

Teaching and Learning Handbook

English

September 2022

Proud to be part of the **UNIVERSITY OF CHICHESTER** ACADEMY TRUST

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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 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.

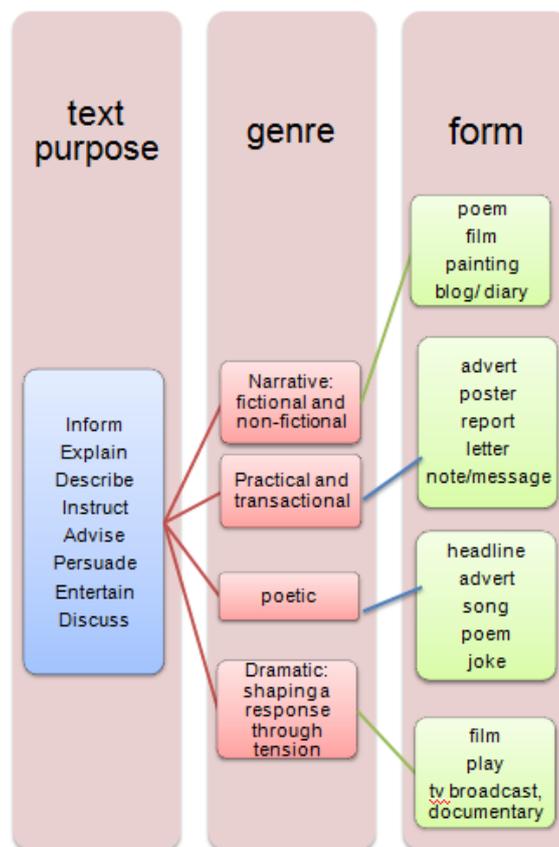
Planning

Long-Term Plans

Each year group is provided with a long term plan, outlining the genres/text type, key text(s) and intended outcome for each learning journey (unit of work). The class 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.

Medium Term Plans

Our English curriculum focuses on creating a rich and stimulating curriculum, using a quality text driver, which build 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). As much as possible, this should be written by the teacher and 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:

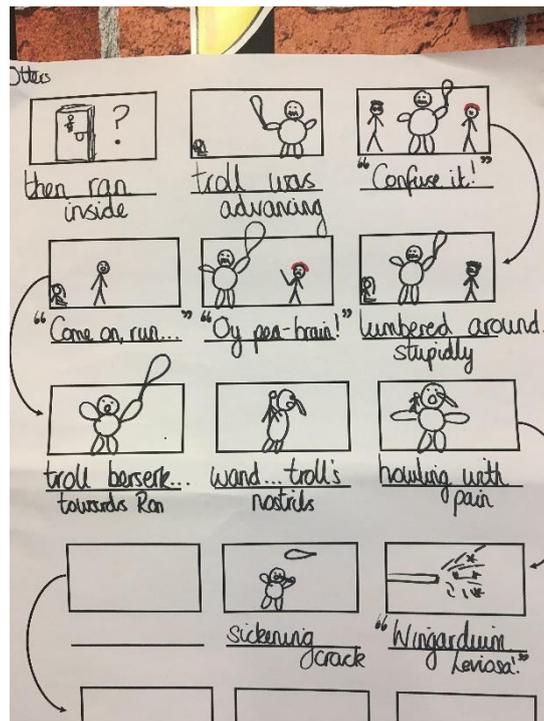
- A reason to write (wherever possible, this should be authentic and realistic)
- A clear audience
- A topic or theme
- A viewpoint.

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. 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.

At the end of this phase, the children take part in an oral performance of the WAGOLL.

It is not until the third phase that the writing process begins. This starts with an **innovation** 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.

If possible, additional drop-in writes should be included throughout the three phases (as well as the initial one at the end of the first phase). This is to allow children to apply the skills they are learning. These can be independent or scaffolded. Independent pieces can be 'published' into the Published Writing books.

