

English at Little Stoke Primary

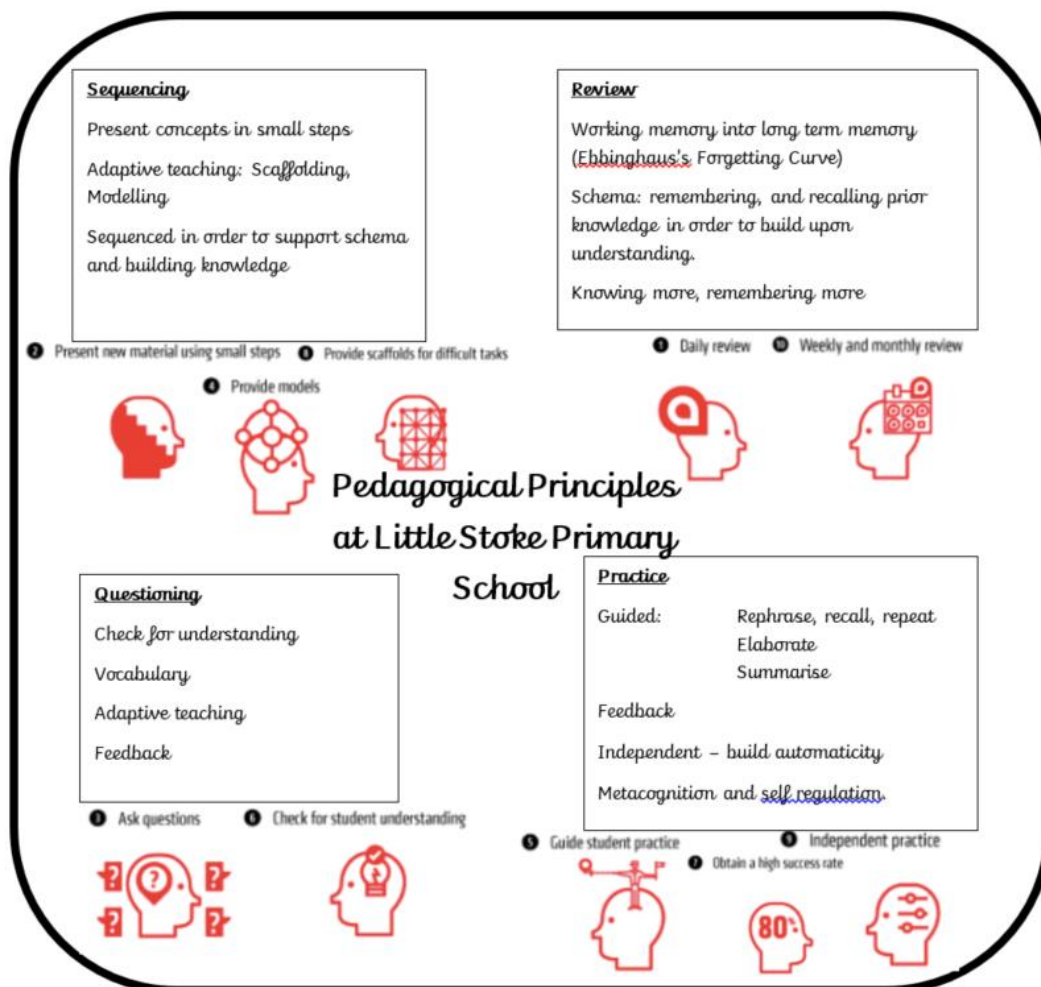


Writing

Intent

It is our intent to provide high quality learning experiences in order to develop pupils' competence in both transcription and composition. Pupils will learn how to plan, draft, revise and evaluate their writing effectively. They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between phonemes and graphemes in words. The development of pupils' composition will ensure they can form, articulate and communicate ideas and organise them coherently for a reader. They will show an awareness of the audience and purpose of a piece and effectively use an increasingly wide knowledge of vocabulary and grammar. We aim to encourage pupils to develop fluent, legible handwriting and maintain this whilst writing at speed.

At LSPS, we have a core set of pedagogical principles through which teaching and learning is carefully planned and delivered. These principles are based on Tom Sherrington's further work on the Rosenshine principles. Our pedagogical principles are split into four areas; sequencing, review, questioning and practice.



Implementation

High Quality Texts

All of our writing curriculum is based around high quality texts. It needs to be a text that drives your writing; a text which children become fully immersed in the language, structure, characterisation and themes. When choosing these texts, considering the children's background knowledge is vital. It can be difficult for children to access books linked to the topic they are studying in the foundation subjects before they have acquired a significant amount of background knowledge. Therefore, at the beginning of a topic, we have decided to base our book choices for English on three units, which will be taught school wide. The Progressive Units rationale details this in more detail.

1	2	3	4	5	6
Same, Same but Different Family and Diversity	Topic Linked	Once Upon a Time Traditional Tales	Topic Linked	Inside Out Friendship and Emotional Literacy	Topic Linked

Once the children have acquired a suitable amount of knowledge of the topic, English should then be based on a book that links to the work that has been completed in foundation subjects. However these books have to draw on the knowledge they will have gained. For example, if looking at the German perspective of World War 2 but the Holocaust hasn't been studied yet, books on this subject matter wouldn't be chosen.

There is a Book Spine from which you can choose books to use. Each term, you will need at least one fiction and one non-fiction book to use in English.

The book spine is not set in stone. If there is a book you think would be good to use or fits better than one on the spine, please bring it to the English Lead for approval.

