



English Statement and Guidance

Rationale

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.” (Page 10, National Curriculum 2014)

At Red Oaks we believe that when children are given exciting experiences, from any stimulus, they can be inspired. They will not only learn to develop their own ideas but then share them through spoken and written communication. Through these positive experiences, we endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world. We will strive to achieve this by following the EYFS Curriculum and the English Programmes of study for Key Stages 1-2.

Aims:

- Provide a rich, challenging and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- Provide opportunities for pupils to be reflective users of language
- Develop pupils’ awareness of purpose and audience for both written and oral language
- Create an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences
- Build pupils’ confidence by creating a positive learning environment where all children can achieve

Other linked documents

This document is designed to be read alongside other school policies including:

- Assessment Policy
- Homework Policy
- Marking and Feedback Policy
- SEND Policy
- Early Years Policy
- Highly Policy
- Teaching and Learning Policy

Spoken language

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (Page 10, National Curriculum 2014)
They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our Spoken language aims and provision

At Red Oaks, we encourage children to develop as fluent, confident and competent speakers who are able to articulate their views and opinions in an appropriate way. Skills are developed so that children can listen with interest and understanding for sustained periods, therefore enabling them to participate effectively in group discussions, matching their style and response to audience and purpose. We facilitate this by providing planned opportunities for a range of speaking, listening and communication tasks such as;

- Talk for writing (including drama and role play)
- Public speaking and debate competitions
- Poetry recital
- Year group performances
- Assemblies
- School council
- KAGAN partners
- PSHE and circle time
- Book Talk sessions
- Oracy tasks
- Weekly class debates
- School council assemblies

2.2. Reading

Reading is highlighted as being particularly important as it ensures that ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.’ It also states that reading ‘enables pupils both to acquire knowledge and build on what they already know.’ (Page 13, National Curriculum 2014)

The 2014 Curriculum divides reading skills into two dimensions :

- ❖ Word reading/ decoding
- ❖ Comprehension

In line with the simple view of reading (Reading Framework 2020), we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our Reading Aims and Provision

At Red Oaks, pupils are encouraged to become confident, enthusiastic, critical and independent readers. We aim to enable our pupils to be fluent readers; to enable this they are given fully-decodable (where appropriate) books to support their current phonological knowledge. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes. Children should read for information, interest and enjoyment and be able to do the following:

- Understand how the format and language changes with different genres
- Decode phonetically plausible words and recognise CE words fluently.
- Understand the features of a book and how it works, including picture cues
- Use appropriate reading strategies to find and interpret information
- Reflect on their reading and offer a personal response to a wide range of texts
- Use inferential skills to find meaning beyond the literal
- Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing
- Appreciate the work of individual authors, illustrators and publishers
- Use a range of resources, including classroom materials, electronic texts, the school and public libraries for a range of reading materials

We believe that it is important that we listen to children read as regularly as possible, as well as model to them how to read fluently and with expression, while exposing them to higher level literature. We facilitate this by providing planned reading tasks and opportunities such as;

- Daily guided reading (see Appendix 1)
- Class readers (Years 1-6) Title will be clearly displayed on classroom doors- see Appendix 1a Reading spine)
- Teachers to model fluent reading
- Model texts in English lessons
- Individual reading (target daily readers)
- Access to library facilities (see Appendix 2)
- Parent readers
- Kindles
- Paired reading with partner classes
- Termly 'Relative Reading' sessions
- Performances
- Reading with students from Trust secondary schools

Reading Assessment

Reading is formatively and summatively assessed throughout the school year as detailed in the assessment policy. This is used to inform teacher planning and target setting.

Children throughout the school will be assessed formally using PM Benchmark. This will be conducted by the class teacher twice a year (this may be more for certain children when the teacher deems necessary) (See Appendix 3).

Children complete an NFER reading age assessment once a year.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: spoken language, reading, grammar and vocabulary.

Our Writing Aims and Provision

At Red Oaks, we believe it is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of styles for a variety of purposes and audiences as well as being confident in their choice of genre and language style for a specific purpose. All pupils will be able to write in a grammatically accurate way and develop an increasingly wide vocabulary. They will be reflective writers, understanding the importance of planning, editing and redrafting. We facilitate this by providing planned writing tasks and opportunities such as:

- Revisiting text types (see appendix 4)
- Using the Talk for Writing Process (see Appendix 5)
- Modelled, shared and guided writing
- Cross curricular writing
- Focused grammar lessons
- Termly writing targets (see marking/assessment policy)

- Specific target lessons
- Daily grammar starter activities
- Paired writing
- Lessons dedicated to planning, proof-reading and editing (Appendix 6)
- Encouraging peer and self-assessment
- Detailed feedback (see Marking and Feedback Policy)
- Gifted and Talented writing projects
- Writing for a purpose (displays, letters, class books etc)

Writing Assessment

Writing is assessed continually throughout the year. Evidence is taken from a range of writing across the curriculum to form an end of term judgement, as detailed in the assessment policy. This is used to inform teacher planning and target setting.

Spelling and Vocabulary

'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.' (page 11, National Curriculum 2014)

'Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.' (page 15, National Curriculum 2014.)

Our Spelling and Vocabulary Aims and Provision

At Red Oaks, pupils are encouraged to develop as independent and accurate spellers who are confident to use evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of common exception words for use in their daily work. Children are made aware of the differences between spoken dialect and written English in terms of spelling. We facilitate this by providing planned spelling and vocabulary tasks and opportunities such as:

- Daily phonics lessons in KS1/spelling lessons in KS2 (see appendix 7)
- Statutory word list lessons (see appendix 7)
- Intervention groups
- Weekly spelling homework (see homework policy) including 'mystery weeks' at the end of term
- Emphasis on vocabulary through Talk for Writing
- Exposure through higher level reading texts
- Marking of spelling and vocabulary choice in writing (see marking policy)
- 'Help yourself' displays
- Word mats and other resources
- Planned time for editing and redrafting (Appendix 6)

- Use of dictionaries throughout KS1 and KS2
- Word of the day as an oracy and spelling task

Spelling and Vocabulary Assessment

Spelling is assessed weekly and termly as detailed in the assessment policy. This is used to inform next steps in teaching and learning.

Handwriting

‘Writing depends on fluent, legible and, eventually, speedy handwriting.’ (page 15, National Curriculum 2014)

Our Handwriting Aims and Provision

At Red Oaks, we believe it is important for pupils to be able to write clearly and develop a fluent and legible handwriting style using from the line cursive script. Presentation should be neat and joined from Year 2 upwards. ‘Lead ins’ from the line will be taught in Reception and Y1. All staff are expected to model cursive script to the children.

In FS2 handwriting is taught in whole class sessions through modelling writing and group work. Triangular pencils and pencil grips are used in FS1 & 2. There are daily opportunities for gross and fine motor development through funky finger activities and continuous provision. Handwriting will be taught for 10 minutes daily from Y1 upwards and will include shoulder and finger strengthening warm-up exercises (See Appendix 8). Staff have access to handwriting resources from Supersonic Phonic Friends. As children progress through the school, modified pencils and pens will be provided for those who still require support with correct grip.

In Key Stage 2, children write with a pencil until their writing is legible and joined. They then receive a Scribe Award and progress to a black handwriting pen.

Please note that some children in the LDD SRP who have a Statement of Educational Need learn pre-cursive script.

Handwriting Assessment

Handwriting is assessed as part of the writing assessment process as detailed in the assessment policy. This is used to inform intervention groups as well as future teaching.

2.6. Professional Development

- Members of the English Team seek and attend regular training within county and reports back to all staff
- Staff are expected to attend relevant courses during the school year
- The English Team hold regular meetings to update staff on curriculum and assessment developments

- Moderation takes place in house, within the cluster and with support from external consultant
- A writing moderation file is held centrally for consultation
- Staff work closely with the Trust to ensure assessment for transition is accurate.

Inclusion

In English teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through quality first teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and learning needs. During 'Progress meetings' (4 times a year) the SENDO, class teachers and Key Stage leads will discuss the impact of interventions on ISI sheets and how best to support the needs to individual children. Teachers have access to LDD and SBI managers for advice on differentiation, target setting and assessment for specific children in their classes.

Specific interventions and support in English:

- In 2015 Red Oaks achieved Gold award status for initially piloting (for the BDA) and then becoming a lead school in the 'Soundcheck' program. Red Oaks believes in early intervention and this program identifies and support children in Y1 and Y2 who are not yet secure in their phonological awareness. The KS1 lead and KS1 teachers will decide on the children best suited to undertake this TA run program. A pre and post screening of these children will take place.
- A specialist TA will support children in their reading. 8 Children from KS1 will attend daily sessions (20-30 minutes) to support with phonics decoding, word reading and comprehension. The KS1 lead and KS1 teachers will decide on the children best suited to undertake this TA run program. A pre and post screening of these children will take place.
- In addition to phonics as a strategy for reading, it is identified that children learn best when they have good word recognition and good comprehension (DfES, 2006). Red Oaks' teachers will identify children who need whole word reading and spelling strategies in addition to daily phonics and spelling lessons. This children will have precision reading and spelling 1:1 sessions.
- Clicker 8 and immersive reader must be used throughout the week in Y1- Y6 to support pupils in English tasks during lessons. Ipads are available for use in every classroom; Speech to text and Siri must be used as everyday classroom practice for the children, helping to promote their independence.
- 'Help yourself' displays must be in every classroom from Y1-Y6. These must include a range of phonics, spelling, writing and reading resources to support children during lessons. Children must be able to access these independently. At Red Oaks we promote the use of BLP muscles to support children in their

learning. By using the 'Help yourself' displays and encouraging children to 'Try three before you see me', we are building resilient and independent learners.