The medium 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.

All writing that takes place during this process needs to be completed in the children's English books. Medium term plans 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 Audience: Form:	Text Driver <i>The Day of Ahmed's Secret</i> 	Key Writing Statements Use and understand the grammatical terminology found in Appendix 2 Develop their understanding of the... c. using the perfect form of verbs to mark relationships of time and space Indicate grammatical features by using terms to clarify meaning Revision 13.4 d. using adverbs using fronted adverbials Draft and write by: organising paragraphs around a theme using an increasing range of sentence structures Evaluate and edit by: assessing the effectiveness of their own and others' writing making the assessment and correct use of tense throughout Proofread for errors Draft and write by: preparing longer passages selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a range of devices to build cohesion within paragraphs Evaluate and edit by: assessing the effectiveness of their own and others' writing Proofread for errors by proposing changes to grammar to clarify meaning
Learning Objective	Input	
1. LO to make predictions	Show cover and title of <i>The Day of Ahmed's Secret</i> . Q. What impression do you get from the front cover? What do you think of the illustrations? Read the first page. Q. What might his secrets be? When will it be told? Record <i>who's</i> predictions. Q. What makes this a good opening? Take feedback and draw out suspense, emotion, content, connection with ending, 'brevity'. Read the whole book, showing the illustrations. Q. How did the ending compare to your predictions? How do the authors keep the suspense of Ahmed's secret in the reader's mind? Take feedback and draw out that there are several references throughout the story. Q. What is the impact when the secret is revealed? How is this achieved? Discuss the power of becoming literate, especially in places where schooling is not free and universal. Point out the book is written in the present tense – Ahmed is telling us what happens as it happens. Explain a recount is normally told in the past tense. Q. Why might this be? Take feedback and draw out that recounts retell important events or describe experiences that someone has had. <i>Chn answer comprehension-style questions about the text.</i>	
2. LO to summarise a recount text	Show the <i>chn Hurricane</i> . Q. Does the book look interesting? Would it make you want to read it? Read the first page. Q. What do you think is going to happen? Read the next two pages. Q. Were your predictions correct? Read up to where the boys first climb onto the fallen tree. Q. They were imagining the tree as a jungle – what else could the tree become in their imaginations? Take feedback and list suggestions. Read on to the end. Explain that this text is written in the third person. It is set in the US but in recent years in the UK there have also been some large storms. Q. What happens when there is a large storm? Have you ever played on any fallen trees? Q. What is a summary? Take feedback and draw out that summarise means to retell the major ideas or events in a book in your own words. It is much shorter than the original. It can help to think about the SWs – Who (is the story about), What (happens), Where (does it happen), When (does it happen), Why (does it happen).	