Writing Purposes

Across the course of the year, the children must be taught to and have the opportunity to write for a range of purposes:

- Writing to Entertain
 - o Narrative, poetry, in role writing, descriptions
- Writing to Inform
 - o Non-fiction reports, recounts, letters, instructions, explanations, biographies, newspaper articles
- Writing to Persuade
 - o Adverts, letters, speeches
- Writing to Discuss
 - o Balanced argument, newspaper articles, reviews

Not all of these types of writing are appropriate for all age ranges. To decide which genres to teach and when, the long term planning below should be followed.

Key Stage 1

Until children are able to use and apply their phonics skills to write independently, their writing needs to be scaffolded and supported to ensure they are using the phonics they have been taught. This can be done in a narrative or recount, for example but at this point children would not write freely or at length.

For those children who can spell confidently using their phonics, the teaching should focus on the year group objectives and on cohesion and composition.

Example for Middle to Lower Ability Year 1

Lesson Text: Little Red Riding Hood

Lesson Objective: to use capital letters and full stops

Context: to describe the Big Bad Wolf using their phonics knowledge and correct sentence punctuation.

Structure of Lesson:

- Oral discussion using talk partners to generate ideas of words to describe LRRH.
- Model writing full sentences using appropriate word choices (based on phonics level), tricky words, which they have learnt or have access to, and words that have been provided and sentence punctuation e.g:
Little Red Riding Hood has a red coat.
She has a basket with some food in.
She has long brown hair.
- Partner talk ideas for describing the wolf.
- Orally rehearse sentence ideas together with counting of words.
- Provide support for more challenging words that fall outside their phonics knowledge.
- Children to write their own sentences pitched at their individual ability.

Example for Middle to Lower Ability Year 2

Lesson Text: Cinderella

Lesson Objective: to use coordinating conjunctions

Context: to describe a scene from the story using co-ordinating conjunctions which they practised using in a sentence based activity the previous day.

- Read the section of the story where the Fairy Godmother appears and show a bullet pointed list of 3 events that happen in this scene e.g. Cinderella was crying, Fairy Godmother appeared, turned rags into ball gown and pumpkin into carriage.
- Model writing 3-4 linking sentences that use coordinating conjunctions and focus on how those sentences link together cohesively e.g.
Cinderella sat and sobbed. She looked up and her Fairy Godmother appeared. The Fairy Godmother waved her magic wand but nothing happened. Then she said the magic words. Cinderella's dirty rags turned to a beautiful ball gown so she could go to the ball.

- Read the section of the story where she dances with the Prince and the clock strikes midnight. Discuss the order of events and write a bullet pointed list e.g. danced with prince, clock struck 12, she ran away, she lost her shoe, Prince found shoe and shouted after her.
- Oral discussion using talk partners to generate ideas of sentences using coordinating conjunctions.
- Children to write their own sentences based on the discussed scene. Teacher to circulate and provide feedback on their use of phonics for spelling, coordinating conjunctions and punctuation. This feedback might also focus on other areas taught in recent weeks e.g. past tense.

Long Term Planning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terms 1 and 2	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain
	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry
	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform
	Recount	Non Fiction Report Recount (Letter/Diary)	Non Chronological Report Short Recount	Formal Non- Fiction Report	Formal Non- Fiction Report	Formal Non- Fiction Report
	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue
					Review (Biased argument)	Formal Balanced Argument
				Persuasive Letter		Formal Letter
	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain
				Instructions	Instructions	Explanation
Terms 3 and 4	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain
	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry	Narrative Narrative Poetry
	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform
	Non Fiction Report Recount	Non Fiction Report Recount (Letter/Diary)	Non Chronological Report Recount	Report (Diary/Letter)	Recount (Diary/Letter) Newspaper Report	Formal Non- Fiction Report Newspaper report
	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue	Writing to Argue
				Persuasive Letter	Formal Persuasive letter	Formal Letter
	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain
	Instructions	Instructions	Instructions	Explanation		Explanation
Terms 5 and 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain	Writing to Entertain
	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative

	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Poetry
	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform	Writing to Inform
	Non Fiction Report Recount (letter)	Non Fiction Report Recount (Letter/Diary)	Non Chronological Report Report	Formal Non-Fiction Report	Formal Non-Fiction Report Explanation	Formal Non-Fiction Report
	Writing to Persuade	Writing to Persuade	Writing to Persuade	Writing to Persuade	Writing to Persuade	Writing to Persuade
			Persuasive advert	Persuasive Letter	Formal Persuasive letter	Persuasion Formal Balanced Argument
	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain	Writing to Explain
	Instructions	Instructions	Instructions	Explanation Instructions	Formal Balanced Argument	Explanation

Within a long term, the teachers should use their professional judgement to decide when genres should be taught based on the books being used and the needs of the class.

Planning Year 2 - 6

Once a book has been chosen and the units of writing decided, teachers in year 2 - 6, will need to refer to the progression document. This document will give more detail on what each genre of writing looks like in the specific year groups. This is vital to ensure that there is progression in our teaching of, for example, a story from year 1 to year 6.