- Where appropriate children may have individual writing packs that will include personalised resources to help them during lessons. These packs will be kept in individual trays and the children should be encouraged to use these
- Teachers will use pre teaching sessions and groups to support the teaching of spelling.

As Red Oaks has achieved Dyslexia Friendly Schools status (July 2019).

Children in the SBI Provision

Children in the SBI provision are severely, or in most cases profoundly/totally deaf which means they have extremely limited (if any) access to spoken English. This has a considerable impact on the development of their English vocabulary and literacy skills. Although many of the children communicate well in British Sign Language, BSL is a very different language from English in terms of vocabulary and grammatical structure and it has no written form. To assist children in developing their English skills, a number of specialist interventions and strategies are therefore used according to the individual needs of the child, including:

- Colour coding for parts of speech (nouns, verbs, adjectives, etc) to help children learn the correct order of words in a sentence. Once children become familiar with colour coding it can be used in class to support all writing;
- Additional English interventions with a Teacher of the Deaf to work on spelling, sentence structure and grammar;
- Guided Reading sessions / reading interventions with a Teacher of the Deaf to work on vocabulary and reading comprehension;
- IPP/IEP targets relating to literacy.
- Pre and post tutoring;
- Sessions focusing on new vocabulary

Teachers with SBI children in their class should talk to a Teacher of the Deaf re the development of literacy skills in deaf children, task differentiation and strategies to use with deaf pupils, and the specific strengths, difficulties and needs of individual children.

For information on assessment procedures (including Big Writes), speak to the SBI Manager.

Children in the CLAN Provision

Whilst aspiring to the same rationale and aims as outlined at the start of this policy, pupils in the Forest Class Inclusion Base follow a highly individualised and differentiated curriculum. Due to the wide range of needs and abilities of pupils within the SRP, and as the majority of pupils are working at p-levels, such adaptation to the

curriculum is essential. The Inclusion Base Manager attends staff meetings and training where appropriate, to ensure that where mainstream practises and policies are relevant and beneficial, that they can be adapted and incorporated into teaching and learning in the Inclusion Base; for example, Talk for Writing, use of redrafting checklists, daily phonics lessons and termly spelling homework. Where possible and appropriate, children also take part in opportunities within their mainstream classes, for example, visitors, performances and assemblies.

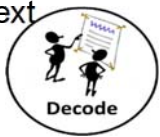
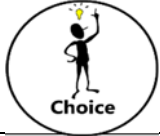



Appendices

Daily Guided Reading

Overview

During guided reading, children should be challenged by sharing books in-line with and above their reading ability. There should be the opportunity to read a range of text types with an emphasis on the genre being taught in English lessons. As children's reading progresses, the main focus of guided reading changes from decoding to developing comprehension skills and higher order reading skills. In KS2 teacher will spend 3 days using the Ashley Booth texts and 2 days on their class readers as listed on the reading spine.

Structure

Week	Term 4	Focus/Skill	What does it look like?
Week 1	19 th February	Explore the Text 	Choice of Vocab – what do you notice? Word level, Word Explore
Week 2	26 th February	Choice (including SPAG) 	Why? Sentence level
Week 3	5 th March	Explain 	How? Put on your PJs (Whole text level)
Week 4	12 th March	Retrieve 	Finding out
Week 5	19 th March	Interpret 	What effect has this had?
Week 6	26 th March	All/AfL/GAPs	Via assessment papers

Sessions last 20-30 minutes and are designed to teach the children specific reading skills linked to the RAFs. The majority of lesson will be whole class teaching with opportunities for individual comprehension, test technique and individual readers. Teachers will use the DERIC (decode, explain, retrieve, interpret, choice) reading approach, which is linked to the RAFs, to teach the children a skill weekly. Over a short term teachers will cover all 5 of the skills as well as have a focussed week on test techniques and AFL from the previous assessment week.

Year 1

From the beginning of Year 1 through to the end of term 2, the children will have a whole class daily 'big book' session- focussing both on decoding and comprehension. The class teacher will lead a whole class appropriate text (big book) spotting phonics patterns and key language in the book. In addition to this the class will also have a class reader chapter book. Phonics session will be taught daily with the aim that all children will finish Phase 5 by the end of Year 1. From term 3, children will engage in the DERIC 'warm up' activities as a whole class guided comprehension, ensuring they are used to the language linked to the 5 reading skills. Where appropriate this may focus on independent retrieval comprehension activities for the children. Term 4 to Term 6 will reflect the KS1 approach to whole class guided reading.

Reading Curriculum

It is essential that teachers know the curriculum expectations for their year group and teach the required skills (these can be found in the National Curriculum 2014) for children to become competent and fluent readers. Teachers will PM benchmark children twice a year and when necessary to ensure they are on the correct reading level. This will be checked throughout the year by SLT.

DERIC and Reading Assessment Focuses (RAFTs)

At Red Oaks, we have identified specific skills that we feel the children need to work on through guided reading sessions with the teacher. These relate to the expectations of all children at the end of key stage. Teachers follow the DERIC depth skills which split reading into 5 areas. All of the RAFTs are included within these.

KS1

Decode	1a. Drawing on knowledge to read words in text
Retrieve Choice	1b. Identify and explain key aspects of fiction and non-fiction texts, finding information in the text.
Explain	1c. Identify and explain the sequence of events in texts, discussing words in context.
Interpret	1d. Make inferences from the text
Interpret	1e. Predict what might happen on the basis of what has been read so far

KS2

Explain	2a. Give/explain the meaning of words in context.
Retrieve	2b. Retrieve and record information / identify key details from fiction and non-fiction
Explain	2c. Summarise main ideas from more than one paragraph.
Interpret	2d. Make inferences from the text / explain and justify inferences with evidence from the text.
Interpret	2e. Predict what might happen from details stated and implied.
Explain	2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole.
Choice	2g. Identify / explain how meaning is enhanced through choice of words and phrases.
Explain	2h. Make comparisons within the text.

Planning

Below is an example of the planning grid that should be used throughout the school.

Warm up DERIC	Author/illustrator/theme:					
Weekly Key skill:		Class reader:				
	Input	Red	Orange	Yellow	Green	Blue
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

English Statement and Guidance

Year group	Term	Class reader
6	4	The Girl of Ink and Stars

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 28.02.22 → 5	GWA - Mary Poppins	Creating a book for Nursery - picture books	Read	World Book Day	Comprehension
Week 2 07.03.22 → 9	Pompeii			Teach how to answer <u>3</u> mark questions in books	Teach how to answer <u>3</u> mark questions in books
	Pompeii and Mount Vesuvius	Escape from Pompeii by Christina Ballitt	Pompeii by Bastille		
Week 3 14.03.22 → 14 Assessment	Assessment week				
Week 4 21.03.22 → 18	Wizard of Oz			Read	Discuss <u>3</u> mark Qs from assessment
	Musical Theatre Day	Wizard of Oz	LONDON TRIP		
Week 5 28.03.22 → 22	Evolution			Chapter questions	Comprehension
	Galapagos Diaries	Galapagos Diaries	Moth by Isabel Thomas		
Week 6 04.04.22 → Finish	Novels Volume 2			Chapter questions	Read
	Mortal Engines by Philip Reeve	Who Let The Gods Out? By Maz Evans	The Goldfish Boy by Lisa Thompson		

Reading in lesson

Teaching skills

In books- marking

Testbase/ Cracking Comprehension

Comprehension Tasks

Each week there should be at least two comprehension tasks that will focus on the DERIC skill that has been taught that week. These comprehension questions will vary in style, ensuring the children become familiar with different types of answers (tick boxes, one word answers, detailed answers, multiple choice etc).

Questioning (linked with the DERIC and RAFs)

All teachers and support staff are expected to be able to question the children they are working with to check their understanding and develop their skills further. To support this, Red Oaks have created a document called 'Reading Stem Questions' that link to the RAFs. These question starters can be used to write comprehension questions or aid discussions when reading with a group of children.