	Give <i>chn</i> copies of the text. <i>Chn</i> underline or highlight the most important words in the text. They then, without looking, write what the text is about.	Give <i>chn</i> copies of the text. They underline or highlight the most important words in the text. <i>Chn</i> then try to fit their summary onto a large post-it note. Once they have done that, they condense it further to fit on a smaller post-it note.	Give <i>chn</i> copies of the text. They underline or highlight the most important words in the text. <i>Chn</i> then write a summary which is only 100 words long.
3. LO to identify devices that authors use to persuade the reader to continue reading	Remind <i>chn</i> of <i>The Day of Ahmed's Secret</i> and that it's a recount told in the present tense instead of the usual past tense. Q. What other features do recounts usually have? Take feedback and write a list of <i>who's</i> suggestions. Use <i>The Advanced Recount Book</i> to refresh. Read <i>Hurricane</i> again this time changing the illustrations with the <i>chn</i> . Q. What features of recounts did you spot? Take feedback and make a note of <i>who's</i> responses. Draw attention to the fact the illustrations of the real tree and imagined settings blend in a dream-like way. Point out that recounts often contain photos rather than illustrations. Q. How do the boys show they have good imaginations? Why does the author usually end the page with a <i>who's</i> suggestion? Take feedback and draw out that it makes the reader want to turn the page and carry on reading. Q. How did the author do the same in <i>The Day of Ahmed's Secret</i> ? Take feedback and draw out by waiting until the end of the book to find out what the secret was. <i>Chn give a selection of personal and impersonal written recounts about the effects of storms. Chn associate with features of recounts.</i>		
4. LO to analyse a text	Using the WAGOLL, create a text map. Draw <i>who's</i> attention to the key features discussed the previous day. Chn practise orally retelling the WAGOLL to each other.		
5. LO to use perfect verb forms	Rehearse the WAGOLL. Remind <i>chn</i> that <i>The Day of Ahmed's Secret</i> is an unusual recount because it is written in the present tense. Look at p. 13. Explain that we have mentioned time adverbs/adverbials but another way of establishing time relations in a text is to use the perfect form of verbs – see underlined examples. Use the flipchart to revise using the perfect form. <i>Chn identify and highlight the verbs in an extract from the text. They then re-write the extract in the third person and past tense. Q. What did you notice about some of the verbs? Discuss the regular (e.g. handed, laughed, waved) & irregular (e.g. came, said, ate) verb endings used for the past tense & how other words also had to be changed, e.g. now into then. Also point out that reported speech or quotations keep the same tense in which they were spoken.</i>	<i>Chn write four sentences to go with each image from the text, using present perfect for two and past perfect for two.</i>	<i>Chn write a short recount of Ahmed's day using the past perfect.</i>
6. LO to place adverbials in different positions in different sentences	Rehearse the WAGOLL. Remind <i>chn</i> how adverbials can be used to add details to a recount. Adverbials tells us when, where, how, why, how much and how often something happens. They can modify verbs, adjectives, other adverbs or the whole clause. When an adverbial appears in front of the sentence it is modifying it's called a fronted adverbial. These need to be punctuated with a comma. Use flipchart to revise. <i>Chn identify the adverbials used in each sentence. They then make a note of which</i>	<i>Chn write their own sentences including adverbials for each of the</i>	<i>Chn write a recount from Ahmed's point of view about when he told his family his</i>