Approach to Planning	Example (based on Y4)
1. Choose texts and visual media.	Little Red Riding Hood Focus Books – The Wolf’s Story – What Really Happened to Little Red Riding Hood Little Red in the City - https://www.youtube.com/watch?v=VPpNHoJ6_XQ Visual media - Hoodwinked
2. What do you want to achieve in the final piece? Chosen from the EPO. Choose a few overall objectives (2/3 areas) and teach them well.	A story which includes: <ul style="list-style-type: none"> - Speech to convey character - Atmospheric description
3. Plan backwards. What do they need to be able to do to achieve these 3 things? This will then form the bulk of your lessons. Think about what lessons you would teach in order to build these key skills.	<ol style="list-style-type: none"> 1. To understand the structure of a story. 2. Punctuate speech 3. Use speech to convey character 4. Use descriptive techniques (targeting expanded noun phrases modified by prepositions and extended similes) 5. Describe a setting (sights, smells, sounds) 6. Describe atmosphere (appropriate language).
4. Structure this into a series of lessons where some sessions will need more than one day.. Skill Apply Practice Think about how many lessons you will need to cover these 6 objectives well.	<ol style="list-style-type: none"> 1. L.O: to understand the structure of a story 2. L.O: to punctuate speech 3. L.O: to embed speech 4. L.O: to use speech to convey character 5. L.O: to use speech to convey character 6. L.O: to write a narrative extract 7. L.O: to use expanded noun phrases - Modified by prepositions 8. L.O: to describe a setting 9. L.O; to set an atmosphere – Focus on appropriate language 10. L.O: to describe a setting 11. L.O: to plan a story 12. L.O: to write a story

At the start of a unit, you will need to fill in an a4 unit overview which just highlights the progressive objectives you are planning to teach before writing their final piece of writing. Weekly, you will then produce a weekly plan.

Adaptive Teaching

It is vital that English lessons are planned appropriately for the needs of the children in the class. For the large majority, they will be accessing the curriculum appropriate for their year group. However, for some, scaffolds and support may need to be put in place to enable this to happen. These scaffolds should help to move the children from guided to independent work. There are a range of ways this can be done:

Key Stage 1

- Provide a sentence to change words in
- Provide sentence starters

- Provide key words
- Write guided sentences together as a starter activity
- Oral discussion
- 1:1 feedback focused on a key area

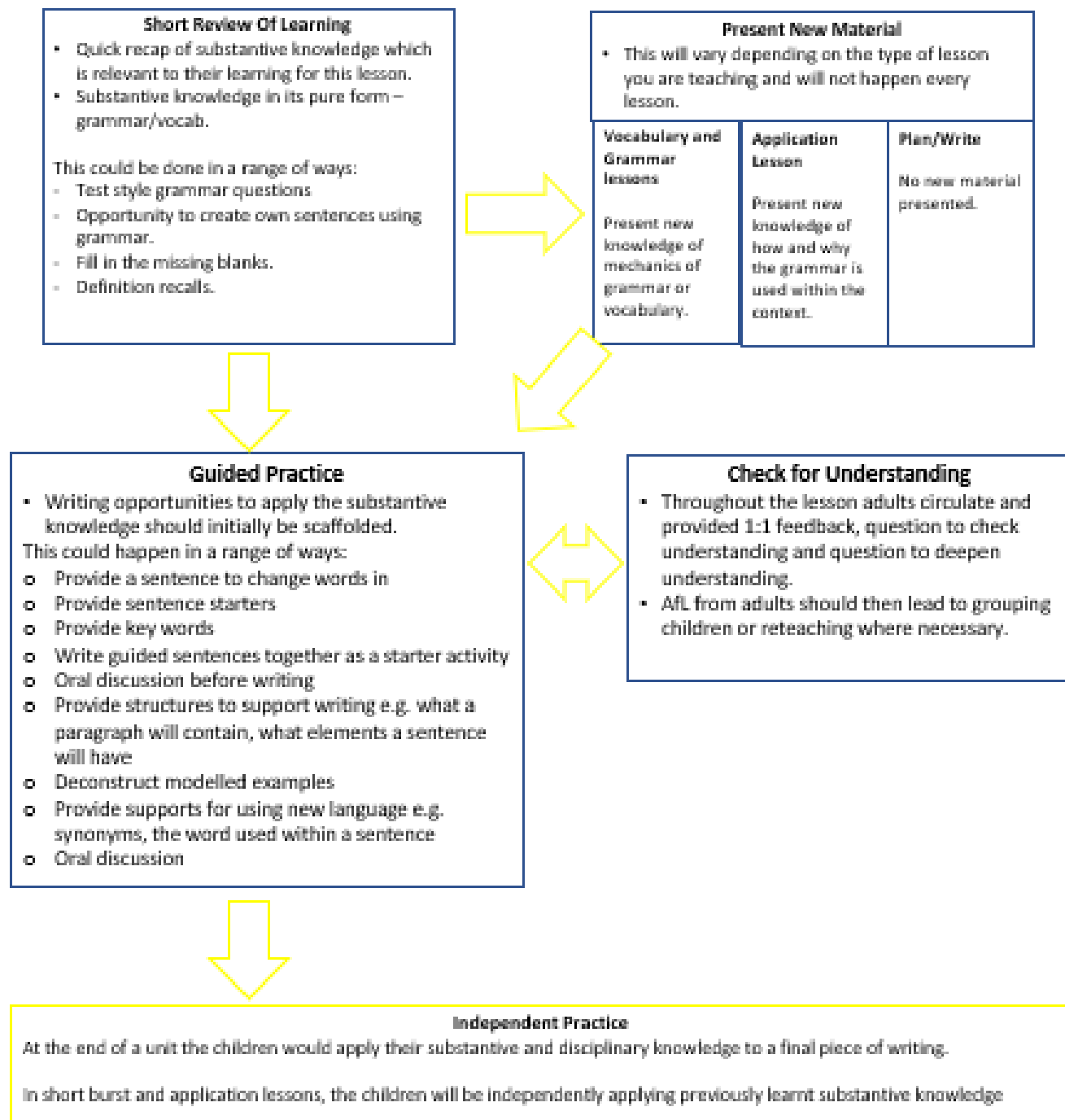
Key Stage 2

- Provide structures to support writing e.g. what a paragraph will contain, what elements a sentence will have
- Deconstruct modelled examples
- Provide supports for using new language e.g. synonyms, the word used within a sentence
- Oral discussion

Children with SEND

- A small number of children are working significantly behind their year group and still need to access phonics learning.
- In this circumstance, children should be assessed using the Unlocking Letters and Sounds phonic assessment.
- They should then receive targeted phonics sessions and interventions to enable them to make progress.
- In writing sessions, they should work on applying the phonemes they are learning to their writing. They should have a set task which focuses on one phoneme. They will move through a series of tasks:
 - Using this phoneme to write words.
 - Using these words in simple guided sentences.
 - Using these words to write independent sentences.

