



Redlands Community
Primary School

Working Together and Aiming for Excellence

**Sileby Redlands
Community Primary School**

English Policy

September 2018

Review date: September 2019

Redlands Community Primary School

English Policy

Rationale

At Redlands Community Primary School we believe that every pupil has the right to be able to read and write effectively and to be able to communicate with others eloquently. In order to achieve this aim, the teaching of English, in all of its forms, has a high profile within the school.

We follow the National Curriculum for English ensuring that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn
- are competent in the arts of speaking and listening.

This policy applies to all pupils, regardless of their race, gender, religion or the presence of Special Educational Needs of any sort (including those who are Gifted and Talented). The curriculum is differentiated to ensure that all pupils progress in their learning at an appropriate pace supported by enrichment or reinforcement activities.

Within the National Curriculum for English, skills are broken down into reading, writing and speaking and listening.

Reading

Aims

- We aim to enable our pupils to read confidently, fluently, accurately, with understanding and for enjoyment.
- We aim to employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading e.g. miscue analysis.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the teaching and learning of reading

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials, reading schemes and literacy use of media text.

Strategies for the teaching of reading

At Redlands, reading is taught alongside our Ruth Miskin and Letters and sounds programme (EYFS) initially. These initiatives promote a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of these schemes the children will be taught to:

- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

Reading is taught through shared reading sessions, guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers / teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading.

- Demonstration – e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Strategies to enhance the learning of reading

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- We are aware that all children have individual and preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will have a clear understanding of what the teacher / teaching assistant is looking for in their reading / analysis of the text.
- Children will be given oral and / or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.

Phonics

In order to teach all our pupils to become fluent, confident readers, who have a love of reading, we ensure that all children within the Early Years Foundation Stage and Key Stage 1 receive daily phonics teaching in line with Ruth Miskin (Year 1) spelling programmes.

From Reception onwards, pupils receive a twenty minute daily phonics/ spelling lesson, targeted to develop from their current level of attainment, and are encouraged to apply this learning in their reading and writing.

Pupils within Key Stage 1 are taught all the requirements each child must within their year requirements. If children need extra support they will receive extra phonics teaching delivered at age appropriate level with their own class teacher to allow access to age appropriate phonics work.

Discrete phonics/ word reading teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

In Key Stage 2 the Ruth Miskin Programme follows greater emphasis on spelling rules. We work within all Key Stages to ensure that all pupils who would benefit from extra phonics/ word reading skills, teaching receive it. Any pupil who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

Pupils at Redlands Primary School benefit from a high level of phonics knowledge by

all staff, the consistent use of language and the high emphasis that phonics receives in all reading and writing activities.

Children will also be taught how to read the common exception words for their year group through a range of reading activities.

Individual Reading – KS 1

Although phonics gives pupils the best start in learning to read, at Redlands Primary School, we also recognise that pupils need to practise reading regularly in order to become proficient.

All pupils within EYFS and Key Stage 1 are placed on a book band that is appropriate to their current reading attainment. They read regularly in school with an adult (at least every other week). As part of our home school agreement with parents, we ask that parents also support this journey by reading with their children as regularly as possible and at a minimum of three times a week or 45 minutes per week.

Children are given 1 banded book per week to read through and they can change this once. Children are encouraged to read this book 3 times to develop word reading, understanding and performance (as set out in appendix 4).

Children are also allowed to take other books from the school Library to read for pleasure as well.

At each book band pupils become fluent and confident both within decoding (saying the words) and in comprehending the text. Pupils are assessed whilst reading with the teacher and the teacher ensures that they have secured both of these skills before changing the colour of their book band (from red book band onwards). During these assessments staff use benchmarking to ensure that the levels are secure. These book bands correspond with National Curriculum Levels as set out in Appendix 2.

Accelerated Reader – KS 2

What is Accelerated Reader (AR)?

AR is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at their own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success. If your child does not do well on the quiz, the teacher or librarian may help your child:

- Choose another book that is more appropriate.
- Ask more probing questions as your child reads and before your child takes a quiz.
- Pair your child with another student, or even have the book read to your child.

In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

In Key Stage 2 all children are assessed on Accelerated reader programme and be given suitable books. If the books are too advanced for the children and children have a specific learning need, they can continue to read on book banded books.

After completing a book, children are to be given an opportunity to take a quiz on the book within 24 Hours.

Teachers will monitor the results on the tests and if the children are struggling to understand the texts or exceeding whilst reading the texts they will be re-assessed and given appropriate texts.

Each half term children will be asked to undertake a 'Star Test' which will help to assess where the children are and if they are able to move up a level. Teachers may choose to give the children a star test more frequently if they are showing signs of improvement.

After each 'Star Test' teachers will print off a growth report, which will tell the staff where the children are working at and how much progress they have made. Teachers will then address their reading teaching accordingly.

The expectation is that every child manages to quiz at least once per week. This however may change in the later years if the children are reading novels such as Harry Potter.

Shared Reading

We believe that 'knowledge and imagination grow with reading,' and that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information.

To enhance this we offer many opportunities to model and share reading. The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading

Each class will receive 5 guided reading sessions per week. The guided reading will follow DSAT Language Comprehension Framework.

In EYFS and Year 1 there will be flexibility to work with groups and undertake a carousel but in Years 2,3,4,5 and 6 classes will adopt a whole class approach to guided reading, which will involve group work within sessions.

DSAT Language Comprehension Framework

The DSAT Language Comprehension Framework has considered the EYFS Framework, National Curriculum Programmes of Study and the Content Domains identified in the Reading Test Developer’s Frameworks for KS1 & KS2. Although it does not include a full description of the statements present in the NC programmes of study the Content Domains provide an overarching coverage of the skills required. The NC statements should still be present on English planning documents such as Unit of work plans for English lessons.

