



Teaching and Learning Handbook

English

September 2021

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.

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 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
- Using 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 will have a large selection of books from which children will be encouraged to choose at an appropriate level of challenge.
- Pupils will 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 possible, 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.

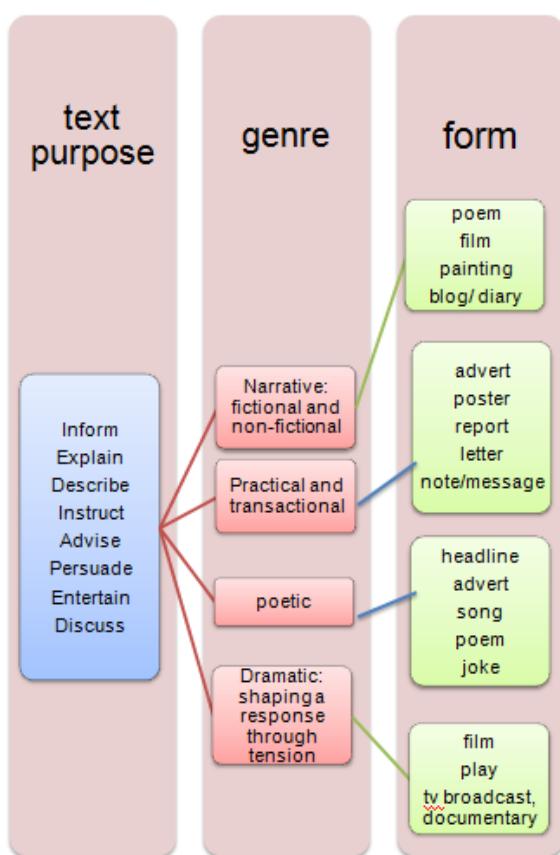
Planning

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 and content skills 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:

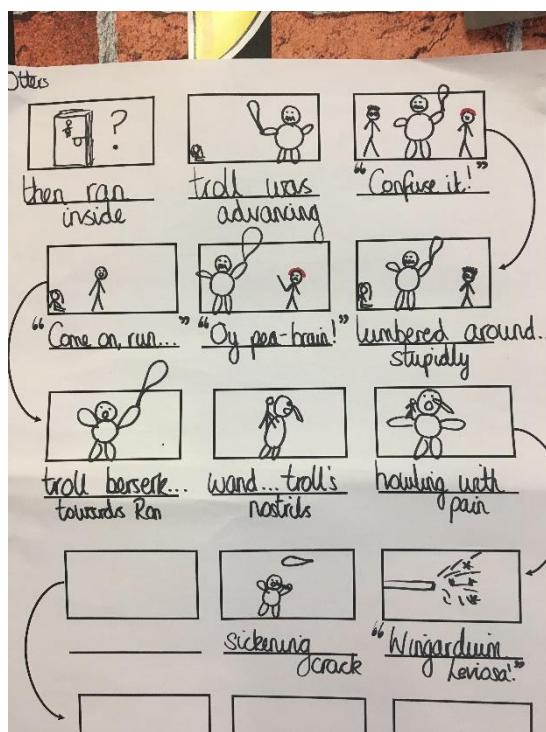
- A reason to write (wherever possible, this should be authentic and realistic)
- A clear purpose and audience
- A topic or theme
- A viewpoint.

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.

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 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 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. 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 plan 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 shown 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 both the school system and also in an English planning folder. This needs to include a copy of the long term plan, Published Writing Checklist and copies of the medium and short term planning, preferably annotated to show where changes have been made.

Pre-Unit Assessments and Editing Checklists

The beginning of a new learning journey should be demarcated in the English books by a topic sheet. This needs to include the genre/text type, text driver, intended outcome and audience. This should 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 **key 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.

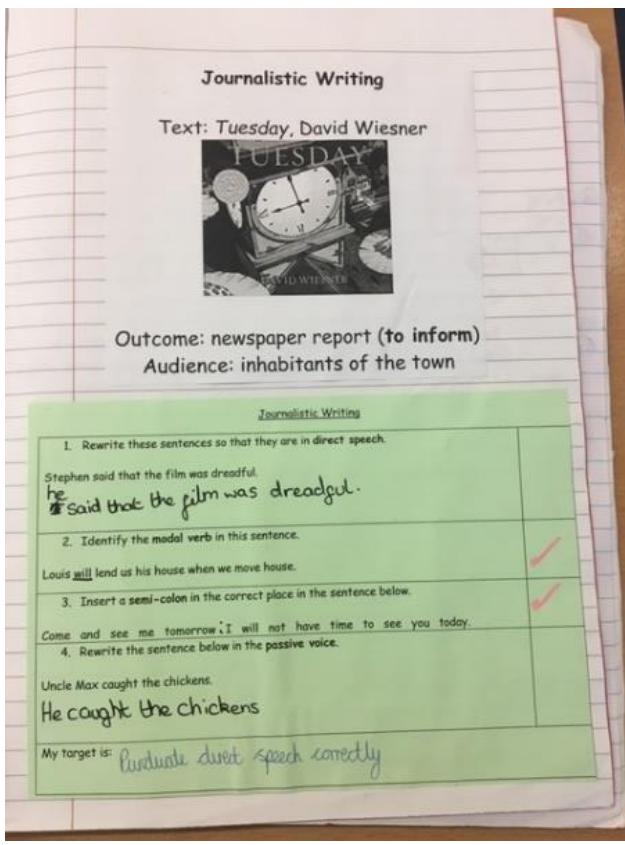
Other pre-assessment strategies are:

- Concept maps
 - Knowledge grids
 - Mind maps

For more ideas, see pages 55-91 of *Teaching Backwards*.

