

St Anne's R.C.
Nursery and Primary School

English Policy
2022-23

“To help every person here to **achieve** his or her best in **work** and in **play**.

To **celebrate** whatever is **good** and to **follow** in the footsteps of **Jesus** by supporting and forgiving each other,

For the honour and glory of God.”

Overview

This document is a statement of the aims, principles and strategies for the teaching and learning of English at St Anne's Catholic Nursery and Primary School. It contributes to the school's philosophy of teaching and learning as expressed through our Mission Statement.

It has been revised in September 2022 in light of our school priorities.

Intent

At St Anne's we have worked hard to provide our children with rich and varied learning opportunities to help them become confident and enthusiastic learners. We want our children to have a positive attitude towards communication and be able to express themselves, their emotions and ideas.

Through our English Curriculum, we strive to teach our children the importance of reading, writing, speaking and listening skills. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at St Anne's. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We want our children as writers to refine and edit their work overtime and to develop independence through self-assessment during and after the writing process.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

Implementation of National Curriculum

In the National Curriculum for 5 -11 year olds, English is developed through four key areas:

- ✓ Spoken Language
- ✓ Reading – Word Reading & Comprehension
- ✓ Writing – Transcription & Composition
- ✓ Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Speaking, listening, reading and writing play an important part in the learning process. We follow a three phased planning approach that incorporates reading, speaking, listening and writing skills. Spelling, punctuation and grammar is weaved into each phase to learn, practise and apply skills in the context of learning.

Language

- We promote a language rich curriculum. The development of speech and language is identified as one of the most important parts of our school's early

years curriculum. EYFS school baseline upon entry data shows a significant number of children end Foundation Stage with low speaking and listening skills. The use of Talk for Writing to develop vocabulary and storytelling, Wellcomm communication and language interventions, systemic phonics delivery in EYFS to support all pupils to access a rich curriculum.

- The promotion and use of rich cross curricular vocabulary throughout school is planned in all subjects and evident in all learning areas.

Reading

At St. Anne's, we understand that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. Reading forms the core of our curriculum. Quality texts are selected by teachers in the knowledge of how they link to areas across the Curriculum. We teach reading skills daily in EYFS and KS1 and provide opportunities to read in all areas of the curriculum. Pupils follow banded reading schemes until they are able and confident readers, both in fluency and comprehension. Reception to Year 2 have daily guided reading sessions and a whole class author read. Year 3 - 6 continue guided reading four times a week through whole class reading sessions and they have an additional cross-curricular reading session once a week.

Children have opportunities to read wherever possible, both within reading lessons and across the curriculum. Opportunities for reading include:

- Guided Reading – the teaching of reading
- Individual Reading (1:1 reading with an adult in school (developing fluency and decoding / applying phonics/ reading for meaning)
- Shared Reading – across the curriculum which links to the subject areas children are learning about (e.g Victorians)
- Independent reading (developing fluency and decoding / applying phonics/ reading for meaning)
- Home reading (developing fluency and decoding / applying phonics/ reading for meaning)
- Children also listen to stories read aloud on a regular basis.

Staff ensure the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – comprehension not simply decoding.

Reading strategies in EYFS and KS1:

Concepts about print - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

Decoding and blending & knowledge of the alphabetic code - Sound talk words - Identify known graphemes - Break words into chunks.

Self-monitoring and self-correction - Stop if it doesn't make sense / sound right / look right
- The adult should not intervene too quickly when an error is made but allow time for the child to self-monitor.

Rereading - Reread a phrase or sentence to check, confirm, problem solve or self-correct. - Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing, prosody and fluency - When children are first learning to read, they need to have control over one-to-one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'.

As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental.

If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving. Model reading a sentence with expression to the children if needed to support their understanding and ask the children to have a go at reading the same pages with expression. Model to the children how you read sentences with exclamation marks/ question marks/ any grammar that impacts on expression.

Reading is taught in guided groups every day in EYFS and Key Stage One. All teachers and teaching assistants follow a consistent approach to delivering the reading session (see Appendix B for more information)

We teach to the 'VIPERS' reading domains alongside reading for fluency in KS2:

Vocabulary, Inference, Predict, Explain, Retrieve, Summarising and Authorial Awareness. Reading fluency opportunities and exposure to good quality texts are at the heart of our teaching and learning.