DSAT Language Comprehension Framework

FS	Communication and Language: Understanding	Communication and Language: Speaking	Communication and Language: Listening and attention	Literacy: Reading	Expressive Arts & Design: Being Imaginative			
	Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.			
1	Understand both the books they can already read accurately and fluently and those they listen to by: Develop pleasure in reading, motivation to read, vocabulary and understanding by:							
	Discussing and drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them as they read and correcting inaccurate reading	discussing the significance of the title and events	making inferences on the basis of what is being said and done	predicting what might happen on the basis of what has been read so far	being encouraged to link what they read or hear read to their own experiences	listening to and participate in discussion about what is read to them, taking turns and listening to what others say	explain clearly their understanding of what is read to them.
2	1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
3	1a draw on knowledge of vocabulary to understand texts	2b retrieve and record information / identify key details from fiction and non-fiction	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
4 5 6	2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text

[Appendix 1: Collaboratively compiled through Lead Professional work with Mowmacre Hill Primary School.](#)

The DSAT Language Comprehension Framework should act as a basis for the teaching of language comprehension and should be developed to balance the child’s reading entitlement to a broad and varied curriculum whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education. The teaching of the skills of language comprehension should be reflected in the weightings given to the time spent on each skill. Specific year group examples are given below.

Year Group Progression

Teachers will be required to teach children the different content domains in order to help the children’s language development and understanding. The % given for each content domain reflects the weighting of the specific skill within the teaching sequence and therefore the amount of time

needed to be focussed on each of them. This cycle will be repeated throughout the year and reflected in the planning and delivery of lessons which develop language comprehension (whether in English, reading or cross curricular lessons).

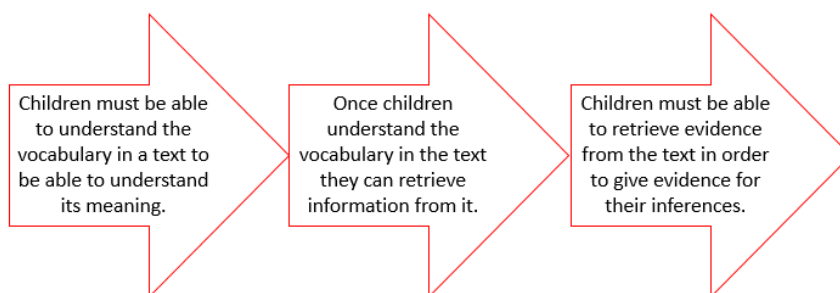
Language Comprehension Framework- Foundation Stage

FS	Communication and Language: Understanding	Communication and Language: Speaking	Communication and Language: Listening and attention	Literacy: Reading	Expressive Arts & Design: Being Imaginative
	Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Shared reading- explicitly model and question the children using the EYFS specific skills listed on the DSAT Language Comprehension Framework (Based on the Early Years Framework).

Language comprehension frameworks- Years 1-6.

The following specific year group frameworks consider the National Curriculum, the Content Domains weightings and the level of complexity needed for each skill.



Language Comprehension Framework- Year 1

25%	25%	25%	25%
Discussing and drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them as they read and correcting inaccurate reading	making inferences on the basis of what is being said and done	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">discussing the significance of the title and events</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">predicting what might happen on the basis of what has been read so far</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">listening to and participate in discussion about what is read to them, taking turns and listening to what others say</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">explain clearly their understanding of what is read to them.</div> </div>

Shared reading and other opportunities to explicitly model and question the children using the Year 1 specific skills listed on the DSAT Language Comprehension Framework (based on the Year 1 Programme of Study).

Language Comprehension Framework- Year 2

30%	30%	30%	10%
Draw on knowledge of vocabulary to understand texts	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Make inferences from the text	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Identify and explain the sequence of events in texts</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">predict what might happen on the basis of what has been read so far</div> </div>

To include developing the children’s experience of responding to questions about picture books, non-fiction reports, poetry and text extracts. Text extracts use should begin by opportunities to respond to questions on the same page as the extract and build up to longer pieces of text ([Appendix 2i](#), [2ii](#) & [2iii](#)).

Language Comprehension Framework- Year 3

30%	30%	30%	10%
Draw on knowledge of vocabulary to understand texts	Retrieve and record information / identify key details from fiction and non-fiction	Make inferences from the text	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Identify and explain the sequence of events in texts</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">predict what might happen on the basis of what has been read so far</div> </div>

Year 3- e.g: Out of a series of 10 lessons

3 x Give / explain the meaning of words in context

3 x Make inferences from the text / explain and justify inferences with evidence from the text

3 x Retrieve and record information / identify key details from fiction and non-fiction

1 x combination of summarise, meaning enhanced through the choices of words or phrases, content contribute to meaning as a whole and making comparisons.

Language Comprehension Framework- Year 4-6

20%	30%	30%	20% Combined				
Give / explain the meaning of words in context	Make inferences from the text / explain and justify inferences with evidence from the text	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Identify/explain how the meaning is enhanced through the choices of words and phrases.	Predict what might happen from details stated and implied	Identify / explain how information / narrative content is related and contributes to meaning as a whole	make comparisons within the text

Years 4-6 e.g: Out of a series of 10 lessons

2 x Give / explain the meaning of words in context

3 x Make inferences from the text / explain and justify inferences with evidence from the text

3 x Retrieve and record information / identify key details from fiction and non-fiction

2 x combination of summarise, meaning enhanced through the choices of words or phrases, content contribute to meaning as a whole and making comparisons.