Lesson design for English



Key Consistencies in English Sessions

Teaching Focus

Providing children with the opportunity to write is not enough to improve their writing. There needs to be a clear learning objective that is the focus for that day. The teaching should focus on this, your reading could link to this and the modelling should be demonstrating how to use the skill.

Modelling

There should be modelling of what the children are expected to do. Even in independent writes, short sections can be modelled to demonstrate expectations.

As part of this planning process, you will need to consider the grammar areas that are key to your unit. These can be taught in discreet sessions but then will need reinforcing through modelling throughout the unit. You will also need to consider the grammar you have taught in previous units which may be of use, these will also need to form part of your modelling.

Example:

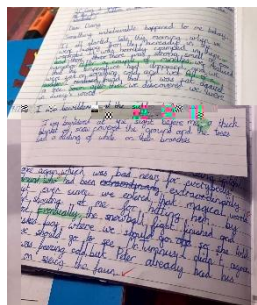
Modelling Focus L.O: use speech to convey character (year 4)	
Knowledge being taught this session	Speech to show a character e.g. "Why on Earth would you go through the forest when I told you not to?" Little Red's mum snapped at her.
Speech punctuation	Modelling correct use of all speech punctuation.
Grammar focus from previous unit that needs reinforcing	Complex sentences e.g. Before she could even say anything, her mum had stormed from the room slamming the door behind her. "She never listens," Little Red whispered as she wept.

Independent Writing

The children need to be writing independently. If they aren't capable of doing this with the task provided, then they need to be differentiated for with a separate task, scaffolds or extra support prior to writing. Children cannot be reliant on an adult to write and should be able to write themselves before an adult gives them feedback.

In year 1 and Reception, this independent writing can still be scaffolded and supported but the children wouldn't, for example, copy sentences the teacher has written on a whiteboard. The level of independence/support could be indicated on the work.

Feedback



During the writing session, children should be provided with oral feedback on their work which targets the lesson objective, the grammar expectations or the non-negotiables that have been established with the class. Teachers and TAs can move around the room or group and give feedback. You may target children first that were identified as having issues in previous sessions or children you have assessed as being slightly below their expected targets. Feedback should include positives of what they have done well and then constructive criticism of how they can improve. Children can start sections again by drawing a line with a ruler and starting again underneath, they can make edits in purple pen or you could stick and editing flap over a particular section as seen in the picture. See below for more guidance on

this.

Not all children will be given feedback during each session but over the course of a week, all children will have had oral feedback from an adult. There should be evidence that the child has acted on this feedback and made edits or revisions.

Editing

Editing = the changes a computer or someone else could make for you e.g. spelling, punctuation, grammar

In order to have the editing or revising assessment criteria met, the children must be editing and revising with their year group expectations. Corrections to spelling, grammar or punctuation from previous year groups are an expectation not what they are being taught to edit and revise.

Each time the children write, they should be provided with short bursts of time to edit what they have written. You should have a set of non-negotiables (year group dependant) that they have to check for. Peer editing can also be used to identify these mistakes. In all year groups in key stage 2, correctly used capital letters and full stops should be non-negotiable and in key stage 1, once this has been taught, it should also be enforced. The other non-negotiables should be the aspects of grammar, spelling and punctuation that have been taught in prior year groups or you have already covered in the year. In year 1, Reception and, when appropriate, in Year 2, the feedback should prompt the children to edit e.g. what is missing at the start of this sentence?


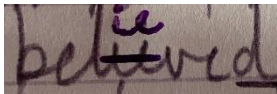
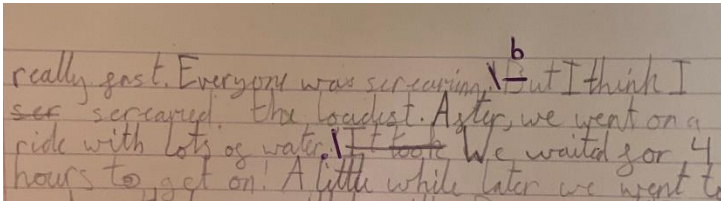
Children find this a difficult process but there are ways you can help them to do this more easily:

- Give children a specific focus when reading it through. It doesn't have to be everything every time e.g. read you work through and check for commas between clauses.
- Ask them to proof read 3 times; once for spelling; once for grammar and once for punctuation.
- For spelling, ask them to read backwards as they are more likely to read the word written not what they think they wrote.
- Compile a list of common errors for them to check against (individual/group/whole class).
- Teach children to check as they go e.g. every few lines/every paragraph so that it isn't a big task.
- Model the process for them with your own writing.
- Editing windows:

From behind him in the darkness the boy felt
back of his neck. his eyes narrowed as he :
a pair of ice blue eyes staring through the a

Making Corrections

All corrections should be made in a **purple pen** and they should be taught how to make the necessary changes. Some changes can be made to the existing sentence. Sometimes the whole sentence or paragraph may need to be re-written.