Whole Class Reading Session Structure

Whole class reading sessions occurs 4 times a week in Key Stage Two and last for 40 minutes. The texts used for reading sessions are more challenging than the level that the children have for their reading book which they take home. The class teachers facilitate the session and model effectively the skill of prosody, language rich vocabulary discussion, echo reading and finally comprehension skills with a VIPER focus.

Home Reading

Children take a reading book home every day and are given a new one at the start/ end of each week. Children should bring their book bag, reading book and reading record book to school every day. Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home.

Parental Involvement

Parents are encouraged to read with their children every day for 10 minutes in KS1 and 20 minutes in KS2. In KS1 and lower KS2 parents are asked to comment/sign their children's reading record book every time their child reads at home. In upper Key Stage 2, pupils take more responsibility for logging when they have read and evidence this with a summary. Home reading is valued and rewarded with the 'Starbooks' celebration system in KS2. If a child does not read at home on a regular basis, staff communicate with the parent/ carer the importance of reading and work to get them on board as well as the children.

Story time

To develop a love for reading, EYFS read three books a day (experiencing 5 different books a week). KS1 have 'story time' at the end of every day and vote for their favourite books. KS2 have class read time at least three times a week. It is a time for children to enjoy books, while providing language rich experiences and opportunities to develop vocabulary and comprehension skills.

Assessment and tracking

- We assess our children weekly through formative assessments to identify gaps that need to be addressed.
- Termly using PiRA which gives a standardised age-related score.
- Children's book band progression is tracked throughout the year by the class teacher and ensures progression and a smooth transition between classes. This is alongside free reading choices in KS2 where children are given the opportunity to visit the KS2 library and enjoy a book of their choice.
- Children with specific reading, speech and language or hearing difficulties are identified and supported through support programmes in school and external help will be sought where necessary.
- Interventions are tracked with entry and exit data over 6 weeks to ensure progress is made.

Writing

The programmes of study for writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

As a school, we follow a teaching approach which begins with immersion in the text type and we give explicit opportunities for children to discuss ideas; rehearse sentence level work; use spelling and punctuation in context and give opportunities to write for different audiences and purposes. Every child plans, drafts and edits their writing before publishing their final piece (see 'St Anne's Writing Cycle' for more information- Appendix A).

- Learners are encouraged to write for a variety of purposes and are taught the skills needed to become confident writers. Purposeful writing activities are planned for pupils across all year groups and children are encouraged to use their knowledge of audience and purpose.
- SPaG is taught in context within English lessons and applied across the curriculum, this ensures competent understanding and application of skills and knowledge.
- Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by teachers, and through peer and self-assessment.

Phonics

- We follow the Little Wandle phonics programme from Nursery. Pupils from Nursery – Year 2 receive daily phonics lessons (Year 2 combine phonics and ‘No Nonsense’ Spellings throughout the week).
- Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes, which represent them. From EYFS we are beginning to deliver phonics in a whole class format to enable staff to ensure application across subjects, embedding the process in language rich environment for early readers. Intervention is planned for those children working below expected levels.

Spellings

- We follow the National Curriculum spelling approaches from Year 2 – Year 6 and baseline each child on the previous year group expectations to target any gaps. These sessions are taught three times a week and spellings are tested to monitor progress. Skills are applied in all writing across the curriculum.

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- ✓ Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other

- ✓ Incorporating communication, language and literacy development in planned activities in each area of learning
- ✓ Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- ✓ Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- ✓ Planning an environment that reflects the importance of language through signs, notices and book corners
- ✓ Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- ✓ Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

In Key Stage One (Years 1 and 2):

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In Key Stage Two (Years 3-6):

Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in texts and learn how the structure of language works.

Handwriting and Presentation

At St Anne's, children are taught to write legibly and fluently. We believe a cursive style with correct letter formation must be taught as early as possible. Please see the Handwriting Policy for more details.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils' diverse learning needs

- to liaise with the Special Educational Needs Co-ordinator to ensure that provision is made for all children with S.E.N
- to relate activities for S.E.N children to their individual targets and personal plans
- to overcome potential barriers to learning and assessment for individuals and groups of pupils
- to identify vulnerable groups who are not making expected progress and provide appropriate support

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and supportive resources which help to encourage independence.

Monitoring and Evaluation

This policy will be reviewed annually by the English co, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.