Approaches to guided reading

The individual school will decide on the best way to implement the reading strategy ensuring full coverage of the key principles. This strategy has been designed with the flexibility to be used to through whole class, carousel guided group reading or a combination of these approaches. If a carousel of activities is used, the tasks should be Language comprehension specific and only used if the teacher can be confident that the children are able to independently access them and demonstrate that they are effectively developing their reading skills in a focused manner.

The table below shows a progression of the approaches appropriate to each year group.

EYFS	Year 1	Year 2	Years 3-6
Explicitly model and question the children using the EYFS specific skills listed on the DSAT Language Comprehension Framework. (Based on the Early Years Framework) <u>Appendix 2i Example Language Comprehension Tasks in EYFS</u>	Shared reading and other opportunities to explicitly model and question the children using the Year 1 specific skills listed on the DSAT Language Comprehension Framework. (Based on the Year 1 Programme of Study). <u>Appendix 2ii Example Language</u>	To include developing the children's experience of responding to questions about picture books, non-fiction reports, poetry and text extracts. Text extracts use should begin by opportunities to respond to questions on the same page as the extract	Whole class teaching approach. <u>Appendix 3ii Display the KS2 Language comprehension posters in the classroom to refer to during reading, English and cross curricular lessons.</u>

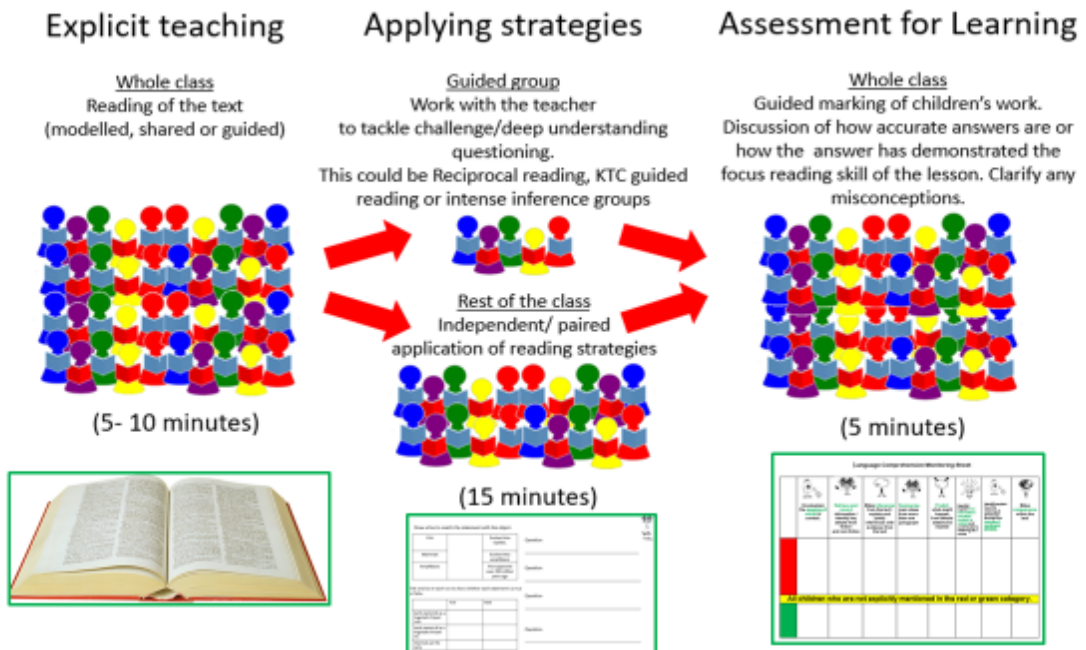
	<p><u>Comprehension Tasks in Year 1</u></p> <p><u>Appendix 3- Display the KS1 Language comprehension posters in the classroom to refer to during reading, English and cross curricular lessons.</u></p>	<p>and build up to longer pieces of text.</p> <p><u>Appendix 2iii Example Language Comprehension Tasks in Year 2</u></p> <p><u>Appendix 3i- Display the KS1 Language comprehension posters in the classroom to refer to during reading, English and cross curricular lessons.</u></p>	<p><u>Appendix 4 Question progression document</u></p> <p><i>Pro forma resources</i> <u>Appendix 5i, 5ii, 5iii, 5iv, 5v, 5vi, 5vii</u></p>
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Guided Reading Models

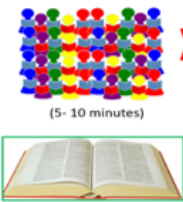
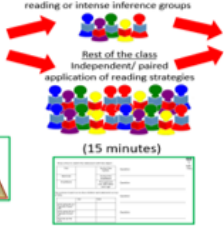
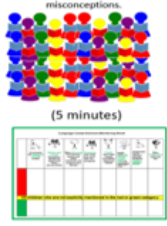
Ideally we recommend that all classes involved, receive thirty minutes of high quality guided reading teaching, five times per week.

The following model could be used for the majority of the half term.

Model daily format of the guided reading lesson (based on a 30 minute lesson).



Model weekly format of the guided reading lesson (based on 5x 30 minute lessons).