Edits	
Adding in missing capital letters	<p>This should be written over the original letter.</p> 
Changing a spelling or grammar mistake.	<p>This might involve crossing out a whole word, part of a word or some punctuation with a ruler and writing it above. If only 1 of 2 letters need changing, they can cross out the specific mistake and write above.</p>  

Revising

Revising = has to be done by the author. It is about improving the style and content of the writing in relation to the audience and purpose. This could be deleting or adding in words, phrases, sentences or paragraphs.

This needs to be a separate process from editing in key stage 2.

After your final piece of writing, there should be a dedicated revising session where the children are taught to revise. This is not an opportunity for the children to write up or type their work in need with a few words added in. The children should not be publishing their work.

They or you must choose a section of their work to revise and following modelling from you, the children will revise this section to make improvements. This could be class wide so everyone looks at the ending for examples or it could be identified by you in their books when marking.

At the start of the session, you should have an example which is either your model from the previous day, a piece of work from a child in class (with their permission) or an example written by you which hits several of the areas you want them to focus on improving.

You would model how to revise this piece to show the children how the process is done.

Example

Focus on repeated words and simplistic sentence structure.

Late last night, I heard it clicking. I couldn't ignore it and I went to look. Then it clicked again so I went to look. Then it was clicking louder. I picked it up because I wanted to know more. I opened the case and placed it to my eye and I couldn't believe my eyes. There were lots of beautiful pictures. It was like nothing I'd ever seen. One image had trees as tall as giants which seemed to sway in a gentle breeze but a picture

Today I want us to focus on how we vary our sentence types and change the way we start sentences. This is what keeps our reader interested.

This gives me more detail that "went" and "looked"

I'm going to vary my sentence type and starter by using

"Then" never has much of an impact. In narrative, there's always a better way to start the sentence.

"So I went to look" is repeating earlier ideas. A dash adds suspense.

Late last night, I heard it clicking. **Although I wanted to**, I couldn't ignore it and I **crept over to peer inside**. **As I got closer**, it clicked again – **I jumped**. **The noise got louder and louder until** I picked it up. **I wanted to know more**.

Linking together these two sentences stops the series of simple

Impact

AfL and Marking

Work can be marked as feedback is being given and then fully marked at the end of the lesson. The marking policy is below and examples of what this would look like in each year group are attached to this document

Green Highlighting

- In all year groups, teachers will:
- Underline in green highlighter areas where the child has done one of the following:
 - Met the learning objective
 - Used
 - Met an assessment focus for their year group:

Year 3 - Extended the range of sentences with more than one clause by using a wider range of conjunctions.

Year 4 – Used the present perfect form of verbs.

Year 5 – Used relative pronouns (that, which, who, whom, whose) to write relative clauses.

Pink Highlighting:

- **The identification of mistakes follows a progressive approach through the school and throughout each year. In each year group, the aim is for children to start to identify their own mistakes by the end of the year.**
- In each year group up to 6 areas (per day) can be identified with a pink highlighter. These mistakes should focus on areas the child has been taught:
 - Spelling mistakes linked to phonemes, spelling patterns and rules already taught or common exception words.
 - Grammar taught in previous year groups or already taught in current year group.
 - Misconceptions based on areas taught in current unit of teaching.
 - Errors affecting cohesions e.g. repetition, missing words or sections that don't make sense.
- **When marking a child's work, you will need to consider what year group that child is assessed in. If a child is working at a year 2 level in year 3, it would be appropriate to use the year 2 approach.**

Year 1	Underline mistakes with a pink highlighter.
Year 2	Underline mistakes with a pink highlighter. By just after Christmas, GDS children should be expected to identify and correct their own mistakes without any underlining.
Year 3	Write S (spelling), G (grammar) or P (punctuation) in the margin in line with a mistake.

Year 4	Place a dot in the margin of the line of the mistake for the child to identify the mistake in that line.
Year 5	Place a dot at the end of the paragraph to identify there is x many mistakes to find in that paragraph.
Year 6	Use Y5 approach at the start of the year. By Christmas, children should be identifying their own mistakes.

Comments

- **There is no need for written comments** unless it is vital to explain a pink or fix an easy editing problem.

As there is no written comments, the time should be spent evaluating the lesson and adapting subsequent lesson as needed. This could be done through modelling focuses, support groups, adding in extra lessons, targeted 1:1 feedback or pre teaching for example. This form can be use for this purpose.

Unit:	Lesson Number:	Date:
Not yet meeting expectations. What is their barrier?	Not yet meeting expectations. What is their barrier?	Significant support for prior learning still needed
		Teacher Supported
Reminders for the Next Session		TA Supported

Assessment

Four times yearly in Years 1 - 5, assessments will be completed of the children's writing against the Integra Teacher Assessment Framework. In year 6, the national teacher assessment framework will be used. There will be staff meetings following these assessments to moderate their accuracy.

The statements are a secure fit model. To be judged as working towards, working at or working at greater depth, pupils need to securely demonstrate all of the criteria within that standard. Particular weakness can be applied but this will need to be in discussion with SLT.

Handwriting and Presentation

Handwriting should be taught at least twice per week and should follow the Handwriting Progression document, which details what letters and joins need to be taught in which year group. The handwriting patterns from Unlocking Letters and Sounds should also be routinely used for letter formation.

Sessions should be 15 minutes and should have a focus which is taught and modelled by the teacher. Children should practise the join itself and words containing that join in their handwriting book. There should not be any worksheets used. Adults should circulate giving instant feedback on the children's work and remodelling where necessary.