	part of the sentence the adverb is modifying and which question it is answering.	Images. For each image, they write one adverbial at the beginning, one with the adverbial in the middle and one with it at the end.	secret. They need to focus on using adverbials and thinking about where in the sentence they will place them for effect.
7. LO to use role play	Chn perform the WAGOLL to each other (imitates). Read the last page of <i>Hurricane</i> again. Q. What are the boys hoping will happen at the end? Take feedback and draw out that they would like the other tree to fall down for them to have a new place to play. Q. Have the boys really thought about the consequences? Is this a good idea? Discuss the pros and cons i.e. it might fall on a house (there's not door's); it will die and not be such fun after a while; it's a home to many creatures; they'll have no shade in the summer; it would be a great place to play; if it fell in their yard no-one would cut it up; their friends would like to play there with them; it might bring down a powerline etc. Note <i>who's</i> suggestions. Explain that they are going to act out what happens next in <i>Hurricane</i> starting with the morning after the next storm. Q. Will the tree fall or will the boys find a way of enjoying the elm tree that is still standing? <i>Put chn into groups of four (Mum, Dad, George and David) to act out what happens next in Hurricane. Display some ideas on the flipchart. Chn don't need to write anything down, just add some ideas.</i> <i>Bring chn back together and share ideas. Remind chn of the Sue Palmer skeleton model for planning and show alongside the text map for the WAGOLL. Explain to chn that it's up to them which planning method they choose.</i> <i>Chn plan their sequel using their ideas from the role play.</i>		
8. LO to draft a sequel (rehearse) <i>who's</i> 2 days	Explain to <i>chn</i> that today they will be writing their sequel. Use the flipchart to recap the features of recounts. Point out that these recounts will be written in the third person. We already know the characters and the setting so it is just the events that the <i>chn</i> have to invent. Model writing the opening. <i>Chn write their sequel.</i>		
9. LO to use the features of a narrative recount (invent)	Ask <i>chn</i> to read their writing so far. Q. Are you pleased with it? Have you used the recount features? Have you selected powerful vocabulary? Chn share their most effective sentence to share. Show <i>chn</i> the poem 'Days' by Philip Larkin. Q. What do you think he means 'Where can we live but days'? Do you agree? What might this writer say to someone who said that a normal day was not important? Explain to <i>chn</i> that they are going to work as a class to create a collection of personal recounts called 'Days'. Q. Who could be our audience for this writing? Who might like to read it? Re-read <i>The Day of Ahmed's Secret</i> . Look at the comparison of events. Explain how in both these books, the events themselves are fairly ordinary and unremarkable. Part of the reason we stay interested is because of the secret and the hope. Q. What is Ahmed's secret? What is the hope? Show your own completed planning sheet and model how to start a quick first draft of a personal recount. Include a secret/surprise or hope. <i>Chn complete a planning sheet or use the skeleton model or text map about their day. They talk with their partner about their day and then work individually to complete draft. Ask them to concentrate on writing the events quickly and clearly, reassuring them that they will edit and add to this writing to create more interest.</i>		
10. LO to make improvements to my first draft by making additions	Show <i>chn</i> 'Sounds' and read the extracts together. Q. Which words build the description of sounds? Chn read through their own writing and mark two or three places where they could add further descriptions and sounds. Show 'Sights' and read the extracts together. Q. Which words build the description and paint a picture? Chn read through their own writing and mark two or three places where they could add detailed description. Q. What sort of relationships do the main characters have in <i>The Day of Ahmed's Secret</i> ? Which friend or family member could you include in your recount? Show 'Phrases'. Explain that memorable language is another way that the writers keep our interest. Look at each phrase and discuss why they work. Chn read through their own writing and mark two or three places where they could add memorable phrases. <i>Chn edit their recounts based on the additions they have indicated during the input.</i>		