Session 1	Session 2	Session 3	Session 4	Session 5			
<p><u>Shared reading session</u> Teacher chooses one deeper understanding reading skill and models it explicitly as they are reading aloud :</p> <ul style="list-style-type: none"> Links reading with background knowledge Recognises vocabulary and words that they don't understand Links adjacent sentences together to make sense“local coherence” Use narrative skills to construct and express understanding- re-tell a story in their own words to provide the 'gist' of what happened. Use working memory- manage tasks which require simultaneous storage and processing As they read, ask their own questions or predict.... and read on to find out <p><u>Vocabulary- Never heard the word</u></p>	<p>Explicit teaching Whole class Reading of the text (modelled, shared or guided)</p>  <p>(5- 10 minutes)</p>	<p>Applying strategies Guided group Work with the teacher to tackle challenges/deep understanding questioning. This could be Reciprocal reading, KTC guided reading or intense inference groups</p>  <p>(15 minutes)</p>	<p>Assessment for Learning Whole class Guided marking of children's work. Discussion of how accurate answers are or how the answer has demonstrated the focus reading skill of the lesson. Clarify any misconceptions.</p>  <p>(5 minutes)</p>	<p>Vocabulary</p>	<p>Retrieval</p>	<p>Inference</p>	<p>Mix it up lesson Week 1- Summarise main ideas from more than one paragraph & make comparisons within the text Week 2- Identify/explain how the meaning is enhanced through the choices of words and phrases, Predict what might happen from details stated and implied and make comparisons within the text.</p>

Ensure that a balanced variety of fiction, non fiction & poetry/songs are used as the focus texts.

Each half term would end with a two week block of Whole class teaching- Building fluency and resilience.

Use a longer text or two texts- with a variety of types of questions.

Day 1- Reading fluency and resilience- use the spotter cards to identify the skill needed for each question.

Day 2- Read and answer half of the questions

Day 3- Read and answer the last half of the questions

Day 4- Guided marking (Assessment for Learning lesson)- whole class

Alternative model half termly format of the guided reading sequence (based on 5x 30 minute lessons).

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Tuesday	Fiction	Non-fiction	Poetry / songs / picture books / short films	Fiction	Non-fiction	Poetry / songs / picture books / short films
Wednesday						
Thursday	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising
Friday						

<https://theteachingbooth.wordpress.com>

Text Selection

Appropriate text selection is essential during guided reading sessions. The text should reflect the National Curriculum Programme of Study and include some of the appropriate word, sentence and grammatical features.

The quality texts chosen for the guided reading sessions should include a range of:

- genres
- texts of varying length
- texts that span different topics.

Quality literature is highly motivating to both students and teachers. Students prefer to learn with these texts and given the opportunity will choose these texts over traditional 'readers'. (McCarthy, Hoffman & Galda, 1999, p.51).

Quality text recommended book lists.

[Appendix 7i- KS1](#)

[Appendix 7ii- LKS2](#)

[Appendix 7iii- UKS2](#)








It is vital that the teacher has a firm understanding of the text before the guided reading session to identify the key vocabulary, text organisation and literary features.









Monitoring

It is essential that staff observe and assess the children as part of their everyday practice. In order to capture in the moment observations a simple monitoring sheet has been included in the Language Comprehension Framework. It is intended to be used as a working document which will gather information to contribute towards the teacher's assessments of the children's reading skills. The monitoring document will be used to make notes about any difficulties or strengths that individual children demonstrate during guided reading sessions.

KS1|Language Comprehension Monitoring Sheet

	 Give/explain the meaning of words in context.	 Retrieve and record information / identify key details from fiction and non-fiction	 Make inferences from the text / explain and justify inferences with evidence from the text	 Summarise main ideas from more than one paragraph	 Predict what might happen from details stated and implied	Any Additional Notes
All children who are not explicitly mentioned in the red or green category.						