The below website is useful for modelling as it allows you to record and replay the join being created:

<https://www.ictgames.com/mobilePage/writingRepeater/index.html>

School Font

All writing on displays, all interactive whiteboard displays (where possible) and anything printed to go into books must use the school font from year 2 upwards, Twinkl Cursive Looped Regular. In reception and year 1, the font is plain Twinkl font.

Spelling

As a school, we use the Essential Spelling Scheme. This should be taught 2-3 times a week and follow the objectives as laid out in the scheme. Other resources can be drawn upon but the overall objectives should match those found in the scheme.

Children also need to be taught the spelling list words for their year group. The lists have been split so that each year group has a specific set of words to learn over the year. These can be taught at the start of spelling sessions, during handwriting time or as part of the consolidation work at the beginning of the day.

Year 1			Year 2				Year 3	
a	one		after	everybod	parents		Actual	forwards
are	our		again	y	pass		actually	fruit
ask	pull		any	eye	past		address	group
be	push		bath	fast	path		answer	heard
by	put		beautifu	father	people		appear	heart
come	said		I	find	plant		arrive	history
do	says		because	floor	poor		breath	important
friend	school		behind	gold	pretty		breathe	increase
full	she		both old	grass	prove		build	interest
go	so		break	great	should		busy	island
has	some		busy	half	steak		calendar	learn
he	the		child	hold	sugar		complete	often
here	there		children	hour	sure		consider	perhaps
his	they		Christm	improve	told		continue	popular
house	to		as	kind	water		decide	quarter
I	today		class	last	who		describe	question
is	was		climb	many	whole		different	reign
love	we		clothes	mind	wild		difficult	remember
me	were		cold	money	would		early	straight
my	where		could	most			earth	strange
no	you		door	move			eight	promise
of	your		even	Mr			eighth	regular
once			every	Mrs			exercise	natural

				only			experimen t extreme famous forward February	women woman
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Year 4			Year 5			Year 6	
accident	occasionally		accommodate	familiar		amateur	muscle
accidentally	opposite		accompany	foreign		ancient	occupy
believe	ordinary		according	forty		apparent	occur
bicycle	position		achieve	frequently		appreciate	opportunity
business	possess		aggressive	hindrance		available	parliament
caught	possession		average	immediate(ly)		average	physical
centre	probably		attached	leisure		bargain	prejudice
century	purpose		awkward	marvellous		bruise	privilege
certain	sentence		cemetery	mischievous		category	programme
circle	special		committee	necessary		conscience	pronunciation
disappear	therefore		communicate	neighbour		conscious	recommend
experience	various		community	nuisance		controversy	relevant
favourite	weight		competition	persuade		correspond	restaurant
guard	through		convenience	profession		criticise	sacrifice
guide	although		develop	queue		curiosity	secretary
height	thought		dictionary	recognise		definite	shoulder
imagine	though		disastrous	relevant		desperate	signature
knowledge	enough		environment	rhyme		determined	stomach
library	length		equip (-ped,)	rhythm		embarrass	symbol system
material	strength		equipment	sincere(ly)		especially	variety
medicine	potatoes		excellent	soldier		exaggerate	vegetable
mention	separate		existence	sufficient		government	
minute	suppose		explanation	temperature		guarantee	
naughty	particular			thorough		harass	
notice	peculiar			twelfth		identity	
occasion	pressure			vehicle		individual	
	grammar			yacht		interfere	
						interrupt	
						language	
						lightning	

Reading

Intent

The reading curriculum we have developed at Little Stoke is designed to foster a love of reading and the skills to become confident, independent readers. The aim of our school is to teach every pupil to read well, for meaning and for pleasure, regardless of their ability, background and opportunities outside of school. We aim for readers who can read accurately, fluently and with understanding across the curriculum.

Implementation

Key Stage 1 and EYFS

In Reception, children will be heard reading individually at least once a week. If there are concerns about a child's reading progress or they are reading below the age-related expectations, then they will need to read more frequently. This can be recorded on a simple tick sheet and a short note of the book read should be written in their reading diary. Guided reading will then begin when the children have gained the appropriate reading skills to access this style of teaching.

In year 1, in term 1 children will be heard reading individually. Guided reading will begin in term 2. These sessions will happen at least 3 times a week and children are taught according to their phonics knowledge. The same book is read 3 times over the week to increase fluency. On the first read, phoneme and words cards are used to familiarise the children with the content of the book and then the children apply this by reading the text. On the second read, children reread the text with the aim of increased fluency. The final read the children read the text fluently with prosody and comprehension questions will be asked.

As well as this, there should be a daily story time and opportunities across the week where children are discussing and responding orally to comprehension questions. This could be showing a picture and asking inference questions or discussing the text read at story time. However, on the first read of a book, reading should be fluid and not interrupted by questions so children can fully enjoy the flow of the story.

In year 2, all children should be read with individually in term 1 at least once. Based on the needs of the cohort, either the guided reading structure will continue or they will move into the whole class reading structure following the key stage 2 weekly structure. The number of children accessing whole class reading should slowly be expanded across the year as more and more children improve their fluency and comprehension becomes more of a focus.

Key Stage 2

Reading is taught discreetly each day for 20-25 minutes. The weekly sessions should follow the below structure:

1	Text Interrogation Session
2	Inference
3	Retrieval
4	Language
5	Reading for Pleasure

The sessions can be done in any order although the interrogation should come at the start of the week so that the text can then be responded to in some way with questions based on it.