Reception

The Gruffalo- Julia Donaldson

Handa's Surprise- Eileen Browne

Rosie's Walk- Pat Hutchins

Mrs Armitage on Wheels- Quentin Blake

Whatever Next- Jill Murphy

Farmer Duck- Martin Waddell

Goodnight Moon- Margaret Wise Brown

Shhh!- Sally Grindley

Shark in the Park- Nick Sharratt

Oi Get off Our Train- John Burningham

How to catch a Star- Oliver Jeffers

Blue Monster wants it all- Jeanine Willis

I am Tiger- Carl Newson

A Great Big Cuddle (poem)- Michael Rosen

Zim Zam Zoom- James Carter

A First Book of Nature- Nicola Davies

This Book Just Ate My Dog- Richard Byrne

Mr Big- Ed Vern

Little Green Donkey- Anuska Allepuz

Supertato- Sue Hendra

Oi Frog!- Kes Gray

The Very Hungry Caterpillar- Eric Carle



Year 1

Peace at Last- Jill Murphy

Can't You Sleep Little Bear?- Martin Waddell

Where the Wild Things Are- Maurice Sendak

The Tiger Who Came To Tea- Judith Kerr

Lost and Found- Oliver Jefferies

Elmer- David McKee

Cops and Robbers- Alan and Janet Ahlberg

The Owl who was Afraid of the Dark- Jill Tomlinson

Mira's curly hair- Al Serkal

Last stop on Market Street- Matt De La Pena

Aliens love Underpants- Claire Freeman

Dinosaurs love Underpants- Claire Freeman

The Runaway Wok- Yin chang Competstine

Mr Wolf's Pancakes- Jan Fearnley

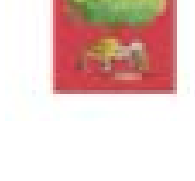
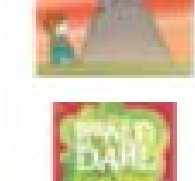
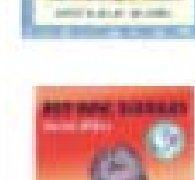
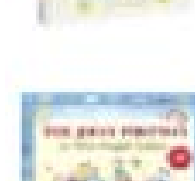
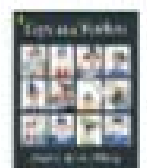
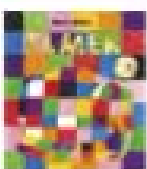
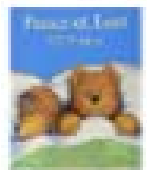
Suddenly- Colin Mcnaughton

Guess How Much I Love You- Sam McBratney

The Jolly Postman- Alan and Janet Ahlberg

Not Now Bernard- David Mckee

Esio Trot- Roald Dahl



Year 2

Flat Stanley- Jeff Brown

Meerkat Mail- Emily Gravett

ZOG- Julia Donaldson

The Day the Crayons Quit- Oliver Jeffers

Beegu- Alexis Deacon

Who's afraid of the Big Bad Book?- Lauren Child

Hair love- Matthew A Cherry

Clean up- Nathan Byron

Look up!- Nathan Byron

The Wonder- Faye Hanson

Spinderella- Julia Donaldson

The Cat in the Hat- Dr Seuss

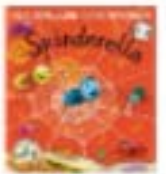
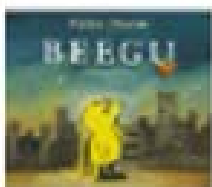
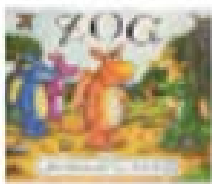
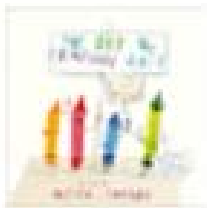
The Magic Faraway Tree- Enid Blyton

Mr Skip- Michael Morpurgo

Zoo Boy- Sophie Thompson

Chicken Mission- Jennifer Gray

Journey- Aaron Becker (wordless)



Year 3



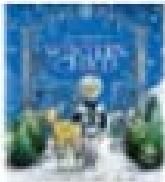
Stig of the Dump- Clive King



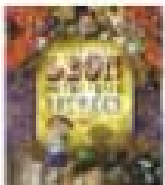
The Christmasaurus- Tom Fletcher



The Twits- Roald Dahl



Winter's Child- Angela McAllister



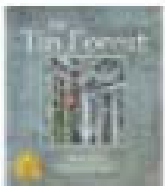
Leon and the Place Between- Angela McAllister



Wolves- Emily Gravett



Flood- Alvaro F Villa



The Tin Forest- Helen Ward



Flotsom- David Weisener (wordless)

Year 4



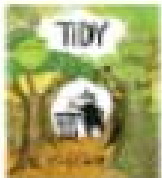
Varjak Paw- F S Said



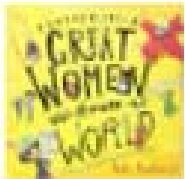
How to Train Your Dragon- Cressida Cowell



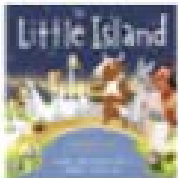
Charlotte's Web- EB White



Tidy- Emily Gravett



Great Women Who Worked Wonders- Kate Pankhurst



The Little Island- Smriti Prasadam Halls



The Robot and the Bluebird- David Lucas



Brave Molly- Brooke Boynton- Hughes



Tuesday- David Weisener (wordless)

Year 5



Private Peaceful- Michael Morpurgo



Holes- Louis



Sulwe- Lupeta Nyon



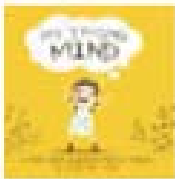
Wonder- R J Placio



ittle Mouse's Big Book of Fears- Emily Gravett



The Red Tree- Shaun Tan (Youtube)



My Strong Mind- Niels Van Hove



Shine- Satah Asuquo



Goodnight Gorilla- Peggy Rathman (Wordless)

Year 6

The Nowhere Emporium- Rose Mackenzie



My Name is Mina- David Almond



Skellig- David Almond



Goodnight Mister Tom- Michelle Magorian



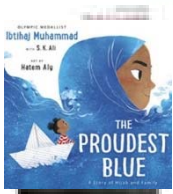
If- David Smith



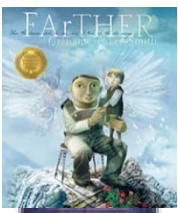
The Wolves in the Wall- Neil Gaiman



The Proudest Blue- Ibtihaj Muhammad



FARThER- Grahame Baker-Smith



The arrival- Shaun Tan



Libraries and Reading Resources

Libraries

There are two libraries in school, Foundation/KS1 and KS2 respectively, which children can access on a regular basis. Library books can be used for research or quiet reading time.

Reading Books

In FS, children have the opportunity to change their reading book twice a week. From Y1 onwards, pupils have the opportunity to change their book every day if they wish.

Children in Reception and KS1 will have one book-banded book and one ORT book. Children can choose a new book from any box of their book banded colour but should only move up a colour when directed by the teacher; they are not required to read every book of this colour in order to move up. Once KS1 children have finished ORT they have two book banded books. Children in FS and KS1 will be benchmarked in Term 2 and Term 5 and at any additional point the teacher feels necessary.

When children move into the Key Stage 2 library, they can choose two books from their book band colour (see below). When borrowing books, children are expected to scan their reading books into the library log along with their own personal bar code to record which books they have. KS2 teachers will PM benchmark children who are choosing books from the KS1 library.

Other Reading Resources

We have many other reading resources throughout the school. Teachers are encouraged to use these to inspire a love for reading. These resources include;

- Big Books
- Class sets of books (enough for whole class to follow the text)
- Comics, magazines, newspapers etc
- iPads with access to online material
- Books made by the children
- Author packs- to be displayed in classrooms

PM benchmark and Book Bands

PM Benchmark reading assessment

Purpose:

- To ensure children are reading at an 'instructional' level on the correct text.
- To ensure children are able to answer comprehension questions at their fluency level.
- To convert to a level and coloured book from the library as their reading book.
- To identify any children who are reading below ARE who can then have a targeted intervention program.
- To monitor progress in both fluency and comprehension.
- Identify the strategies children use.

How to use:

- Find a quiet space where you will not be disturbed as it must be completed 1:1.
- The first time a child does a PM Benchmark level may be take the longest as you will need to estimate the level you believe they are reading at.
- Ensure you have enough photocopies of each text to hand.
- Choose a level (usual at least 2 levels above their current reading book if they have not been PM benchmarked regularly. If they have, choose the next level.
 - 1) The child may take time to look at the book and pictures. Ask them to read the book to themselves and then tell you as much as they can about the story/ text.
 - 2) Running record- the child reads aloud the text while you record each word they read correctly or incorrectly. Mark each correct word with a tick.
 - 3) If the child says the word incorrectly it is useful to write this word above.
 - 4) Note down if they self-correct as (SC) above the word.
 - 5) If the child spends more than 3-5 seconds over a word- tell them the word and record with (T) above the word.
- If you are working in Y2 or Y6 particularly you might want to have a timer next to you and mark where the child read to in 1 minute.
- When they have finished ask them the comprehension questions and record their answers.

If this is the right level for the child, they will fall within the instructional band. Providing they have read with some level of fluency (see definition below) and comprehension understanding then record this level and give the child the correct level and book band colour (see next page).

Count up the errors and divide the total of words by these e.g
 $140/4 = 35$
 $1:35 = 97\%$ (this book is independent and therefore too easy for their reading book)

Fluency

Fluency is the ability to read aloud consistently with natural rhythm and expression, recognising or decoding words accurately while attention is focused on constructing meaning. Fluent readers recognise words rapidly, making appropriate use of natural rhythm, pausing, phrasing, pitch and emphasis.

2. Calculate the accuracy rate by dividing the number of words read by the number of errors; for example:
 $140 \text{ (running words)} \div 4 \text{ (E)} = \text{error rate of } 1:35 = 97\% \text{ accuracy}$
 Use the table below to convert the error rate to a percentage.