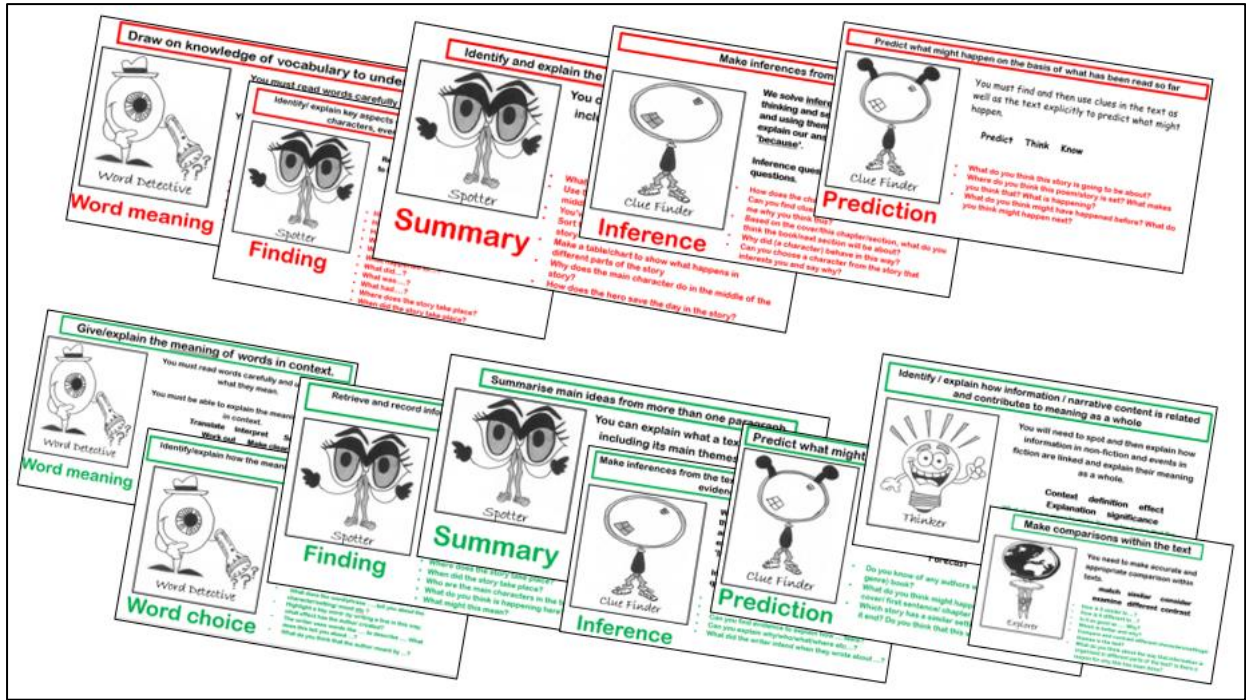
Language Comprehension Monitoring Sheet

	 Give/explain the meaning of words in context.	 Retrieve and record information / identify key details from fiction and non-fiction	 Make inferences from the text / explain and justify inferences with evidence from the text	 Summarise main ideas from more than one paragraph	 Predict what might happen from details stated and implied	 Identify / explain how information / narrative content is related and contributes to meaning as a whole	 Identify/explain how the meaning is enhanced through the choices of words and structures	 Make comparisons within the text
All children who are not explicitly mentioned in the red or green category.								

[Appendix 6- KS1 & KS1 monitoring form + example of a completed document.](#)

Content Domain Posters

A set of posters for both KS1 & KS2 have been compiled. Included are the content domains the 'spotter' character, associated vocabulary and strategies to use.



[Appendix 3i KS1- Content Domain Skill posters](#)

[Appendix 3ii -KS2 Content Domain Posters](#)

(images G Paterson Kibworth CofE Primary School.)

Question stem progression


A document has been collated listing a variety of sentence stems appropriate for each content domain. These are for use by staff to plan their guided reading lessons and aim to reduce teacher workload.


Word Detective- Word meaning		Draw on knowledge of vocabulary to understand texts	Give/explain the meaning of words in context.	
1	2	3	4	5 & 6
<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>How does the word ... Make you feel?</p> <p>Which words show us that is happy/sad/angry etc ?</p>	<p>Can you find a word that means...</p> <p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of...?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p> <p>Find and copy a word which means</p> <p>What words has the author used to show you how the character is feeling?</p>	<p>What does the word _____ mean?</p> <p>Find and copy a word which means</p> <p>What other words could the author have used instead of...?</p> <p>Can you find a word which is similar in meaning to ...?</p> <p>What words has the author used to show you how the character is feeling?</p> <p>Find and copy a word which means</p> <p>Which word is closest in meaning to ...?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...?</p> <p>Can you find a synonym for the word?</p>	<p>Find and copy a word which means</p> <p>Which word is closest in meaning to ...?</p> <p>What other words could the author have used to describe?</p> <p>Which word shows you that ...?</p> <p>Can you find a synonym for the word?</p> <p>Find and copy a phrase which shows...</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p>	<p>Find and copy a word which means</p> <p>Find and copy a phrase which shows...</p> <p>Which word is closest in meaning to?</p> <p>What does the word/ phrase tell you about?</p> <p>Find and copy two different words which show that</p> <p>The writer uses words like to describe What does this tell you about a character or setting?</p> <p>Highlight a key phrase or line. By using this word, what effect has the author created?</p> <p>The writer uses words like ... to describe What does this tell you about a character or setting?</p>

Appendix 4- Question stem progression documents (Collated by Mowmacre Hill Primary School Staff)

Question formats

As the children progress through Years 2-6, they will experience being assessed using the KS1 or KS2 reading assessment materials. The format of these assessments can vary significantly from every day classroom teaching materials. It could be beneficial to allow the children to become accustomed to these style of question formats in order for them to work to the rigour of the assessments plus to allow them to become confident and resilient. A bank of editable formats have been constructed in order for teachers to be able to use them easily, without increasing the volume of their workload.

Give/explain the meaning of words in context.	Big Question: What skills can I use to find words or phrases which have a similar meaning?	
	Which word in the text which means noon?	<input type="text"/>
	Find one word in the text which means thick.	<input type="text"/>
	Find a phrase in the text that suggests to you that Alex was nervous?	<input type="text"/>
Word Detective Word meaning	What does the word 'intact' tell us about the four chimneys?	<input type="text"/>
	What other phrase could the author have used instead of urban spread?	<input type="text"/>
	Find the word in the text which is closest in meaning to the word screeching.	<input type="text"/>

Features of the first rollercoasters.		Clue Finder Inference 	
	Tick two	Rollercoasters became safer as they developed.	
They were over 7 storeys high.	<input type="checkbox"/>	Do you agree? Explain why?	
The seats could melt.	<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
You could get splinters from the seat.	<input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Gravity is essential in rollercoaster design because.			
	Tick one		
It is called 'whoosh'.	<input type="checkbox"/>		
It keeps the rollercoaster moving.	<input type="checkbox"/>		
It stores potential energy.	<input type="checkbox"/>		

Explorer Use the text to find and classify some creatures on the Venn diagram.

Summary

Order the statements by using numbers

	The first single cell organisms were formed in the oceans.
	Earth started as a huge ball of rock.
	Mammals lived on Earth.
	The clouds of steam cooled down and turned into the oceans.
	Dinosaurs lived on Earth.

Word Detective
Underline the words which make you think that author feels that the planet Earth is special.
Our planet is remarkable because it contains something that scientists have found nowhere else in space- life. Earth is home to a variety of life forms...

Thinker
How can I identify / explain how narrative content is related and contributes to meaning as a whole?
Are there any other stories or films that this text reminds you of?
What questions would you like to ask the author about their book?

Spotter
Summary
How can I summarise the main ideas from more than one paragraph?
Can you number these places in the order that they happened?