Intended Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages. The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Appendix A

English Cycle (flexible depending on unit)

| | |
|--|---|
| <p>Day 1- Immersion in the text type, identifying features:</p> <p>Engage and motivate</p> <p>WAGOLL provides a good scaffold and guide (may need to adapt depending on task)</p> | <p>Format</p> <ul style="list-style-type: none"> • What format should it take? Book, leaflet, essay, video, headings, sub-headings, diagrams, bullets, fact-files, photos; • Unit outcomes should look different as the children move through the school; • Looking at inspirational examples; • More sophisticated structures should begin to appear. <p>Does the format enhance the text?</p> <p>Language</p> <ul style="list-style-type: none"> • The language should be appropriate for the text -type - formal, informal; • The vocabulary becomes increasingly precise or technical; • Connectives reflect the text-type; • Sentence structure is varied and manipulated for effect; • Children are taught to 'say the sentence' from the earliest age <p><i>If you can't say it, you can't write it!</i> <i>What sort of words will we need for this?</i> <i>What sort of sentences will we need?</i> Is the language appropriate for the purpose and audience?</p> <p>Audience</p> <ul style="list-style-type: none"> • Who is it for? • How can they be engaged/attracted to the text? • How is the text adapted for the audience? • Does the text suit the audience? <p>Purpose</p> <ul style="list-style-type: none"> • What is the purpose of this text? To inform, persuade, argue, discuss, entertain, stimulate, instruct, challenge. • Does the text reflect its purpose? |
| <p>Day 2: Analysing language features and creating own examples (SPaG):</p> | <p>Highlighting the language types and identifying language which adds to the text type (for example powerful adjectives, verbs and adverbs in stories). Children then create a language grid of examples they can 'magpie' from the model text and extend to come up with their own versions.</p> |
| <p>Day 3/4: Planning their own ideas for writing</p> | <p><u>Planning/ discussion opportunities:</u></p> <p>Planning techniques need to be modelled by teachers. Plans are not too detailed, overview of the children's ideas. This is the day they should be excited about their plans, a room full of discussion and chatter.</p> <p>Techniques: paired partners; whiteboard work to generate ideas; spidergrams; bullet points; paragraph labels; pictures; diagrams; mind-maps; story maps.</p> |
| <p>Day 5/6/7/8/9:</p> | <p>This day must have specific learning objectives which explain the skill children are focusing on, for example:</p> |

| | |
|---|---|
| <p><u>Introduce success criteria</u> <u>5 days of teaching grammar</u> Rehearsal of sentence level work</p> | <p>L.O I can use <u>because</u> to explain L.O I can use co-ordinating conjunctions to extend sentences L.O I can use commas for relative clauses L.O I can include parenthesis for extra information Grammar features must be specific to the genre for example- To learn how to use : and ; in a list when report writing. Again, the learning objective must be specific to the skill being taught and tailored to the needs of your class.</p> <p>It is essential that teacher modelling occurs: Together, in pairs, on your own, go! This lesson structure ensures lots of chances to rehearse together (on whiteboards during the input) before being expected to write independently.</p> |
| <p><u>Day 8/9- Drafting</u> At this stage, you can break up large pieces of writing - such as story writing- so the task is not too overwhelming. Focus on a section a day: Opening: Monday Build-up: Tuesday Problem: Wednesday Resolution: Thursday</p> | <p style="text-align: center;"><u>Drafting:</u></p> <p>Writing follows teacher modelling and shared composition (Together, in pairs, on your own...go!) The shared text can be displayed each day to support independent writing. Support their writing with prompts and models to help them achieve the success criteria. Display the relevant organisational and structural devices such as sentence types, conjunctions, sentence starters, punctuation and vocabulary (word mats etc). Identify which prompts on the working wall will support the children's task.</p> |
| <p><u>Day 10/11:</u> <u>Editing & Self and peer assessment</u></p> | <p style="text-align: center;"><u>Editing and Revising:</u></p> <p>The best editing and revising occurs at the point of writing (editing in chunks). Children can see that writing can be changed, rearranged and 'messed about with' as you write. This is easier if all sentences are orally rehearsed before writing. Demonstrate the processes of editing, improving and revising during shared writing sessions. Discuss the 'whole' finished outcome and ways to improve or make more coherent.</p> <div style="display: flex; justify-content: space-around;">   </div> |
| <p><u>Day 12</u> <u>Publish</u> <u>(Not always needed)</u></p> | <p style="text-align: center;"><u>On to text type appropriate formats:</u> Leaflets, booklets, newspaper layout, bordered paper etc.</p> |
| <p><u>Day 13</u> <u>Transfer of skills</u></p> | <p>This gives children an opportunity to demonstrate the skills they learnt. Children should be given a writing activity based on the same text type but with a different focus (often linked to topic work). For example: having studied</p> |