Fluency

Every session should start with 5 minutes of fluency teaching

Session 1 I do	Teacher model's reading a short text aloud with appropriate fluency. <ul style="list-style-type: none"> • Read it once with prosody • Read it again with thinking drawing attention to a particular focus e.g. pace, expression, reading punctuation • Read it again and ask children to listen out for where you did that skill
Session 2 We do	Echo reading <ul style="list-style-type: none"> • Read a sentence or section at a time and children echo back. • Repeat multiple times giving feedback after each attempt.
Session 3 We do	Repeated choral reading <ul style="list-style-type: none"> • Text read aloud in unison as a class.
Session 4 You do	There's a range of ways this can be done: <ul style="list-style-type: none"> • Paired reading of the entire text • Paired reading - text allocation so pairs have a sentence or 2 to practise • Oral rehearsal – Given the text with missing sections • Individual reading – you do
Session 5 You do	

Children also need to be assessed on their fluency using the give texts and Tim Rasinski's fluency assessment. This assessment will provide us with key information about each child:

- The number of words per minute they can read
- The % accuracy that they are reading at
- A grading out of 16 for their prosody using a rubric

Using these results, teachers will then target children who require interventions. These children will be working at the frustration level (below 90% accuracy) on Rasinski's scale. They will be reassessed termly and progress recorded on the fluency spreadsheet.

Text Interrogation

For this session, you should choose a relatively short text (although this can be slightly longer in UKS2) which you read and annotate as a class. The process is to encourage children to think about the meaning of what they are reading at the point of reading it. This should have a focus for example inference or retrieval and where possible should draw on links to the writing. For example, if children are looking at creating atmosphere or conveying character, a text should be chosen which demonstrates this. An example of what this might look like follows.

Inference/Retrieval/Language

Subsequent sessions will teach the children a skill to improve their comprehension. There has to be a taught focus to the session and any written work has to match this focus. Children should not weekly be completing comprehensions with multiple types of question with no focus although they are fine to do to assess skills periodically.

The Reading Progression document, details how inference and retrieval will progress and build across each year group. It also includes question stems which can be used to ensure children are exposed to a wide range of types of

questions and that this becomes more complex as they get older. It also gives examples of what this would look like in practise. It is also worth considering the previous year groups for SEN children when preparing their reading tasks.

Example of an Interrogation

This shows what you might say as you read the text and the questions you might prompt the children with. You then make neat notes around the edge of the page to show the responses. They need to be short and note form to remind the children of what they have read in subsequent sessions and aid skimming and scanning.

A long time ago, before motor cars and microwaves and mobile phones, there was the Wild West! It was an unruly land full of cowboys, cowherds and cowpats. It was a time when men were men, horses were horses and everything else was everything else.

What are these three things? What clues are there to help you understand?

When is the story set? How do you know?

And it was a time of lawless bandits, where the only rule was THERE ARE NO RULES.

How was it different to today? What sorts of things might have happened?

Except, that is, in Butts Canyon.

What does this lead us to think about this setting? What image is this creating? What does this mean might happen here?

In this small, dusty town, rule-breaking, wrong-doing and bad behaviour were things of the past. In Butts Canyon, there was one lawmaker that no one dared cross.

Who do you think it's going to be? What's his job? How do you know?

No, not Portly Poundcake, the town mayor.

No, not even the town's sheriff, who had a badge and an office with a fancy SHERIFF sign hanging above the door.

No, Butts Canyon was run by a ten-year-old girl by the name of Laura Norder.

Is that what you predicted? Is that surprising? Why?

Laura's only rule was that everyone followed the Golden Rules, a list of dos and don'ts as long as a winding river. And that is exactly what the townsfolk did. But why? Why would anyone do what a ten year old told them to do?

What sorts of rules might she have?

You wouldn't ask that question if you had met Laura Norder.

Why does it say this? What does that mean?

Reading for Pleasure

In Reception and year 1, reading for pleasure will be evident throughout continuous provision and the daily story times. Ideas from the sections below can be used as well as promoting the use of the book corner. There does not need to be a dedicated reading for pleasure session but there should be evidence of it being addressed.

In year 2-6, once a week there should be a reading for pleasure session. The structure of this can vary but should always include:

- Time for the children to actually read independently (in some form).
- Discussion based on reading broadly or the book the children are reading (informal book chat).
- Some structured engagement with the book corner modelled or led by the teacher. See reading environments section for details on this.

Ideally, there should be a range of different things happening over a term to make the reading for pleasure sessions engaging and inspiring. Book chat and teacher recommendations are key to this and will have a big impact on the engagement with books in the classroom.

Reading Environments/Book Corners

Every classroom should have an area dedicated to reading where there are a range of reading materials available to children.

Reading Materials

○ **Books**

The reading materials should include a range of books which are appropriate for the range of levels of reading within your class but also include a range of genres. This should include fiction and non-fiction and a wide range within that:

Fiction	Non-Fiction
<ul style="list-style-type: none">• Adventure• Fantasy• Thriller• Historical• Humour• Mystery• Science Fiction• Sports• Fairy Tales• Myth• Poetry• Short stories• Graphic Novels	<ul style="list-style-type: none">• Information/reference texts• Autobiographies• Biographies• Instructional texts e.g. recipe books/manuals

○ **It All Counts as Reading**

Think cleverly about other types of reading that are in there. The area's purpose is to engage children with reading for pleasure. This could include:

- Leaflets e.g. for local attractions such as Wild Place
- Recipe cards from supermarkets
- Magazines
- Newspapers
- Comics
- Catalogues

There does not need to be a large amount of books in the corner but they should be regularly updated and changed to keep the area fresh and inviting. The books should be grouped or organised in a way that makes it easier for the children to find a book that interests them. There are a very wide range of ways this could be done and this list is not exhaustive:

- Organised by genre
- Books that are by an author the children may know
- Different books by the author of the class reader
- Books that have been made into films
- Books with multiple titles in a series
- Books linking to your theme or a previous theme
- Books recommended by the teacher/other children

For maximum impact, it is useful to cultivate a book corner based on the interests of the children. Doing a survey about their reading can help with this. Thinking about genres they like or favourite books and authors. There are a range of resources on the Book Trust website which recommend other authors that are similar to some children's favourites such as David Walliams or Jacqueline Wilson.