	Error Rate	Percentage Accuracy
Independent	1 : 100	99%
	1 : 50	98%
	1 : 35	97%
	1 : 25	96%
	1 : 20	95%
Instructional	1 : 17	94%
	1 : 14	93%
	1 : 12.5	92%
	1 : 11.75	91%
	1 : 10	90%
Difficult	1 : 9	89%
	1 : 8	87.5%
	1 : 7	85.5%
	1 : 6	83%
	1 : 5	80%

English Statement and Guidance

ARE year groups	PM benchmark level	ORT level	Book band colour KS1	KS2	Name
Reception Emerging		1			
	1	1+			
Reception Expected	2	1+			
	3	2			
	4	2			
Reception Exceeding	5	2			
	6	3			
	7	3			
Year 1	8	3			
	9	4			
	10	4			
	11	4			
	12	5			
	13	5			
	14	5			
Year 2 Working towards	15	6			
	16	6			
	17	7			
	18	7			
Year 2 Expected	19	8			
	20	8			
	21	9			
Year 2 Greater Depth	22	9			
	23	10			
Year 3	24	11			
	25	12			
Year 4	26	13			
	27	14			
Year 5	28	15			
	29	16			
Year 6	30	17			
		18			
		19			
		20			

Intervention KS2 library: Trackers

3.5 English Planning and Teaching – Talk for Writing Process

Toolkits for each genre are available to support teachers in their subject knowledge of specific genres. Pupils are encouraged to regard themselves as writers and value their own work and that of others. Throughout the whole school each class will have a writing working wall displaying (PALS purpose, audience, language, structure). This will clearly show the process of the writing stages as described. There will be a consistent approach to teaching English across the school and this is reflected in the use of a working wall within each classroom

Following our writing process, children should independently proof read and edit their own writing before they consider it to be finished. From Year 1 children will refer to an editing checklist kept in their English writing book and consider how to improve their work in terms of correcting punctuation, grammar or adding new ideas. (See appendix 6).

Set out below are the expectations for the planning and teaching of the English curriculum at Red Oaks. It is expected that all staff will follow the process and will be held to account through rigorous monitoring and scrutiny.

1. Pre-planning Morning

Before teachers attend their planning morning, they will ensure that they have the following essentials:

1. Previous year's hot write (Y1-Y6)
2. An engaging text selected to teach the age appropriate grammar
3. Another text to inspire and stimulate the term's teaching (this will be read to the children in advance, if necessary).

2. Planning

Teachers will have a planning time to create medium term plans for the following term. During these planning meetings, it is expected that each year group will work collaboratively to produce a detailed overview of their English teaching on a week-by-week basis. (see appendix 9).

2.1 – English Planning

The English medium term plan will span across the length of the term. It will clearly identify specific target and grammar lessons (at least one of these per week), as well as regular short burst writing opportunities and lessons linked to the genre of the term. Teachers will refer to the previous year's hot write tasks that have been completed prior to their planning morning, using these to identify starting points for the model text and help to ensure there is progression. This will link in with the areas of focus taken from children's current targets and termly assessment. These will be clearly stated at the top of the planning sheet (see appendix 9). The model text will then be written by the teachers, who will share this with the English Team by the given deadline.

Looking at their class writing data and individual targets, teachers will identify three main targets (Y3/4) four main targets (y5/6) that the majority of children need to work

on. These will also be identified on the planning sheet, using different colours for the different classes, and will be the focus for the discreet target lessons.

2.2 – Grammar Planning

Within the planning document, a table will be completed stating the grammar objectives being taught for that term. This will be focused on the relevant grammar for the text type and gaps in the children’s learning.

Each lesson will start with a 5 minute grammar starter.

3. Weekly Planning

Once the medium term plan has been created, it must be saved centrally on the staff network. Using these medium term plans as a starting point, it is expected that class teachers will produce their own weekly plan with grammar starters and differentiated activities that reflect the needs of their class. There will naturally be differences between classes in terms of grammar starters and target lessons – no two classes are the same! (See appendix 11)

Discreet target lessons and grammar lessons will be planned in more detail in the weeks they are happening.

4. Teaching

English will be taught daily, in the morning, across the school and will follow the three step Talk4Writing process: Imitation – Innovation – Invention. Year 1 will initially use a mixture of Drawing Club and Talk4Writing daily. Drawing club will involve the children working on a new story, traditional tale or animation every week.

One genre will be taught using this approach each term. However, there will be further ‘short burst’ writing opportunities throughout the term, where children revisit familiar genres and have the chance to practise and apply skills (e.g. the main genre may be a story, but a short burst might be a diary entry from one of the characters, a discussion around a character’s dilemma, or a newspaper report on the disaster). These will be completed in English books and marked in line with the marking policy. There should also be opportunities to write extended pieces through foundation subjects, making links to previously taught genres.

Each English lesson, no matter where you are in the process, starts with a 5 minute grammar activity, within the context of a chosen book. Children will complete tasks either on whiteboards or in their English books before moving on to the main input for the lesson.

Stage 1 – Imitation

- * Children explore and learn the model text that has been written by the teachers.
- * Learn the text orally using the ‘storytelling’ technique, with whole class actions and drawn maps (which should be displayed on washing lines/working walls). Move from whole class reciting onto groups, pairs and individuals, as well as using other

techniques such as drama / hot seating and key language cards to get the children using key words and phrases in other contexts, deepening their understanding.

* Present the learnt exemplar text in written form. Use colour coding to identify key features, language and grammar. Ensure the children understand the text – go through the meaning of words, types of conjunctions etc. that are used and do written tasks where necessary to allow children the chance to use key words in other contexts. This **must** be differentiated, with children looking for features they understand and that they could apply themselves. A simpler version of the text can be given if required.

* “Box up” the written text together to see how it is structured and co-create a toolkit to display on the working wall.

* Show children other examples of the same genre – wider reading and exposure to other literature is key.

Stage 2 – Innovation

This stage involves making changes or ‘innovations’ to the original text, to create a new one. The internalised key language patterns and any other ‘magpied’ language remains, but children should be encouraged through guided and shared writing to move this language around and uplevel/improve where necessary. It is important that teachers ensure the children have a clear understanding of how and why this is necessary so that we don’t end up with 30 pieces the same. You can use any form of planning, whichever works best for your class, however the children do need to be taught how to plan effectively using bullet points, notes and key words as memory joggers and not writing in full sentences.

* Use shared writing to show children how innovate on the basic, internalised pattern scaffolded by the model text displayed on IWB and the new boxed up / map planning for the innovation on your working wall. Model how to move the language around and change sentence structures so that children are not restricted by the model text and apply through guided group work.

* Ensure all ideas are listened to and encourage the children to make good choices for words etc. Children should also be encouraged to magpie ideas.

* Immediately after shared writing, children are to write their own innovations in books. This will be done in sections / paragraphs across a few days, rather than writing the whole thing at once so that teachers can provide detailed modelling and feedback as required.

* Teachers will work with a different **guided group** every day, using this as a form of support and differentiation based on feedback from marking and in lessons. HA children will be encouraged to go beyond replicating the model text with simple substitutions. LA children can use ‘hugging closely,’ sticking in chunks of text to then make basic changes to the original, focussing on punctuation and writing basic sentences accurately. Children record the text individually in their books and you do not move on until the punctuation, grammar and vocabulary is perfect. Others work independently using their innovated plans and class toolkit.

* After each lesson there should be time for reflection and feedback. Use the class visualisers to showcase work and ask the children to identify areas that are good and

areas that need to be improved. Children should edit their work using blue pens and following the 'Good, Better, Best' editing checklist.

* Children can also be given the opportunity to be response partners and discuss each other's work and use their blue pens to 'polish' their work. Formative assessment is a key part of this process; assessing progress and establishing what needs teaching next.

By the end of this week the children should all have a plan of the innovated model text and a full written version that is unique to them.

Stage three – Invention (Independent Application)

* Initial stimulus has to excite and engage the class. For example; suitcase arrives from South Pole, an email is sent or a video arrives for them to watch that gives them a purpose for writing.

* This stimulus then ignites the invention process which begins by recapping the toolkit, looking at other examples of the text (immerse the children in the genre), role play and drama activities and creating word banks (which should be displayed in classroom). Children may also need time to research information for additional content.

* Use shared writing to show how you can adapt the model in a variety of ways, encouraging the children to have a go for themselves.

* Children then create their own independent 'hot piece' (pastel pink paper) of writing based on the stimulus introduced at the beginning of the week.

* This piece of writing should then be stuck in their books to indicate the end of the unit. This piece of work will be marked according to the marking policy.

4.1 Short Burst Teaching

These lessons will revisit a genre that the children have previously been taught. Teachers will spend time recapping the toolkits, sharing different examples of the genre and providing the children time to discuss and share ideas. Shared planning and writing should take place before the children complete the task independently. This short burst may span over two lessons to ensure high quality outcomes.

4.2 Discreet Grammar Teaching

These lessons will be based on specific areas of grammar that are required for the genre of the term. As a result of feedback through marking and during lessons, teachers will decide what the focus for these lessons will be and differentiate accordingly with the plan being personalised for their class.

Discreet Target Teaching

In KS2 all children will have individual target cards stuck in their English books. These targets will have been co-created by teacher and child and identified on a class target spreadsheet. This will enable a teacher to identify common targets for their class which

will then inform their target lessons. In ks1 all targets will be displayed in a visual way with children's photos on their target. These lessons will consist of a rotation of activities unless streaming across the cohort is appropriate. The teacher will spend time working with each group on their target (e.g. three groups on a rotation of 20 minutes each). Teachers need to think carefully about the activities they set and priorities the groups they work with first.

Proof reading and editing Teaching

The content of these lessons will be dependent on information gained through assessment for learning and feedback from marking the children's work. Proof-reading and editing is not just responding to marking from the previous lesson, it is about improving and rewriting sections if necessary. There might be an issue to address with the whole class, a guided group or with children individually. The 'Good, Better, Best' steps will be followed to help the children structure their editing. (See appendix 6) There will be evidence of children redrafting sections of work where necessary using suitable techniques such as 'editing flaps' or a whole lesson dedicated to re-writing on a new page.