| | | | | | |
|-------------------------|---|----------------|--|------------------------------------|--------------------|
| | newspaper reports on a robbery, they then write a newspaper report on bombing during WW2 using the same text type skills. This can be done in your 'Writing across the curriculum session' | | | | |
| <u>Day 14/15</u> | Opportunities for further writing based on the text but using different text types: | | | | |
| | Post it notes | Diary/postcard | Email, text messages or twitter | For and against | Fact boxes |
| | Story map | Poem | Trip Advisor Review | Story map | Summarising |
| | Advert for the setting | Letter | Short play script/conversation / dialogue/gossip | Thought bubbles and speech bubbles | Character profiles |

Ensure a quality rich vocabulary environment, add subject specific words to the working wall, around the board, to vocabulary mats etc.

We have found in KS1 that children sustain motivation for writing when their English units have regular mini-writing tasks under one theme. Suggested writing tasks on Day 14 and 15 can help with ideas.

APPENDIX B

[St Anne's approach to the teaching and learning of reading 2022-23](#)

At St. Anne's, we understand that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum.

There are three key areas that we consider crucial for reading success:

1. Reading fluency & stamina
2. Skilled adults and consistency across school
3. Appropriate level texts (Aiming for 90% and above accuracy)

Children have opportunities to read wherever possible, both within Reading lessons and across the curriculum.

Opportunities for reading include:

- Guided Reading – the teaching of reading
- Individual Reading (1:1 reading with an adult in school (developing fluency and decoding / applying phonics/ reading for meaning)
- Shared Reading – across the curriculum which links to the subject areas children are learning about (e.g Victorians)
- Independent reading (developing fluency and decoding / applying phonics/ reading for meaning)
- Home reading (developing fluency and decoding / applying phonics/ reading for meaning)
- Children should also listen to stories read aloud on a regular basis.

Appropriate Texts

According to Ofsted, 'Texts pupils read should match children's proficiency, so they are reading at 90% accuracy.' Staff ensure the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – comprehension not simply decoding.

HOME READING- Accuracy rate 95-100%. The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

GUIDED READING (Teaching reading)- Accuracy rate 90-94%. The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

Within each book band there is a range of books from different reading schemes. The book band chart shows progression and is linked to phonics phases.

| Assessment | Book Band | Guide to Average Year Group | Approximate Phonic Phase |
|--|------------------------|-----------------------------|--------------------------|
| Nursery | Lilac (wordless books) | FS (Nursery) | Phase 1 |
| Reception Emerging | Pink (5 sets) | FS | Phase 2 |
| Reception | Blue (2 sets) | FS/ Y1 | Phase 3 |
| Reception Exceeding Year 1 Working Towards | Green (2 sets) | Y1 | Phase 4 |
| Year 1 Expected | Gold (5 sets) | Y1/2 | Phase 5 |
| Year 2 Expected | Turquoise | Y2 | Phase 5/6 |
| Year 2 Expected | Purple | Y2 | Phase 5/ 6 |
| Year 2 Expected | Gold | Y2 | Phase 6 |
| Year 2 Expected+ | White | Y2 | Phase 6 |
| Year 3 Expected | Lime | Y3 | n/a |
| Year 3 Expected | Brown | Y3 | n/a |
| Year 3 Expected+ | Copper | Y3 | n/a |
| Year 3 Expected+ confident | Topaz | Y3 | n/a |
| Year 4 Expected | Ruby/ Grey | Y4 | n/a |
| Year 4 Expected+ | Emerald | Y4 | n/a |
| Year 5 | Sapphire/ Blue | Y5 | n/a |
| Year 6 | Diamond | Y6 | n/a |
| Year 6+ | Pearl | Y6+ | n/a |

It is vital that teachers monitor home reading to ensure that the books they are choosing are suitably challenging and age appropriate. All children in KS2 will chose a book from the KS2 library to read for pleasure and a targeted ability book set by the class teacher.

Reading strategies in EYFS and KS1

Concepts about print - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

Decoding and blending & knowledge of the alphabetic code - Sound talk words - Identify known graphemes - Break words into chunks

Self-monitoring and self-correction - Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made but allow time for the child to self-monitor.