<https://www.booktrust.org.uk/news-and-features/features/2018/june/what-to-read-after-david-walliams/>

<https://www.booktrust.org.uk/news-and-features/features/2018/march/what-to-read-after-jacqueline-wilson/>

Displays

There is no expectation for elaborate reading corners but they do need to be **inviting** and **tidy**. How you choose to decorate your book area will vary depending on the age of your children and your personal preference and creativity. However, it's worth considering that it can be achieved with just a book case and some well-chosen resources.



Purpose and Engagement

The key to the book corner is that it is purposeful and engaged with to **encourage children to read** and **discuss their reading**. Wherever possible, we want to encourage the spaces to be social reading environments as children often see reading as an anti-social activity and we want to show that it can be very social.

Below is a list of ways in which engagement with the book corners can be achieved within school. It is not exhaustive and be as creative and imaginative as you like with finding ways to capture children's imagination and interest them in books.

Teacher Led Supported Engagement with Books/Book Corner

In Reading for Pleasure Sessions

- Choose a book from the book corner and read the first chapter of the book as a class. You could just read aloud or find the first chapter at <https://www.lovereading4kids.co.uk/> and print so all children can see. Hold a discussion about the chapter
Examples Discussion prompts
 What are your opinions on this book?
 Would you want to read the rest? Why/Why not?
 What genre is this book? – look for others in book corner which are the same genre.
 Do you like this genre? Why/Why not?
 Have you read anything else by this author? Use the above website to see other books by them.

- Choose a book from the corner and only provide children with the blurb or the front cover. Hold discussions similar to those above. Discuss the phrase “Never judge a book by its cover” and its meaning and why it is used.
- Pick a selection of books from the book corner and provide one between two to the children. Give them 10 minutes to find out what they can about the book and then share it with the class and suggest who they think might enjoy a book like. This could be a type of person e.g. a person who likes mystery books or a specific friend in the class. Place the books at different areas in the room and ask children to go to the book that interests them the most.
- At the start, pull out a selection of books, read the blurbs and ask for hands up of who is interested in that book and then sign post the children to those books and others which are similar.
- Run a speed dating book talk session where children discuss their favourite book/author/genre with a partner for a set time and then rotate. The aim could be to find someone who likes the same as them or to find people they could recommend books to that they have already read.
- In small groups, ask children to go to the book corner and discuss books they have already read and tell others what it was about and whether they would recommend it. Discuss if there’s any they would like to read and why they are attracted to this book. This could then be shared back to the rest of the class.
- Keep some of the new books bought for the reading corner and slowly drip feed these in during RfP sessions. Introduce a new book/set of books, look at online reviews, discuss the author etc. At the start of each year, it is worth taking some of the books back out of the book corner so this can be done again as the year progresses.
- Introduce a new book to the book corner. Read the blurb and the first chapter, research the author and ask if anyone would like to be the first to read it. If there are a lot, start a waiting list where it can be passed from one child to the next.

Outside of RfP Time

- When you are reading a book as class reader, in English or a section of a book in guided reading. Discuss who the author is and other books they have written. If they are in the book corner, draw attention to this.
- Look if there are books which you could use extracts from for guided reading sessions and then draw the link, share the book, pass it round and put it on display in book corner so it can be easily accessed.
- Identify books you may have read as a child or to your children in the book corner and draw attention to them and discuss why you enjoyed them and others that you read which were similar.

Ways to Encourage Independent Use of the Book Corner

- Provide the children with post its that they can put on the books once they have read them and write a brief review or rank with a number of stars for the next person looking.
- Provide a simple table that children can fill in their names next to the genres of books they like and so children can write up recommendations.
- Provide children with time to access the book corner when you can e.g. if they have finished their work with 5 minutes to spare, as a morning task or as part of reading for pleasure.
- If you see a child choosing a book, start a discussion about books they might like.

Reading Display

Somewhere in the classroom, there should be a reading display which is added to through the term. Each book you read together (in English time and class reading time), photocopy the cover and add it to the display. You should then as a class draw links between these books to create a reading web. String should be used to draw connections between the books. In Key Stage 1, this could be books with the same/similar author, character or setting. In Key Stage 2, you may start looking at similar themes as well e.g. jealous or overcoming adversity. Use different string for each type of connections.

This should provide a talking point about reading within the classroom and children should as the year progresses start to make their own links and suggest them. If they make links to books they read at home, you could begin to build these in with post it notes for example. This needs to be added to regularly, engaged with and discussed like a working wall.

Daily Reading Sessions

Children must be read a class novel or story at the end of each day. This book doesn't have to link to the class topic although it can but should be something that captures the children's interest.

It is important that the book chosen has been chosen for a specific reason. When choosing the book, you must consider:

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children's vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

It's also worth considering the background knowledge the children have to access this book. You could draw on themes they have studied in previous year groups or earlier in the year with you to support this. On the book spine, there are suggestions (for KS2) of books that draw back on their knowledge of previous topics, this may be of use.

In Key Stage 1, repetition of books is encouraged to allow children to deepen their familiarity with the story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again which allows them to commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings and to relive the emotion and excitement of stories.