Appendix 5- questioning formats

Cross Curricular Opportunities for Language Comprehension

Reading is the gateway to understanding and fundamental to all learning across the curriculum. It is vital that we create and look for opportunities to develop the teaching of the specific skills of reading across the curriculum. Children can be taught to develop these skills using a variety of media including artwork, photographs and films.

[Appendix 8- Examples of quick burst cross curricular reading activities.](#)

Beginning in September 1939, over three and a half million people were relocated in Britain as part of Operation Pied Piper. School age children, mothers of young children, pregnant mothers, disabled people and teachers were evacuated to the countryside to keep them safe from German bombing in the cities. School age children were evacuated without their parents. They were sent to the countryside where they were billeted or housed with other families. The children wore identification tags and were only allowed to bring one suitcase. The government provided a list of essential items to pack.

Began in September 1939		government
Evacuated without their parents.		Operation Pied Piper
Provided a list of essential items to pack.		Germans
Bombed the cities		school aged pupils

John thinks that this lady is happy. Do you agree or disagree? Can you explain why?



-
-
-
-



How are the lady and the baby linked? Can you explain why?



	True	False
There were no boats in London.		
Most people used bicycles in London.		
Fish were sold in the London docks.		

These are two pieces of artwork entitled DNA.

What common message are the artists trying to portray?

Which do you prefer?
 A B

Think of three reasons why.

1. 2. 3.

Enjoyment of reading

By giving reading a high profile within the school and within each classroom we hope to encourage a lifelong relationship with reading, which allows our pupils to enjoy and experience a wide variety of literature from many genres, so they can escape into the world of a book or learn something new.

We encourage the enjoyment of reading in a wide variety of ways that continue to be adapted in order to gain and maintain the enthusiasm of the pupils within the school

The school provides a wide variety of high quality resources to support the teaching of reading.

To further promote the enjoyment of reading the children have the choice of language rich books to take home and read **with** their parents. The emphasis on this is to enjoy a book together as opposed to parents 'testing' the children on the text.

Reading Passports

Each Year group has 5 books that they children are required to read/ share with an adult at home. These books are rich in language which will help develop a child's love of reading and understanding of text.

Children will be encouraged to read these throughout the year and will have their own passport. Once they have read the book they will have a section to write down what they have enjoyed about what they have read and give a review.

Reading Spine

A reading spine was created by all of the staff at Redlands in 2016/17 with key texts that would develop vocabulary and help the teaching of key skills. This spine is to be used to help children develop their love of reading and to use as a stimulus to for units of English work.

Writing

Rationale and Aims

At Redlands Primary School we believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories and articles that express their points of view clearly.

It is important that pupils learn to write independently from an early stage and this is encouraged through emergent writing within the EYFS. During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed.

We know that for pupils to become successful writers they need to:

- experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'
- orally tell and retell stories and other texts
- experience both shared and guided writing, where the teacher focuses attention explicitly on the technicalities of writing
- regularly practise writing independently.

Therefore when planning English activities we ensure that all pupils have access to these experiences. Within Key Stage 1 pupils need to be given a range of experiences and immerse themselves in texts. Within Key Stage 2 we follow a broad curriculum for writing which revisits different text types every year to ensure that pupils become confident writers of different genres.

In order to ensure effective teaching of writing, teachers at Redlands Primary School develop the curriculum around the needs of the pupils in each class. There are regular planned opportunities for: talk for writing, planning writing, modelled writing, shared writing, supported composition and guided writing.

We also recognise the value of visual literacy both as a stimulus for writing and as media through which pupils can present their own ideas.

Expectations for writing

All children are expected to undertake a baseline at the start of the year and the teachers will assess the writing from that point forward.

Teachers will have to teach a range of genres which are suggested (see appendix), however staff are allowed to deviate from the different genres if their assessments deem another the genre will fit. Teachers need to ensure that the children have covered a range of genres, which will be monitored by the English leads.

At the end of each genre the children will be expected to undertake a 'hot write'. The 'hot write' will be assessed by the class teacher using the TAF's created by each year group. After the assessed writing will inform the teacher the areas/ skills to work on in the next genre.

Each child will need to write an extended piece of writing every 2-3 weeks.

Each child will have a current piece of writing displayed in their classroom and this be changed updated every 3 weeks.

Strategies for Teaching Writing

Talk For Writing

At least once a term all year groups undertake a 'Talk 4 Writing' unit of work to help the children immerse themselves into a text and give the children structure to enable them to become proficient writers.

Spelling

Good spelling is a fundamental part of a child's literacy development. In order to become confident writers pupils also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the pupils learn to use phonics for both of these activities - see phonics section for further details. Pupils are encouraged to apply their phonics to spelling throughout the curriculum.

All Pupils receive a minimum of 1 hour and 20 minutes spelling teaching per week, this spelling work is supported by homework either to continue to learn spelling lists or to practise the rules they are learning in the classroom.

Pupils requiring additional support with their spelling and literacy skills are given extra support.

During the teaching of Ruth Miskin spelling programme we constantly monitor the impact and the effect the spelling teaching has had. All teachers will assess areas or spelling patterns children have not understood and they will revisit.

Children will learn spellings for a spelling test each week. Spellings are to be given out to children every Thursday with a spelling test on the following Monday. Accept that there will be mistakes in tests, this is why a retest will be done on a Thursday. This will enable children to be exposed, more than once to the same spellings.

We encourage our children to identify mis-spelt words in their own writing and spelling tests, keeping individual lists (e.g. spelling logs and during handwriting sessions) and learn to spell them.

During the spelling tests the children will be given a range of common exception words and words linking with their spelling rule.

If teachers notice children spelling words they have been taught incorrectly in their independent work, teachers will give the children the opportunity to practise these 3 times.

