get out of it – to make it a desirable pastime, and showing itself as a reading community. All staff are therefore accountable for the development of reading in the school. Class teachers are responsible for keeping an up-to-date list of what each child in their class is currently reading. This is best done weekly and allows the teacher to not only monitor each child's reading diet and how often they are reading, but also to advise them on new and appropriate books. This list is to be stored as a live document in the following place [Reading](#).

Class teachers are also responsible for having a class book which is read to the children at the end of each day (there is a designated slot in the timetable for this). This book is pitched slightly higher than the children's current attainment so as to expose them to more sophisticated language. Where appropriate, the book should also relate to a subject they are studying. There is a list of approved books for each year group. If a class teacher would like to read a book to the class which is not on the list, they must speak to the English Co-Ordinator beforehand. This list is not to be added to by anyone except the English Co-

Ordinator. All staff are expected to show the children they are readers by displaying what they are currently reading outside of their classroom, office or working space.

It is an expectation that all children will read for a sustained period of time 5-7 times a week. If it is clear that this is not happening, arrangements will be made to give the child time to read. This can be through paired reading with an adult or other child or (particularly in upper school and for more fluent readers) time during lunch to spend in the classroom reading.

To improve children's knowledge of authors, posters about the authors of the class story and English text driver are to be displayed. The creation of these posters can be done as homework. The posters for the authors of the class story for years 3 and 5 are to be displayed in the downstairs corridor and the ones for years 4 and 6 in the upstairs corridor. The posters for the English text driver are to be displayed alongside the English working wall.

Accelerated Reader

We use Accelerated Reader (AR) as a tool to improve children's fluency, comprehension and [-to](#) motivate them to read. STAR Assessments are completed ~~half~~ termly and from these, each child is given a reading colour and ZPD range. The colour relates to books in the school library and children are encouraged to use this facility as much as possible. The ZPD range is a decimal point number range which is used by Accelerated Reader to help parents and children to find books appropriate for their reading attainment.

After reading a book, children are encouraged to take an online quiz to help them understand the text and to enhance their comprehension skills. These quizzes are available through their own logins. The results of these quizzes are to be tracked using the same document as what the children are reading is recorded on. If a child is consistently not passing the quizzes, support needs to be put in place. This could be through having the quiz read to them or by them temporarily dropping to the colour below.

Quizzes can also be taken for books that the children have had read to them, including the class story and text driver. For the least fluent readers, these quizzes can be read to them.

Each week, children are awarded in assembly based on how many words they have read. Children in years 3 and 4 receive certificates for achieving 250,000, 500,000 and 750,000 words. They also receive a £5 book token when they have read 500,000 words and a book of their choice for 750,000 words. Those in years 5 and 6 receive certificates for achieving 500,000, 750,000 and 1,000,000 words. They also receive a £5 book token when they have read 750,000 words and a book of their choice for 1,000,000 words. This information can be easily found on the AR website.

Spelling

The teaching of spelling is an important part of the English curriculum. Discrete spelling lessons must be taught at least twice a week (this does not include the weekly spelling test). It is expected that all children will be part of these sessions, including those receiving a specific intervention for spelling.

The school uses Spelling Shed and all of the planning and resources are available on StaffShare. The teaching typically follows the sequence of:

- revise (revisiting spellings and rule from the previous week)
- introduction to that week's words (including a focus on etymology)
- exploring phonemes and syllables
- independent activities

Children are given 10 spellings per week to learn at home as part of their homework. They then have a spelling test once a week where they are tested on those words. Ideally, the words need to be read out within the context of a sentence. A record of their scores need to be kept by the class teacher so gaps or concerns can be addressed.

Children who are receiving a spelling intervention do not have spellings sent home ~~or~~ and are not tested on them. Their progress is monitored through AfL and termly Salford tests.

All spelling activities and lessons are recorded in their guided reading book. There is not a separate spelling log or book.

When children are writing and are unsure how to spell, the school strategy is for the child to do a line underneath the word to remind them to return to it later when editing/proof-reading. Misspelt words are identified by the teacher with the abbreviation **sp.** in the margin of the line the word appears on. The child then uses a dictionary or other resource to find the correct spelling.

Each classroom must have a spelling board which includes the following:

- Statutory spelling list relevant to that year group
- Information on the rule / concept being taught
- List of 'tricky' words
- Useful mnemonics or tips for remembering the spelling of words
- List of words being sent home that week

Handwriting

Discrete handwriting lessons must be taught at least twice a week. The school follows the Nelson Handwriting scheme. At the beginning of the school year, each child's handwriting is assessed using the resources provided with the scheme. They are then grouped accordingly. Handwriting lessons should see a group being taught a specific join with the rest of the class practising independently. During these lessons, years 3 and 4 use handwriting pens. In all other lessons, they use pencil until the teacher decides they are ready to use pen. In all lessons (with the exception of Maths), years 5 and 6 use handwriting pens. Children may not use their own ballpoint or biro pens. Any exceptions to this must be discussed with the SENCo. The resources for the handwriting scheme are available in the Deputy Head's office as well as in Subject Resources.