Rereading - Reread a phrase or sentence to check, confirm, problem solve or self-correct. - Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing, prosody and fluency When children are first learning to read, they need to have control over one-to-one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving. Model reading a sentence with expression to the children if needed to support their understanding and ask the children to have a go at reading the same pages with expression. Model to the children how you read sentences with exclamation marks/ question marks/ any grammar that impacts on expression.

All guided sessions follow the structure below in EYFS and KS1 (pace will depend on ability of the group):

We teach to the 'VIPERS' reading domains alongside reading for fluency:

Vocabulary

| | |
|----------------------|--|
| Decoding & Fluency | <p>Hook:</p> <ol style="list-style-type: none"> 1. Introduce the book to the child to grab their attention. Use props and images to support this. |
| | <p>Text introduction/Walk through:</p> <ol style="list-style-type: none"> 1. Look at book cover. What might the book be about? Link to children's experience. 2. Read title and blurb. Discuss predictions. 3. Book walk- Talk through the illustrations without reading the text. 4. Debug the book- Discuss tricky words and trap them using 'fingers as a window'. Discuss new vocabulary in context of the text, provide pictures if needed to give examples. |
| Prosody | <p>Strategy check:</p> <ol style="list-style-type: none"> 1. Practise phonemes in book (copy me- I do, you do strategy approach in line with Little Wandle) 2. Discuss strategies used to help read- illustrations and sounding out. 3. Teacher model (count sounds, point to sounds, use flashcards to support- EYFS/ Y1) |
| | <p>Independent reading/extension tasks:</p> <ol style="list-style-type: none"> 1. Each child to read individually and others follow with lolly stick/ finger. 2. Independent extension task- picture detectives – find object/pictures that contain the sounds 'sh' etc. |
| Comprehension skills | <p>Responding to the text/ recall: example questions</p> <ol style="list-style-type: none"> 1. What did you like about the book? Why? 2. What happened in the story? 3. How did the story end? 4. How might the characters be feeling? Why? 5. Look at pages... how might X be feeling? How do you know? |

- Find and underline the word or phrase in the text
- Read the sentence containing the word
- Think about the other words in the sentence to find out what clues they give you

- If you are still not sure, read the sentence before and after that one and the whole paragraph if needed
- Always check all the possible answers before choosing one
- Words with capitals letters are proper nouns unless they are at the beginning of a sentence
- The grammatical structure of words can help children to figure out their meaning. E.g a word in front of a noun could be an adjective, a word next to a verb could be an adverb
- Always check all the possible answers before choosing one
- Words with capitals letters are proper nouns unless they are at the beginning of a sentence
- The grammatical structure of words can help children to figure out their meaning. E.g a word in front of a noun could be an adjective, a word next to a verb could be an adverb

Infer

- The answers are usually not in the text, but there is information given that will give you clues to think about
- You need to think about what is MOST LIKELY to be true
- Find the answer that makes the most sense and is supported by the text

Predict

- The answer is not in the text, but you must use the text to help inform your prediction
- You need to find the information related to the question
- Think hard! What has the writer suggested might happen?

Explain

Explain and use the text to support your answer

Possible explanation questions:

- Explain the purpose of the text
- Explain the layout of a text and how it supports the purpose
- Explain the affect the language has on the author
- Explain how the writer engages the reader

Retrieve

- Read the question very carefully. Keywords in the questions will tell you what information and details you need to find. Underline them
- Think about your answer, but you will need to look at the text to check you are correct
- Find the key words in the text and carefully read the information around them

Summarising

- Make sure you understand the question and underline the key words
- Look for information in the text, decide what is important and how it is connected
- Leave out any unnecessary information, just include the key information
- Children can orally explain/ summarise what they have read to their partner using summary line game without the book and turn-taking re-tell

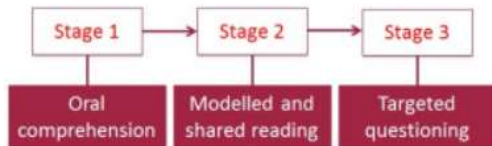
Authorial awareness- UKS2

- Point of view, linguistic choices, structural choices, context of text





Whole Class Reading Structure:

Whole Class Reading Session Structure

Whole class reading sessions should occur 4 times a week and should last 40 minutes. The texts used for reading sessions should be more challenging than the level that the children have for their reading book which they take home. The class teacher should facilitate the session and model effectively the skill of the session (VIPER focus).