Modelled, Shared and Guided Writing

Modelled writing is the first step in teaching writing to children. This is when the teacher is in front of the class doing all of the writing. If the pupils struggle greatly with getting their ideas going, come back to this basic step and model your [writing process](#) for them. They need to see it being done. Make your thoughts about the process known (be explicit) while you are modelling. The key to modelled writing is to never assume the children are following you. Tell them everything you are doing and why. It is not enough for them just to watch you. As well, don't try to model so many things that the lesson goes on too long - you will lose their attention. Finally, always have pre-written what you are going to model to them; do not try to make it up on the spot! Know what you are going to write in advance so that you can be sure it is going to be effective.

During shared writing, a teacher will scribe the words, but the children are now invited to contribute their ideas to the class piece. A teaching assistant may be used to act as a 'word bank scribe' gathering all of the children's ideas as they are suggested so that the children feel their contributions are valued. The teacher can then look back at this and discuss with the children which words / phrases would be most effective to use and why. The children might be writing their thoughts and ideas down on white boards or with a partner, but these are then shared verbally with the class and the teacher then carefully selects the most effective ideas to create one shared piece of writing. The teacher always explains their thinking and the children know why certain words/phrases have been chosen instead of others. Always have pre-written what you want to achieve through your shared writing. Write the paragraph first; do not try to make it up on the spot! Know what you are going to write in advance so that you can be sure it is going to be effective and that you can lead the children towards this through skilful questioning.

Guided writing is the third step in teaching writing to children. In guided writing, teachers continually provide feedback, redirection and expansion of ideas. Any area of writing can be addressed, but it works well to put similar needs together and address them at the same time.

It should be taught in a small, focussed group, with the children now doing the writing themselves. It is a stepping stone between teacher directed and independent writing with the teacher getting the children to verbalise their thoughts and what they are going to write before they actually write it down. The pace and quantity of work produced will vary according to pupils' abilities. You might start off working with them as whole group before focussing in on individuals as the session progresses, allowing other group members to work independently. You can then work your way round the children, giving them some 1:1 feedback as required. This again, depends on your group and what you are hoping to achieve.

Non-negotiables for English Teaching/Planning

The three stages will remain the same but will be stretched out over a longer period of time allowing extra elements to be threaded in to meet the needs of the new curriculum.

- A wider range of texts must be available for the children to explore during guided reading based on the current genre.
- Cold write/previous hot write must be looked at by the teacher the term before it is to be taught. This is then analysed against the toolkit to highlight areas which will then feed into the model text.
- Model texts to be written together with partner teachers. Key features identified from previous hot writes/cold write and group targets, Model texts must be saved on shared at the end of your planning day. This must be shared with support staff during class meeting. All staff members to learn the text.
- An individual target will be co-created with each child. These will be short smart targets that should be completed in 3-4 weeks. These will be stuck in their English books.
- Group targets should be drawn from the individual target sheets and cohort writing spreadsheets
- Feature Finding activities must be differentiated for LA/MA/HA – with a link to grammar and punctuation
- Grammar tasks must be differentiated so that children are appropriate work
- At least one target or grammar lesson every two weeks (differentiated for LA/MA/HA)
- Minimum of one writing opportunity per week (genres that have previously been taught or linked with the genre of the term)
-

3.6 English Genre Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Genre taught	Non-chronological Report	Persuasion	Story	Explanation	Discussion	Story
Big Write	Story	Non-chronological Report	Persuasion	Story	Explanation	Discussion
Cross curricular writing in afternoons	Discussion	Story	Non-chronological Report	Persuasion	Story	Explanation

3.7 Editing Checklists



Editing Checklist KS1



Become an editor by reading your work carefully...

because
becoz



Draw a dotted line underneath a word if you don't know how to spell it. Check in a dictionary and edit in the right spelling.

to the
went shop

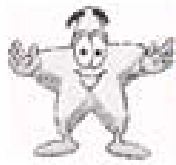


Inspect your work closely and use a little arrow to insert missing words.

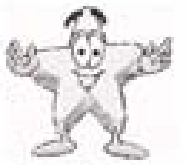
devastated
sad



See if you can change some of the words to make it more engaging for the reader.



Editing Checklist



because

becoz



FO -
Dot underneath any words you are unsure about spelling and use a dictionary to check them. Then write the correct spelling above in editing pencil.

to the
went shop



Inspect your work closely and use a little arrow to insert missing words.

devastated
~~sad~~



Put a single, straight line through a word if it is wrong. If you are up-levelling it, write the new word neatly above in editing pencil.

((Suddenly, I heard a noise coming from the distance))

If a whole phrase or sentence is wrong, put the double brackets round them.

Sam was happy.



Neatly insert and capital letters and punctuation where they are missing.

//

Needs a new paragraph.

K51

Good, better, best.

Never let it rest, until your **good** is better and your better **best!**

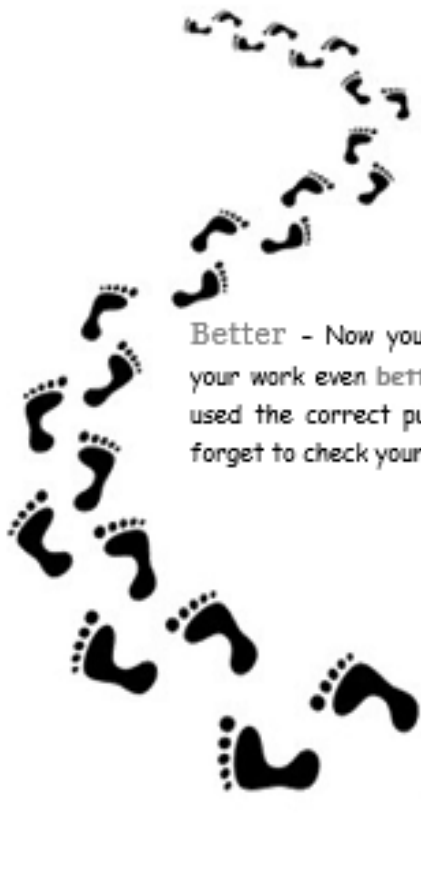
Get ready to make your writing the **best** that it can be...



Best - Finally, you're ready to make your writing the **BEST** it can be! Get your polishing pens poised and take a deep breath...This is it, one final push for perfection! You now need to check that your grammar is correct and tenses are accurate. Does it engage the reader?



ed ing ly.



Better - Now you're in the 'zone,' let's make your work even better by making sure you have used the correct punctuation throughout. Don't forget to check your spellings too.

ABC , ; ? !



Good - Help make sure both you and your writing partner have produced work of a **good** standard. Read it carefully for them and give them a star and a wish! Then use your editing pencil to respond to their marking.

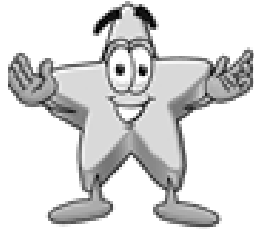


KS2

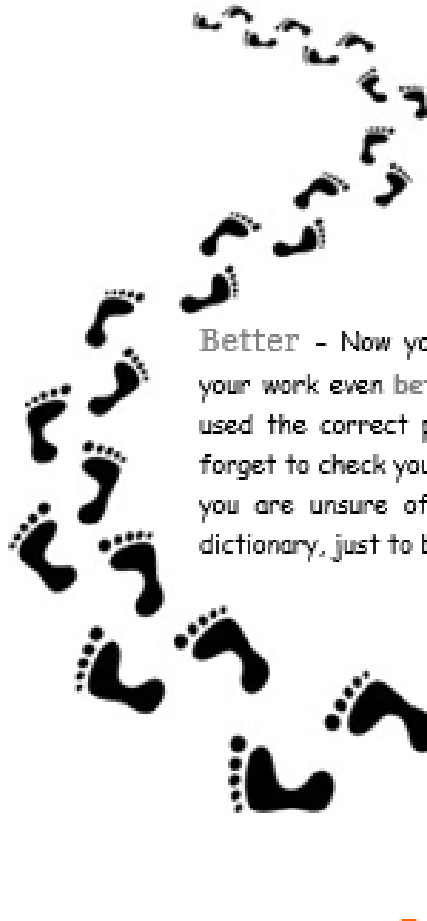
Good, better, best.

Never let it rest, until your **good** is better and your better **best!**

Get ready to make your writing the **best** that it can be...



Best - Finally, you're ready to make your writing the **BEST** it can be! Get your polishing pens poised and take a deep breath...This is it, one final push for perfection! You now need to check that your grammar is correct; is your tense consistent? Do you have subject and verb agreement? Make sure that you have thought carefully about your word choices; does your vocabulary have the desired effect on the reader?



Better - Now you're in the 'zone,' let's make your work even better by making sure you have used the correct punctuation throughout. Don't forget to check your spellings too. Dot any words you are unsure of, then look them up in the dictionary, just to be sure.



Good - Help make sure both you and your writing partner have produced work of a **good** standard. Read it carefully for them and suggest any improvements that can be made, then look closely at the improvements they have suggested to you and edit.

3.8 Teaching of Phonics and Spelling

Phonics

From FS1 to Y2, phonics is taught daily using our bespoke phonics roadmap, alongside Visual Phonics and Supersonic Phonic Friends. All FS2 and KS1 children's phonic knowledge will be tracked, as will children in KS2 who have not passed their phonics screening check. Weekly spelling tests will start in Reception from January. Children should be able to read their spellings. The number of spellings will vary depending on the child's ability. Spellings are taught through phonics and writing sessions. In KS1, phonics screening mock tests will be undertaken 1:1 with the children during assessment weeks. This information will then be sent home for parents and used to inform teaching.