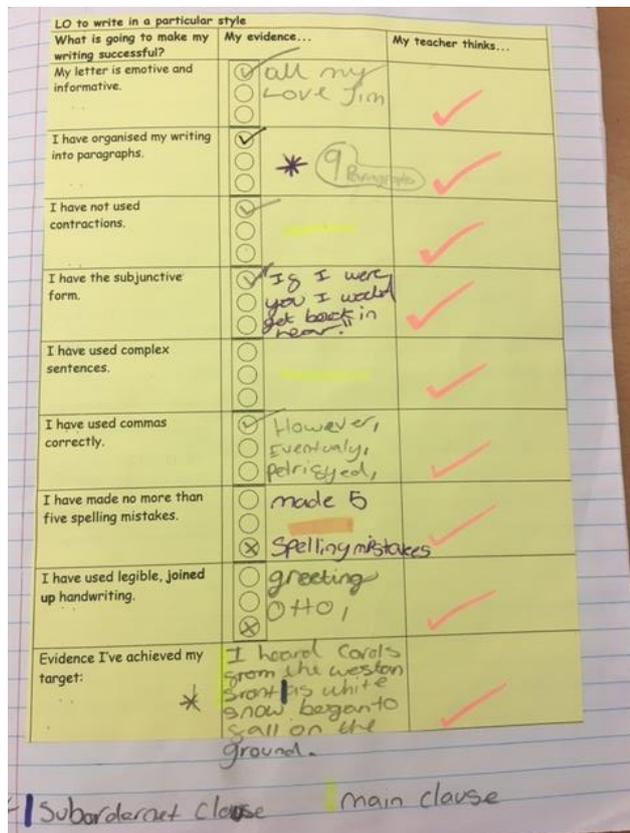
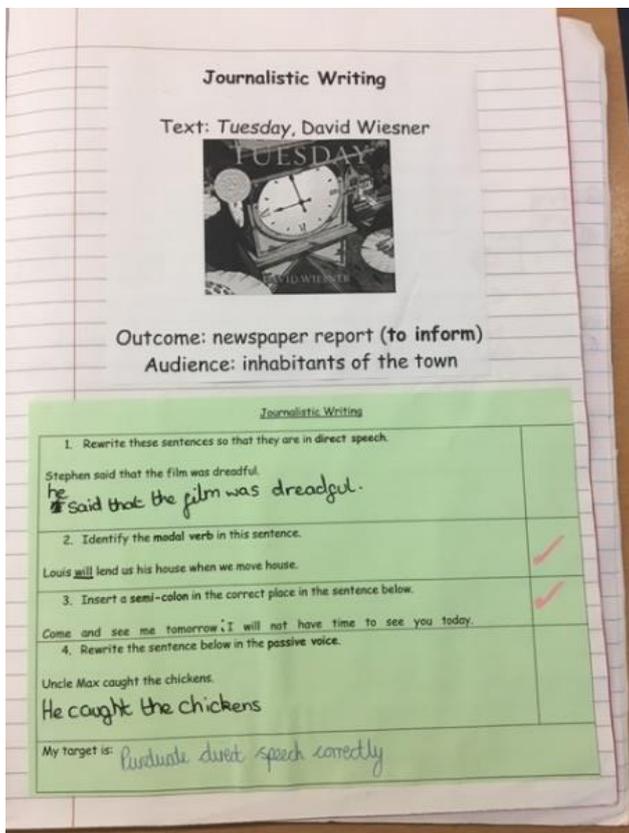
11. LO to respond to improve my writing	Read the second page of <i>The Day of Ahmed's Secret</i> . Q. Which tense does this mainly use? Take feedback and draw out it is the present tense. Q. Two sentences are in present progressive. Which ones? What is the effect of this tense? Take feedback and draw out that it makes the action seem more immediate, making the noise and movement seem real. Read page 13. Q. Some of the sentences are in the perfect form. Which ones? What is the effect of this tense? Take feedback and draw it out that it makes it clear that something that happened in the past still has an influence now. Ask <i>chn</i> to read through their drafts. Q. Has anyone used the progressive or perfect form already? Can you find places where it would work well to use these tenses? <i>Chn edit and improve their writing using the editing checklist</i>
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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.

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. To allow time for pre-teaching, the pre-unit assessment is done at least two weeks prior to the first lesson of the learning journey. 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 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.



Published Writing

Published Writing books are yellow-covered lined books which contain examples of children's independent and scaffolded writing from English lessons and across the wider curriculum.

All writing completed during the learning journey needs to be done in the children's English books. The children then edit and redraft their final piece of the journey, before 'publishing' it in their Published Writing books. This can be by hand, word processed or photocopied.

The independent piece of writing completed during the first phase also needs to be 'published' into the Published Writing books.

As often as possible, children are expected to complete additional independent pieces of writing in their Published Writing books, and, wherever possible, these need to be linked to the wider curriculum or to an experience (such as a visit or a trip). For example, the blocked science days must include an opportunity for the children to write which can then be presented in the Published Writing books. The most important thing is that the task is not a 'cold' write. This means the children have access to resources to support them during the writing process and the task is led by discussion, both around the text type and subject matter.

The Published Writing books do not need to be marked in the same way as the English books as they are a presentation of the children's work. They are used to create a portfolio of the children's writing and to show progress. These books are assessed by the teacher and moderated by the Senior Leadership Team termly.