Handwriting

(To be looked at during the year)

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school ensures that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

These are the progression on of skills through the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS).
- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1). See appendix 5
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

Grammar

The importance of grammar and punctuation to the curriculum

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Strategy for implementation

Entitlement and curriculum provision

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. The Literacy sessions are well suited to the practical development of this knowledge through the sentence level work provided in the teaching sequences based on the Primary Framework.

Teaching and Learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

The role of the teacher:

- to provide direct teaching and accurate modelling;
- to provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- to observe pupils, monitor progress and determine targets for development;
- Punctuation pyramids visible in every classroom as a visual prompt.

Grammar is not about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard, but remain unable to transfer grammatical knowledge into independent reading and writing.

Within the teaching sequences based on the Primary Framework, the objectives relating to grammar are located within sentence level work. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided

writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

Grammar and punctuation will not to be taught through exercises. While they can provide some limited opportunities for consolidation, the use of decontextualised exercises does not help the pupils to make progress in the use of grammar and punctuation in their own writing.

Teachers will need to look at the areas their children need to focus on and, if needs be, may need to revisit concepts not secure from the previous year.

Teachers will also have to try and select an appropriate genre to teach to ensure that all of the needed genres are covered.

Continuity and Progression

Foundation Stage

Pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of connectives.

Key Stage 2

In Years 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of speech) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of

a wider range of punctuation marks, including punctuation within a sentence.

The learning environment

Classrooms use wall charts, grammatical word hoards and examples of pupils' investigations to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses.

Spoken Language

At Redlands Primary School we recognise the importance of being able to communicate orally and to understand what others are saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Pupils are given opportunities to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies, Christmas productions and end of year productions.

Including all pupils

There are pupils of differing abilities and needs in all classes at Redlands Primary School. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We use Teacher and Teaching Assistants to support relevant pupils in order to meet their needs and provide intervention where it is required.

At Redlands we encourage all of the teachers to teach to the top and be aspirational of all of the children. Children are given scaffolding and support with their individual needs so that they can reach these aspirational targets.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified in consultation with the SENCO and suitable learning challenges will be provided.

Assessment

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a tool utilised by the school to raise attainment and accelerate progress. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. We use interim assessments to assess writing, we use this to assess the progress of groups within each class on an ongoing basis, this is updated on the school tracker.

Regular feedback is given to pupils (see the schools' Marking Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further. We share information with the pupils so that they are aware of their own progress and attainment, their target attainment and of how they can improve their work. Pupils within Key Stage 2 are familiar with this information and are, therefore, able to take a more active role in their own learning.

The pupils at Redlands Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading, SPaG (spelling, punctuation and grammar) and writing SATs in Year 2 (which supports the teachers' overall assessment of their attainment); SPaG (spelling, punctuation and grammar) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work)

Other summative assessments are used throughout the school for example to test pupils' progress within spelling and grammar and each year group will undertake termly tests to show progress.

Spiritual, Moral, Social and Cultural Development and British Values

The teaching of English develops skills through which our pupils can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows pupils to work together and gives them the chance to discuss their ideas and results.

During English lessons teachers will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

EQUAL OPPORTUNITIES

Redlands has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

ROLE OF SUBJECT LEADER

At Redlands we have different English leaders for different areas:

Georgina Godfery – KS 1 Reading

Harriett Stretton – KS 2 Reading

Abbie Hunt – Spelling and Phonics

Laura Riley – Writing and Grammar

Phil Page – English leader and oversee other areas

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating English:-
- pupil progress with the assessment coordinator
- marking and planning
- curriculum coverage
- provision of Literacy
- the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions.

SATs results are published in accordance with Government legislation.

Written by Phil Page and Abbie Hunt

Date: September 2017

Reviewed by staff 18th September 2017

To be reviewed September 2018

REVIEW

The Board of will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

SignedDate

(Headteacher)

Appendix 1

Language used in relation to phonics

In order to achieve consistency for the pupils in our school all staff use the following language in relation to phonics.

- **blend** (vb) — to draw individual sounds together to pronounce a word, e.g. sn-a-p, blended together, reads snap
- **cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **digraph** — two letters making one sound, e.g. sh, ch, th, ph.
- **trigraph** — three letters making one sound e.g. igh
- **quadgraph** — four letters making one sound e.g. ough
- **vowel digraphs** comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- **magic 'e'** — This is the term used in this school to describe a split vowel digraph with the children — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter sound correspondences'
- **mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S' or a saying to help remember the order of the letters in a word i.e. 'silly animals in Devon' = said
- **phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.
- **Short Vowel** — /a/, /e/, /i/, /o/ or /u/
- **Long Vowel** — a phoneme which represents the name of the vowel /ay/ /ee/ /igh/ /ow/ /you/
- **Consonant** — All letters of the alphabet that are not vowels
- **Phoneme frame** — Boxes used to help with spelling in phonics sessions. One box is used for each phoneme.
- **Robot arms** — Used in Reception for reading and spelling but only for reading from Year 1 onwards. Children stand like a robot and move arms for each sound that they see/hear. This helps them to blend the sounds together to create the word they are reading
- **Fred talk** — Saying the sounds in a word separately.