Spelling

Under the new curriculum, spelling is a large focus. SPaG tests will now only accept answers that are spelt correctly and the Y6 writing interim assessment framework (used to form teacher assessments) now places a greater emphasis on spelling words on the statutory list correctly (e.g. amateur, accommodation etc.)

In order to ensure our children are as well prepared as possible, we have come up with the following ways to support you with the teaching of spelling:

- Spelling will be taught daily in every year.
- Teachers will follow the phonics and spelling roadmaps introduced in 2020
- Teachers will use Spellzone to support the taught spelling pattern
- Children will then use these words when they do handwriting activities / early morning work.
- The rest of the spelling sessions that week will be linked to the rules in the spelling programme.
- Pre teaching will be used to support those children who are identified as needing it

Spelling Tests

- Children will have a spelling test each week. All but the penultimate will consist of 3 statutory words, 5 seen spelling rule words and 2 mystery unseen spelling rule words.
- The final week of each small term will be a 20 word mystery spelling test of unseen words following the rules taught that term.
- Teachers will record the statutory words individually and a mark out of 7 (or 20) for the spelling rule words.

3.9 Phonics roadmap

Year 1										
Book band		Week	Teach					Intervention	Key language	Word reading and spelling
	Phase 4	1	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	4 week phase 3 intervention – group with TA gpc recap	Pseudo words/alien words Alternative graphemes	were what like have
		2	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			there here said one
		3	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>			house when our your
		4	Consonant and vowel- upper and lower <u>case 26</u> letters in alphabet							love school
	Phase 5a	5	/ai/ <u>ay</u>	/ee/ <u>ea</u>	/igh/ <u>ig</u>	/oo/ <u>oe</u>	/oo/ <u>ue</u>	Pre-teaching daily with identified low confidence children <u>1-6-5 mins</u>	Phase 3 intervention group-TA gpc recap	their people Mr Mrs
		6	/ai/ <u>a-e</u>	/ee/ <u>e-e</u>	/igh/ <u>i-e</u>	/oo/ <u>o-e</u>	/oo/ <u>u-e</u>			oh these friends asked
		7	/oi/ <u>oy</u>	/yr/ <u>ir</u>	/ow/ <u>ou</u>	/or/ <u>aw</u>	/w/ <u>wh</u>			where today once
		8	/air/ <u>are</u>	/n/ <u>no</u>	/r/ <u>ro</u>	/f/ <u>fo</u>	/or/ <u>au</u>			could should would called
		9	/n/ <u>no</u>	/or/ <u>ore</u>	/ee/ <u>er</u>	/ee/ <u>y</u>	/oo/ <u>ow</u>			looked son says want
		10	/air/ <u>ear</u>	/er/ <u>or</u>	/ch/ <u>ch</u>	/i/ <u>dee</u>	/yr/ <u>er</u>			after half only with
		11	Phonics screening practice sessions							
		12	Phonic screening assessment & GPCs							
80+ % of taught sounds to be secure KPI- 85% of children to be secure Phonics screening 20/40 expected score KPI- 85%										
	Application 5a blending and	13	Word reading focus- pseudo and real words					8 week daily phonics screening intervention (Twinkl) daily plans and home learning	Phrase Clause sentence	
		14	Best bet games and activities							
		15	Phrase/sentence reading focus							
		16	Writing labels using taught alternatives							
		17	Sentence writing							

3.10 Phonics non-negotiables



Phonics non-negotiables 2022



How do we teach phonics at Red Oaks?

We follow our bespoke **phonics roadmaps** for progression and coverage using **visual phonics** and **Supersonic Phonic Friends** as a hook for the children. Phonics is taught daily in EYFS and KS1 building up to an hour of phonics teaching by the end of Reception.



- FS1 Nursery- Firm Foundations in Phonics 1
- FS2 Reception- The Basics 2, The Basics 3 & The Basics 4 (pre-cursive resources)
- Year 1- The Basics 4 & The Higher Levels 5 (cursive resources)
- Year 2- recap of the basics followed by Suzz's Spelling Rules (cursive resources)

Planning & lesson structure

We use our own weekly planning format and use **Supersonic Phonic Friends** for visual consistency and hooks. Pupils must have active lessons (TEEP) and chances to apply their knowledge. Flashcards are used at the start of every lesson to recap the daily learning. Common exception words are mapped out and taught inline with the road maps.

Steps in teaching:













- Listen with Len
- Segment with Seb and Blend with Ben
- See it with Sam
- Segment with Seb and build with Bill
- Read with Rex
- Write with Ran

Consistent Actions

When segmenting a word, we chop the air to represent the phonemes, moving outwards.

When blending sounds, we move our hands inwards, (without clapping) saying the whole word clearly.

Characters and phrases (all of these are signed in BSL)

	Listening Len Listen with Len so you don't need a pen What can we see in the phonics TV		Writing Ran We hear the sounds in our words really well We look at our mate to see and spell If in doubt, sound it out Write with all our might
	Segmenting Seb A super segment and brilliant blend help us to read the word at the end		Nan-sense Nan Absolute nonsense
	Blending Ben A super segment and brilliant blend help us to read the word at the end		Tricky Tess
	Building Bill		Switch it Mitch Switch it spell sounds
	See it Sam My turn, our turn, your turn The spelling for the sound It's two letters, it's one sound, it's a digraph It's three letters, it's one sound, it's a trigraph		Choose to use Suzz Look at the pattern, let's be cool, let's find out the choose to use rule
	Reading Rex A super segment and brilliant blend help us to read the word at the end If in doubt, sound it out Let's read with speed		
	Chesky sneaky Sid		
What have we learnt today?			

Sound buttons

A single grapheme making its first phoneme: a (apple)

A digraph making its most common phoneme: ch (church)

A trigraph making its first phoneme: igh (light)

A split vowel digraph: ie (bike)

A grapheme making a long vowel: a (acorn) y (funny)

A digraph making a short vowel: ea (head)

When the grapheme is familiar but making an alternative phoneme - identify by using a different colour- using the codes above: g (gerbil)

If it is a new grapheme making a familiar sound, identify with a different colour but using the code above: se (house)

Assessment

Children will be assessed weekly and the assessment spreadsheet will be updated and used to identify any gaps or focus children or sounds for interventions. Inform children's book band. Weekly assessment will show the children who are emerging, developing or secure in each phase.

By the end of Year 1, the Government expects children to have reached a pass mark of 32/40 in their phonics screening check. This check is made up for 20 real words and 20 pseudo words which children are expected to decode. The test takes place in June. Children who do not reach the expected standard will be re-tested in June of Year 2. Mock phonics screening checks will be carried out in school in T2, T3, T4 and T5. To be on track children are expected to score:

Term 2	16/40
Term 4	25/40
Term 5	33/40

Booster groups

Weekly assessment will show the children who are emerging, developing or secure in each phase. This will allow teachers to refer to the phonics road map where 'booster groups' (interventions) are mapped out.

In addition, pre and post teaching allows AFL for any children who haven't grasped the GPC in that lesson. This should stop a large gap between children's attainment occurring and catch children before they need the interventions on the road map.

Parents should be informed if their child is in a booster group for phonics and support sent home.

Parent newsletters

Weekly parent newsletter shared on Class Dojo and paper copy handed out weekly.

Phonics workshops

This will be held by the Foundation Stage Team in September and an additional open workshop by the Phonics lead in the Spring term.



3.11 Statutory Word List

STATUTORY WORD LISTS

Year 2	Year 3	Year 4	Year 5	Year 6
door	accidentally	address	achieve	accommodate
floor	actually	answer	aggressive	accompany
poor	arrive	appear	ancient	according
because	bicycle	believe	apparent	amateur
find	build	breath	attached	appreciate
kind	busy	breathe	average	awkward
mind	calendar	business	available	bargain
behind	centre	caught	bruise	category
child	circle	century	cemetery	committee
children	complete	certain	competition	communicate
wild	consider	continue	correspond	community
climb	decide	disappear	conscience	criticise
most	different	enough	curiosity	conscious
only	difficult	exercise	definite	controversy
both	early	experience	convenience	desperate
old	earth	extreme	determined	disastrous
cold	eight (h)	favourite	develop	equipped
gold	eighth	grammar	dictionary	especially
hold	experiment	guard	existence	embarrass
told	famous	guide	environment	exaggerate
every	February	heard (h)	government	equipment
everybody	forward	heart	foreign	guarantee
even	fruit	height	excellent	harass
great	group	history	explanation	familiar
break	important	imagine	hindrance	interfere
steak	interest	increase	forty	interrupt
pretty	learn	island	frequently	leisure
beautiful	library	knowledge	identity	lightning
after	material	length	immediately	mischievous
fast	minute	medicine	language	necessary
last	natural	mention	nuisance	marvellous
past	notice	naughty	muscle	opportunity
father	opposite	occasionally	neighbour	parliament
class	ordinary	often	occupy	prejudice
grass	perhaps	particular	occur	privilege
plant	popular	peculiar	persuade	profession
path	possible	position	physical	pronunciation
bath	potatoes	possession	programme	rhyme
hour	promise	pressure	queue	rhythm

move	quarter	probably	recognise	sacrifice
prove	question	regular	recommend	secretary
improve	recent	remember	restaurant	sincere
sure	reign (h)	separate	shoulder	sincerely
sugar	sentence	special	signature	soldier
eye	strange	straight	stomach	sufficient
could	suppose	strength	suggest	temperature
should	surprise	therefore	symbol	thorough
would	various	though	system	variety
who	weight (h)	although	twelfth	vehicle
whole		thought	vegetable	yacht
any		through (h)		
many		woman		
clothes		women		
busy				
people				
water				
again				
half				
money				
Mr				
Mrs				
parents				
Christmas				

3.12 Fine and Gross Motor Skills

Finger strengthening warm-up exercises

Whole Hand Activities

Whole Hand

Walk & Flip

5

Walk your fingers up the pencil (your index will look like an inchworm climbing the pencil). Flip the pencil over and walk your fingers again. Then try with the other hand.