Whole class reading sessions follow the structure set out below in KS2 (To be completed and revisited over 5 days):

| | |
|---|--|
|  | <p><u>Part 1</u> <u>Pre-teaching session:</u></p> <p>The teaching of some of the vocabulary that is going to come up or the general knowledge needed before reading the text. Before even opening the text/book, children will have come across the trickier vocabulary. Tier 2 words, which are slightly outside of their vocabulary range, need to be covered and their definition clarified. Cover any general knowledge information they would need to know- provide pictures to show them examples etc.</p> |
|  | <p><u>Part 2</u> <u>Just read:</u></p> <p>Read a chapter/ extract together. Lolly sticks to ensure a fair spread of children reading. Children follow text with a ruler so you can keep an eye that all are on track. Occasionally clap/click, at which point all children begin reading aloud. Poorer readers struggle to read aloud, they need to be encouraged to do so for their self-esteem. Text that has dialogue, even in hard texts, the dialogue often has easier words (the y1/ common exception words). Highlight the dialogue text for them to become the character and other members of the class read the action around. Most important thing is for those children to be successful in front of others. Echo reading approach can be used when intonation and expression will aid children's understanding (teacher reads, children echo).</p> |
|  | <p><u>Part 3</u> <u>Close reading:</u> Doug Lemov 'Reading Reconsidered'</p> <p>Extract of the text in books (Can be a paragraph/ a page depending on difficulty of extract/ questioning). Notes around extract made by children to enhance their understanding based on class discussion and insight. As with all learning, this skill must be modelled first by the teacher before children can do this independently. Teacher input: Discuss the text in a lot more detail. The features, the focus skill you are teaching (VIPER focus) for that day or week and <u>model</u> the skill and how you would approach it with an example question.</p> |
|  | <p><u>Part 4</u> <u>Comprehension:</u></p> <p>Children can orally explain the skill they are focusing on and the strategies they are using (modelled by teacher during 'Close Read') to find the answers. Children work on questions based on the text independently (differentiated) or in pairs in their books. Shared marking to end the lesson and good examples added to VIPER reading board. This could be a time when lower ability children read with the teacher 1-1 while the T.A monitors and supports the class.</p> |

Home Reading

Children take a reading book home every day and are given a new one at the start/ end of each week.

Children should bring their book bag, reading book and reading record book to school every day.

Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home. Children in EYFS and KS1 read their phonetic book three times in school with support before taking it home to read independently to ensure confidence. Children from EYFS to KS1 are given a book to take home which matches their phonetic stage as well as a sharing book to share with parents/ carers at home. Children in KS2 take two books home- one which matches their ability and one they choose from the school library to encourage reading for pleasure.

Parental Involvement

Parents are encouraged to read with their children every day for 10 minutes in KS1 and 20 minutes in KS2.

In KS1 and lower KS2 parents are asked to comment/sign their children's reading record book every time their child reads at home. In upper Key Stage 2, pupils take more responsibility for logging when they have read and evidence this with a summary. Children are motivated to read in KS2 with our 'Starbooks' challenge and hot chocolate rewards for 100 reads!

Story time:

There should be story time in all classes at 3.05-3.15pm daily so that children can hear how a good reader sounds and classes enjoy stories together. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. A voting station is set up in EYFS and KS1 classes, so the children decide between two books to generate excitement. A rhyme a week in Nursery is displayed that the children learn.

Assessment and tracking

- We assess our children weekly through formative assessments to identify gaps that need to be addressed.
- Books for Nursery to Y1 are matched to the children's phonetic ability using Little Wandle books and their systematic scheme.
- Children who do not pass the phonics screening test in Year One continue to receive direct intervention and remain on the phonics scheme and reading books. This occurs until children are secure with their phonic sounds unless specialist support (educational psychologist) recommends otherwise (i.e precision teaching).
- Termly using PiRA which gives a standardised age-related score.
- Children's book band progression is tracked throughout the year by the class teacher and ensures progression and a smooth transition between classes.
- Children with specific reading, speech and language or hearing difficulties are identified and supported through support programmes in school and external help will be sought where necessary.
- Interventions are tracked with entry and exit data over 6 weeks to ensure process is made.