- **Fred fingers** – Pointing to one finger for each sound that can be heard in a word. Used for spelling from Year 1 onwards as it helps children to identify how many sounds they need in a word.
 - **Dots and Dashes** – A dot is used under a single letter phoneme and a line (or dash) underneath a digraph/ trigraph etc to help the children segment a word to sound out.
- Sayings and mnemonics used to help the children remember phonics:
- “When two vowels go out walking the first does the talking”
 - “Cry baby q never goes without u”
 - “Silly animals in Devon” = said
 - “Big elephants can always understand small elephants” = because

Appendix 2

Individual Reading Book Banding and Associated Guideline of National Curriculum Levels

Working Below National Level
 Working Towards National Level
 Working at National Level
 Working at Greater Mastery
 EYFS Levels

Appendix 3

Structure of Guided Reading sessions

Typical Guided reading sequence:

- Book introduction including teaching of skills
- Walk through the text
- Independent reading
- Returning to the text for teaching points
- Responding to the text and follow up

The key skills taught at these levels are mainly focused on becoming ‘fluent decoders’ along with literal comprehension and recall.

Guided reading for those children who are working at an advanced level may follow a different structure depending on the needs of the children in the group.

It is likely that children working at an advanced level will need teaching explicitly the skills required to be a good comprehender including: visualising, making connections, unpicking vocabulary, analysing, predicting and questioning. This will take place when the teacher reads aloud to the children describing what their mind is doing while they are reading.

Once children are secure within reading it is likely that they will need to use their guided reading time to reason, justify, verbalise and validate their thoughts about a text. Therefore it is likely that the majority (if not all) of the guided reading session

time will be spent in discussion and that the children read a section of text in preparation for the session.

The most important factor of any guided reading session is that it is targeted at the specific learning needs of the children.

It is helpful to include visual prompts in guided reading sessions, for example using word cards for tricky words for children working below at lower levels, or using a feelings graph, visualising prompts and discussion cards at higher levels.

Ways in which we Encourage an Enjoyment of Reading.

In order to achieve our aim that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information, we:

- Have made reading high profile in the school
- Maintain two well stocked libraries with books appropriate to the age of the children
- Have a reading area in each classroom with books for the children to choose to read.
- Celebrate World Book Day every year with fun activities
- Run a Book Fair twice a year to enable our children to buy books for enjoyment and to raise money to help update stock in the libraries and book corners

Techniques within the Teaching of Writing.

Explanations of the techniques used to teach writing across the school:

Talk for Writing,

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

Planning Writing

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along.

Modelled Writing or Writing Aloud

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way the teacher

is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Supported Composition

This strategy can be used after Modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or discuss the next sentence with their talk partner.

Guided Writing

Guided writing is when the teacher works with a focus group in the classroom, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children working at around the same level.

Appendix 4

Dear Parents or Carers

This year in Years 1 & 2 we will be sending home a banded reading book for the children every week.

Initially we will only be sending 1 banded reading book a week because we want the children to immerse themselves in the text and develop a greater understanding of what they have read.

We would be really grateful if you could read through the book 3 times with the child, this will help them to understand what they are reading further. This is the model we also use in school.

1st Read - When you read through the book the first time the children will concentrate on reading the words correctly and sounding out unfamiliar words.

2nd Read - Read through with your child and discuss what is happening in the text. Ask the children questions like:

- How is the character feeling?
- What happened in the last section?
- Why do you think the character did this?
- What do you think this word means?

3rd Read - Encourage your child to put expression in the story and try to bring the story to life. Children love to put on different voices when they know what they are reading!

We will also ask the children to choose a book for pleasure to take home, which they can share with you.

Thank you for your continued support

Phil Page

Appendix 5

Handwriting Teaching Sequence

L, I, T, H, B

U, V, W

C, O, A, D, Q, G

N, M

P, J, Y, F

E, R

S

K

X

Z

Appendix 6

Suggested Genres to cover for English

Year 1

Year 2

Fiction	Traditional tales	Stories by same author e.g. Julia Donaldson or Anthony Browne	Stories from other cultures	Fantasy	Stories with repetitive patterns or structures
Non-Fiction	Instructions e.g. recipe	Recounts of familiar events	Non-chronological report	Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary	
Poetry	Poems on a theme	Poems for learning by heart		Traditional rhymes including innovation e.g. This is the house that Jack built	

Fiction	Stories set in schools (or other familiar settings)	Stories by same author	Traditional tales with a twist	Animal adventure stories	Story as a theme
Non-Fiction	Instructions	Recounts : letters	Non-chronological report	Explanation text	Persuasive advert or poster
Poetry	Poems with a structure e.g. riddles		Classic poetry e.g. The Owl and the Pussycat		

Year 3

Fiction	Fables	Fairy tales/folk tales	Mystery	Novel as a theme	Playscripts
Non-Fiction	Recounts: Diaries	Persuasive letters	Explanation text	Recount Biography:	Discussion: for and against
Poetry	Poems with a structure e.g. shape, calligrams, rhyming		Classic poetry for performance		

	couplets	
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Year 4

Fiction	Fantasy	Myths	Novel as a theme	Issues and Dilemmas	
Non-Fiction	Recounts: Newspapers	Non-chronological report	Explanation text	Persuasion - sales pitch/article	Discussion - Debate
Poetry	Poems on a theme	Poems e.g. kennings, cinquain	Classic poetry		

Year 5

Fiction	Historical Novel as a theme	Legends	Stories from other cultures	Older Literature e.g. Shakespeare	Film and Playscript
Non- Fiction	Magazine articles	Reports including formal reports	Persuasion Radio or TV broadcast	Discussion - formal debate	
Poetry	Poems with a structure e.g. haiku, limericks	Poems with figurative language	Classic narrative poetry		

Year 6

Fiction	Genre Fiction Detective/Crime/ Science Fiction	Classic Fiction	Flashbacks/Time shift	Novel as a theme	
Non- Fiction	Persuasion	Explanatio n text	Discussio n	Recount Biography and autobiograp hy	Informati on text hybrid

Poetry	Poems Free verse	Classic narrative poetry	Poems with imagery
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