Whole Hand

Baton Twirl

10

Rotate the pencil in, around and between all your fingers like it was a baton. Then try with the other hand.

Whole Hand

Rolling Pencil

15

Start with the pencil held across all the finger tips of one hand. Use your thumb to roll the pencil into your palm and back to your finger tips. Repeat 2-3 times then try the other hand.

Whole Hand

Super Hands

20

Start with your wrist, knuckles and fingers straight and pointing to the sky. Then make a hook with your fingers but keep your knuckles straight. Hold for 2 seconds. Then straighten your fingers. Repeat 5-8 times. Next make a fist by bending your fingers and your knuckles. Hold for 2 seconds. Then straighten your fingers and knuckles. Repeat 5-8 times. Finally bend your knuckles but keep your fingers straight. Hold for 2 seconds. Then straighten your fingers and knuckles. Repeat 5-8 times.

Thumb and Finger Strength Activities

Thumb & Fingers

Circles

4

Touch your thumb to your first finger tip and make a circle. Then stretch your thumb out to the side. Repeat for each finger. Repeat 2-3 times. Do this for both hands.

Thumb & Fingers

Row Politely

14

Make a fist with your left hand by bending your fingers. Hold for 2 seconds. Then straighten your fingers. Repeat 5 times.

Hold the base of your left thumb firmly. Bend your thumb down. Hold for 2 seconds. Then straighten your thumb. Repeat 2-3 times.

Use your right hand to hold the knuckle joint of your left hand straight, then bend your fingers down one at a time. Hold each for 2 seconds. Then straighten your finger. Repeat 2-3 times. Then swap and do the same on the right hand.

Thumb & Fingers

Finger Walk

13

Place both hands on a flat surface such as a desk, table or wall. Spread your fingers slightly apart and one at a time, move your fingers toward your thumbs while keeping the other fingers still. Reverse the process and walk your little, ring, middle and index fingers away from your thumb. Repeat 2-3 times.

Thumb & Fingers

Tips Only

9

Make a hook with your fingers on one hand but keep your knuckles straight. Hold for 2 seconds. Then straighten your fingers. Repeat 5 times.

Hold the middle of your thumb just below the top crease. Bend your thumb tip down. Hold for 2 seconds. Then straighten your thumb tip. Repeat 5 times.

Use your other hand to hold your finger straight, then bend your finger tip down. Hold for 2 seconds. Then straighten your finger. Repeat 2-3 times. Do this for both hands.

Thumb & Fingers

Finger Bend

13

Extend arms and fingers straight out in front of you at chest height in a "mummy" position. Keeping the knuckles and wrists straight, and palms facing upwards, bend the fingers until they face your body and then straighten them out. Do not create a fist while bending your fingers. Repeat 5-10 times.

Thumb & Fingers

Finger Twirls

26

Rest arms on a flat surface in front of you. Place hands together with fingers pointing towards the sky (palm to palm) and push hard against each other for 2 seconds relax. Keep the finger and thumb tips together and gently move your arms and hands apart. Circle your thumbs around each other in both directions for 5 seconds then place them back together again. Then circle the index finger around each other in both directions for 5 seconds and then place the finger tips back together again. Repeat this for the middle, ring, and little fingers. Then push the hands back together again and push hard against each other for 2 seconds, release and shake out.

Crossing the Mid-line Activities

Crossing the Mid-line

Lazy 8's

2

Trace large "lazy eights" (a figure of 8 on it's side) in the air, so that the drawing hand crosses the middle of the body. 5-8 times with one hand then repeat with the other. Track your hand with your eyes while keeping the head still.

Crossing the Mid-line

Windscreen Wipers

25

With arms hanging down by your sides slowly raise both arms out to the side of your body to shoulder height, hold for 2 seconds.

Then raise them straight up above your head.

Swing both arms to the left till the right arm touches the right ear.

Then swing both arms to the right till the left arm touches the left ear. Change swing direction again , do this for 5 swings on each side.

Then hold arms up straight above your head then lower slowly to shoulder height on either side of the body, hold for 2 seconds.

Next, slowly lower your arms till they are hanging down by the sides of your body.

Repeat once more.

Crossing the Mid-line

Butterflies

7

Start by holding arms straight out in front of the body, then link the thumbs to make an X , lift the palms so that they are facing out and finger tips point to the sky. Then draw lazy 8's (figure of 8 on it's side)in the air start by moving to the left for 5 eights lazy 8's and then 5 moving to the right as a start point.

Crossing the Mid-line

Scissor Cuts

17

Raise your arms to shoulder height straight out in front of you with the palms facing downwards. Then cross your arms over one another in a scissors action. Do this 30 times with the same arm moving across the top of the other , then swap arms for 10 more scissor cuts.

Crossing the Mid-line

Macarena

12

Raise the right hand to the left ear-hold in place-then your left hand to your right ear-hold in place. Then move your right hand to your left elbow-hold in place-next move your left arm to your right elbow-hold in place. Move your left hand out in front of you so it bent at 90 degrees with the elbow at your side with the palm facing upwards, then do the same with your right arm. Finally turn the left palm downwards and place the tibia in front of you , do the same with

Crossing the Mid-line

Paper Chase

22

Place index fingers on to the middle of the paper side by side.

Right index finger is moved to touch the top left hand corner of the paper.

Left index finger moves to touch the top right hand corner of the paper, by moving the left hand up and over the right arm.

Right hand pulls back under the left arm and then over the top of the left arm so that the right index finger can be placed on the middle edge of the left hand side of the paper.

Left hand pulls back under and then over the right arm so that the left index finger can be placed on the middle of the edge of the right hand side of the paper.

Right hand is pulled under and over the left arm so that the right index finger can be placed on the bottom left hand corner of the paper.

Left hand is pulled under and then over the right arm so that the left index finger can be placed on the bottom right hand corner of the paper.

Right hand is pulled back under the left arm and the right index finger is placed in the start position at the middle of the paper.

Left hand is pulled out from under the right arm and the left index finger placed next to the right index finger in the middle of the paper (start position). Repeat 2-3 times.

Shoulder Stability Activities

Shoulder Strength

Hand Pushes

1

Place your palms together, with elbows out and forearms held horizontally.

Now push your hands together as hard as you can and hold for 5 seconds - you should feel all the muscles around your shoulder girdle contract.

Repeat a few times.

Shoulder Strength

Chair Push Ups

6

Put your hands on either side of the chairs that you are sitting on and PUSH, until your bottom rises off the chair. To start with, just repeating the push will be enough; later you can make it more challenging by holding the position for a couple of seconds. Increase the difficulty by lifting your feet off the floor and hold them off while raising your bottom off the chair.

Shoulder Strength

Desk Push Ups

21

First place hands flat on desks with thumbs and finger tips facing each other about a shoulder width apart so that elbows are bent creating a triangle. Bend forward so that the nose dips into the triangle between the hands. Push back up by straightening your arms to return to an upright sitting position. Repeat 10 -15 times.

Shoulder Strength

Up We Go

11

Hands hold opposite elbows, so the left hand holds on to right elbow and the right hands holds on to the left elbow. Now lift your arms a single motion over the head, return to waist. Repeat 10 -15 times.

Shoulder Strength

"I Don't Knows"

16

Start with Your arms down by your sides and then bend the elbows 90 degrees with palms facing up words. Then lift the shoulder up towards the ears hold for 2 seconds or say slowly "I don't know" then release the shoulders. Repeat 5 times.

Shoulder Strength

Bear Hug

24

Stretch the right arm across your body and try to touch your left shoulder blade with your right hand. Then stretch the left arm across your body, laying it under the right arm and try to touch the right shoulder blade with the left hand.

Hug yourself tightly for 2 seconds then release the hold.

Then stretch the left arm across your body and try to touch the right shoulder blade with the left hand.

Next stretch the right arm across your body, laying it under the left arm, and try to touch the left shoulder blade with the right hand.

Hug yourself tightly for 2 seconds then release the hold.

Wrist Strength Activities

Wrist Strength

Wrist Circles

3

Extending your arms straight out in front of you with your palms facing down. Make a fist with your fingers wrapped around your thumb. Rotate your wrists clockwise and then counter-clockwise six times in each direction.

Wrist Strength

Door Knobs Turns

11

Stretch arms in front of you with elbows slightly bent and palms facing upwards. Keep your fingers together and your thumbs open. Turn both hands inward at the wrist so that your thumbs point down towards the floor and return to start position . 10 -15 times.

Wrist Strength

Wrist Lifts

11

Ask your child to place their left forearm on the table and hold it down with their right hand. Then ask them to make a fist and bend their wrist gently back as far as possible for 5 seconds. Repeat 5 to 10 times. Then do the same activity with the right wrist.