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 red 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

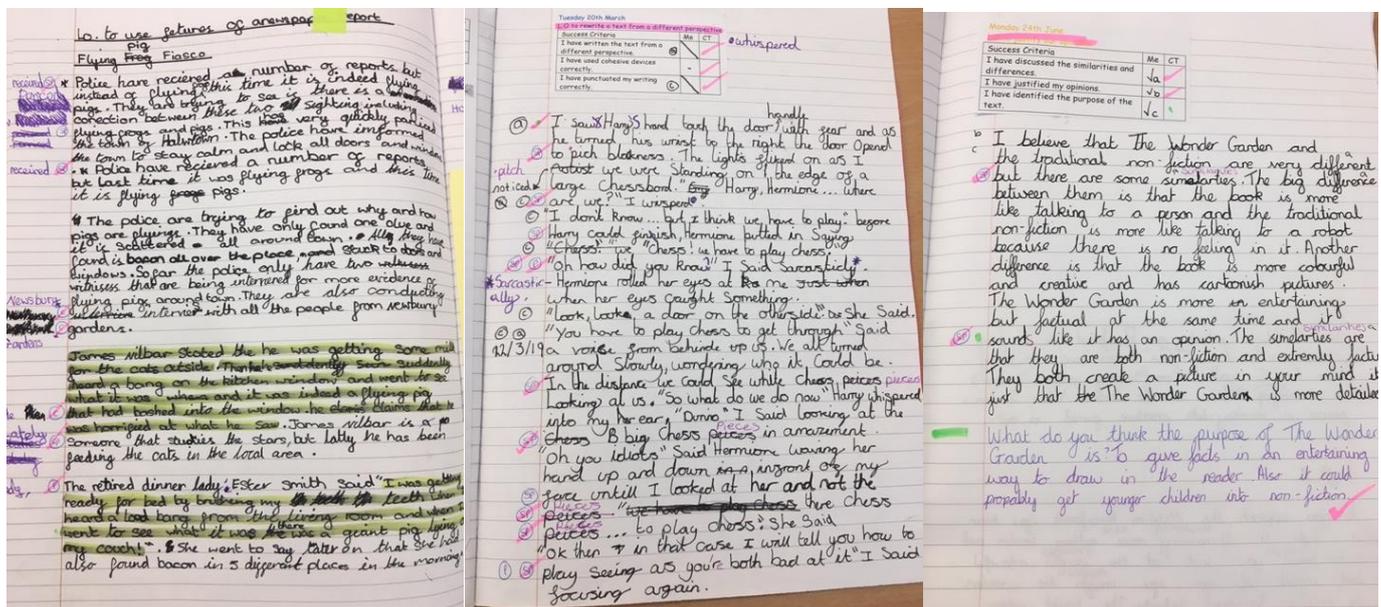
Formative Assessment

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

Whole-Class Reading

Guided Reading must happen every day. 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.

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

Guided Reading

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

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.

- 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 as part of the fortnightly timetable. 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 provides 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 https://hccla850sch2021.sharepoint.com/:f/s/Teachers38/EgTSU-M8X8BHrf98e_un_TsB3qC6ycOxE_snHfplcwl2Aw?e=5PULxE.

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.

Accelerated Reader

We use Accelerated Reader (AR) as a tool to improve children's fluency, comprehension and 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.

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 follows the No Nonsense Spelling by Babcock and all of the planning and resources are available on StaffShare. The lessons progress through the school year and are presented in blocks, with six blocks per year group. The teaching typically follows the sequence of Revisit (activating prior knowledge and/or revisiting previous linked learning), Teach (introducing the new concept, explaining, investigating and modelling), Practice and Apply and Assess. The scheme contains a lot of resources but does not include spelling lists which need to be generated for each year group. The scheme can be added to by using investigations and activities and using resources such as Support for Spelling.

Children are given 8 spellings per week from NNS. Two additional words are added which have been picked up in their English books to also be practised at home. Children in year 3 and 4 do not have a weekly formal test but are assessed through ongoing AfL. Children in years 5 and 6 need to be tested on the rule or concept they have learnt and a record needs to be kept to show progress and gaps in learning. This does not include the two additional words.

Children who are receiving a spelling intervention do not have spellings sent home or are 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 'red' 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.