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 should be 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 should always be 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.



LO to write in a particular style	What is going to make my writing successful?	My evidence...	My teacher thinks...
My letter is emotive and informative.		<input checked="" type="checkbox"/> all my love Jim	✓
I have organised my writing into paragraphs.		<input checked="" type="checkbox"/> * 9 Paragraphs	✓
I have not used contractions.		<input checked="" type="checkbox"/>	✓
I have the subjunctive form.		<input checked="" type="checkbox"/> if I were you I would get back in time.	✓
I have used complex sentences.		<input checked="" type="checkbox"/>	✓
I have used commas correctly.		<input checked="" type="checkbox"/> However, <input type="checkbox"/> eventually, <input type="checkbox"/> particularly,	✓
I have made no more than five spelling mistakes.		<input type="checkbox"/> made 5 <input checked="" type="checkbox"/> Spelling mistakes	✓
I have used legible, joined up handwriting.		<input type="checkbox"/> greetings <input type="checkbox"/> OTTO!	✓
Evidence I've achieved my target:		* I heard Corals from the western Shanty white snow bergs to fall on the ground.	✓

| Subordinate clause | main clause

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 should have access to resources to support them during the writing process and the task should be 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. The working wall needs to support the learning journey by showing the learning objectives as well as information about the genre features and any keywords or vocabulary relating to the unit of work. A copy of the WAGOLL must be displayed, as should the text map once it is completed. As close as possible, dictionaries and other relevant resources (particularly key texts and texts relating to the subject matter), should also be displayed nearby and easy to access for the children. Working walls should be completed and up-to-date at the beginning of each learning journey.

Assessment

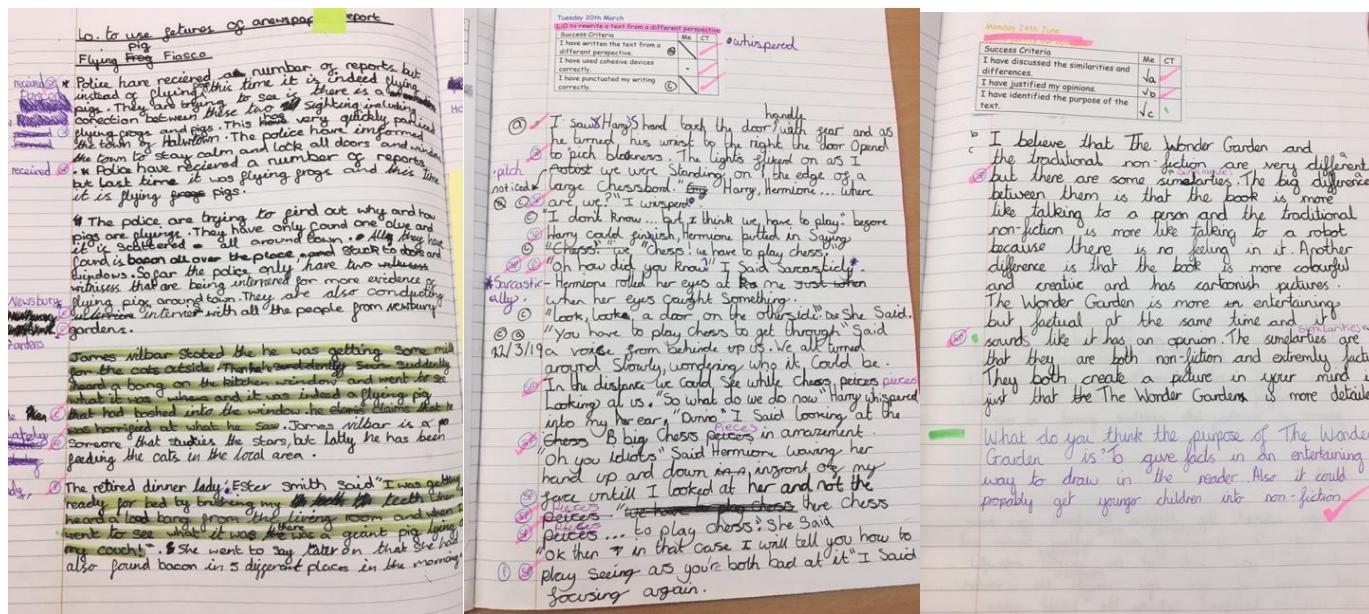
Formative Assessment

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 intention. 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 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. 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
- Strategy check – sight read vocabulary, flashcards with keywords, model fluency and expression (using punctuation)
- 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.

- Returning to text – discuss themes, relate text to own experiences, revisit tricky parts to reassure, identify key points, discuss the floating question
- Responding to text – justifying ideas and answers, discussing preferences/word choices etc.

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
- Read closely for deeper understanding
- Pre-reading
- 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. However, there are also a number of other texts (both fiction and non-fiction) available in the Guided Reading cupboard, as well as planning from previous years. This is organised by year group.

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 should also be 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 only 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 should 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 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.

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 should be pitched slightly higher than the children's current attainment so as to expose them to more sophisticated language. Where necessary, the book should also relate to a subject they are studying. 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 need to 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 lesson 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.