Wrist Strength

Heel Swing

11

Lay hands out flat on the table straight out in front of you about shoulder width apart. Then pivot on the thumb area of the heel of the hand so that the fingers sweep across the table inward towards the thumbs. The thumbs should then end up close to the edge of the table and the finger tips of both hands pointing towards each other. Then swing back to the start position.

Next swing the hand outwards trying to get the little finger as close the table edge as comfortably as possible, then return to the start position. Repeat both moves 5 times.

All these exercises, videos of them being demonstrated and other resources can be found at <http://www.teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

3.13 English MTP

Cold write Toolkit focus						
Targets SPAG focus pulled from assessment spreadsheet	Target 1 Year 1 Can begin to punctuate sentences using a capital letter and a full stop (50%)		Target 2 Year 2 Can use a wider range of co-ordinating conjunctions (or, and, but)		Target 3 Year 2 Can begin to use apostrophes to mark <u>omission in spelling</u> / Can begin to use apostrophes to mark singular possession in nouns (e.g. the girl's name.) (50%)	
	Monday	Tuesday	Wednesday	Thursday	Friday	
Week 1	Share 'How to assemble a gerbil cage'. Layout jigsaw to explore layout.	TARGET lesson Pictures of gerbil cage assembly - children to write sentences under pictures, focusing on target.	Compile toolkit - what do we need to include in instructions? Focus on verbs. Children to sequence photographs. Guided group? - LA? AFL	LA: draw instruction sequence and write sentence underneath. M/HA: Feature hunt in model text - colour code features such as questions, adverbs, adjectives, etc.	Use of 'but' and 'so' in model text. What do those words do? Sentence continuation activity.	
Week 2	Share Bog Baby text Paint picture of Bog Baby	Make a Bog Baby	Grammar lesson- Apostrophes for contractions Look at examples in Bog Baby Short burst	Write a non-chronological report about a Bog Baby Shared writing Guided group-AFL	Design a Bog Baby Home	

Week 3	Diary - Write a diary entry from the perspective of Chrissy about finding the Bog Baby Shared writing LA: Picture prompts from book. HA- guided group	Editing lesson Edit diary entry	Instruction writing - How to assemble a Bog Baby home Shared writing Guided group-AFL Intro and list	Instruction writing - How to assemble a Bog Baby home Shared writing Guided group-AFL Method and conclusion	Editing lesson Edit instructions to target. Up level including toolkit features.	
Week 4	Extended independent writing opportunity - Journey story - take the Bog Baby on an adventure.	Grammar Lesson Based on latest writing.	Letter from the <u>miruits</u> - they want to come back but would like a classroom home. Shared writing Guided group- AFL Design a home for the <u>miruits</u>	Make a home for the <u>miruits</u> - junk modelling.	Instruction writing - How to make a <u>miruit</u> home HOT WRITE	
Week 5	Grammar Lesson Based on Hot Write-AFL	Model editing lesson - edit example piece of work. Shared editing	Target lesson Linked to editing- can they spot mistakes?	Persuasion - Write a persuasive letter to Chrissy asking her to return Bog Baby to the pond.	Grammar Lesson Tense? -AFL	

In addition-Bob the man on moon linked grammar warm ups daily- see separate planning

3.14 English Weekly Planning











Session 3	GRAMMAR LESSON I can identify an adverb I can use an appropriate adverb	N/A as whole grammar lesson today	AFL from spoo test- adverbs. (adverbs of manner) Read our text to the children - we are going to focus on 'how' the characters do things. How did the friends sneak inside- quietly etc. Identify the adverbs in the text and model writing them- what do we notice? They come before the verb, they end in ly etc. List any other adverbs we can think of- does the same pattern apply ? Model finding a sentence and adding in an adverb.	Children to each have a section from the text and attempt to add in an adverb.	Blue and green as a guided group on the carpet with a list of given adverb - children to help add in an appropriate adjective. Eg would the door quietly slammed work? Why not?	Children to help you add in an adverb to your sentence- listen to the different ideas- which one do we like and why? Do we always need an adverb	Sections of text
Session 4	I can write a character profile on the Seattie	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Page 3/4 . MODEL: describing the moon, starts etc.	What is a Seattie ? What does he look like, sound like, smell like, move like? What kind of a monster is he? Get the children to help you brainstorm ideas about the Seattie . Show them the character profile- today we are going to create a character profile so that everyone knows about the Seattie Model.	Children to all create a character profile. Red and orange group to try to add in question-target.	Differentiated character profiles. Guided group based on AFL:	Choose some chp to read out their character profiles- show on IWB	Seattie Profile









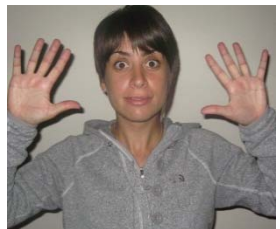
48

Week beg: 11.01.16		Teacher/s: EM VG AM JP		Year Group: 2 Literacy Week 2 - Story			
Learning Objectives	Grammar focus	Teacher input / shared writing	Target Group (including opportunities for guided writing)	Differentiated group activities including ICT	Plenary	Resources	
Session 1 I can identify what a Seattie hunter needs. I can add commas in a list	Year 1 Capital letters for names Page 1/2 . MODEL: Bob- why does that word have a capital letter? Discuss Proper nouns. TASK: Children to make a name tag for a friend. HA- pronoun I	Look at the page in the spoo hunter's diary (on shared) that shows all of the items that the spoo hunter will need to take with them. What can you see? Discuss the items with the children. Model writing a list of three things that we can see... You will need a net, gloves and some string . Talk about how and where we put the comma. (children have learnt this before). Can we list more than 3 items? Should we list 10? Why not? How could we start a new sentence ... Don't forget to take glasses, a note	Children to all have a go at writing a sentence listing 3 items that a Seattie hunter needs to take with them. Ask the children to read some of their sentences to the rest of the class- where	Challenge children to start their sentence in a different way now and list 3 or 4 other items that they must not forget.	Model writing some of the children's sentences up on the board. Model writing sentences placing commas in the wrong places.	I came	










49










3.15 BSL T4W Signs








Connectives to be covered during the year	Actions to go with the connectives	Connectives to be covered during the year	Actions to go with the connectives
Once upon a time - open hands like a book		Finally - Palm facing audience like a policeman stopping traffic	
Early one morning - "Wake up" - pinch index finger and thumb in front of closed eyes. Open eyes as you move finger and thumb apart to side of head		Happily ever after - Jazz hands	
And - hold up R index finger, then bend wrist to point to left		Who - Right hand index finger pointing up (palm towards you) circling	
Then - roll hands over in turning gesture		So - hand moves up and down like the sea wave	
Next - R thumb pointing to the left, then move over to point to right		Luckily - Right hand 'L' shape (palm towards you) - Thumb	

		touch nose then move away to left	
Until - One chop hand		Unfortunately - Right hand (palm down) index and middle finger extended to touch throat	
But - Hold up right index finger and flick to right (opposite of 'and) and tilt head to the right			
YEAR 1 - Consolidate FS actions and introduce the following			
After that - thumbs touching, pointing towards each other, R thumb leapfrogs L		When - "when" Flat R hand, wiggle fingers on R cheek	 
One day - "day" - Flat hands (palms towards you) over lapped at chest height. Move hands up and separate out to sides		Suddenly / At that moment - Hold hands either side of face and show surprise on face	

English Statement and Guidance

			
<p>First - "First" R index finger held up, twist wrist so palm facing you</p>		<p>In the end - Bring hands together as if closing book</p>	
<p>Soon - "Soon" - Flick R index finger with thumb</p>		<p>Where - "Where" Flat hands, palms up, shake from side to side</p>	
<p>As soon as - "Quick" Extend index fingers, R taps L quickly</p>		<p>While - Extend index fingers (palms down) Bend wrists to point down to L hip</p>	
<p>Because - "because" - Extend R index finger and tap L shoulder twice</p>		<p>Sadly - "Sad" - Hold up R hand (flat hand shape, palm to left) in front of nose and move down</p>	

YEAR 2 - Consolidate FS and Year 1 actions, and introduce the following			
However - Point R index finger up, and move to lean and point forwards		Eventually - Wipe brow and phew	
Meanwhile - Hand makes a horizontal line (palm down) and move forwards		Unluckily - Fold down middle finger and ring finger on R hand (rock on hand shape!) thumb touching nose and move away	
Later that day - R hand making L shape with thumb and index finger, move across body from L to R, shaking hand		Carefully - "carefully" - Both hands making C shape with thumb and index finger, index finger touch cheek below eyes and move forwards	
Slowly - "slowly" - Flat R hand to stroke L forearm, moving upwards towards you			
YEAR 3 AND 4 - consolidate all previous actions, and introduce the following			
Whenever - Hands raised above head as if in thanks		Without warning - "Shock" - Both hands make C shape, and spring out of chest and land again, as if	

		frightened / being made to "jump"	
YEAR 5 AND 6 - consolidate all previous actions, and introduce the following			
Although - Point R index finger up, and move to lean and point forwards (same as however)		Also - "Same" - extend index fingers and bring together so they touch, twice	
In addition - Both hands flat, R vertical and L horizontal, making a 'plus' sign		Furthermore - "more" - flat hand, L hand horizontal, R hand comes round to lay on top of L	
Additionally - Both hands and arms flat, R vertical and L horizontal, making a larger 'plus' sign with arms		Despite - Push away with one hand	
If - "If" - fingerspell i moving on to f		On the other hand - Flat R hand moving out as if carrying a tray, tilt head right	