



FALCONHURST SCHOOL

ENGLISH POLICY

Together we encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity for life-long learning.

Together we strive for success in academic, creative, sporting and personal accomplishment.

Together we care for each other through the kind and positive choices we make.

Together we are proud of the inspiring and supportive environment we create for children, families and staff.



INTRODUCTION

At Falconhurst School, we are dedicated to encouraging all our children to be passionate about reading and writing and to provide them with the necessary skills in order to be highly competent in these areas. By exposing the children to high-quality teaching, we intend for children to speak and write fluently so they can communicate their ideas and emotions, and through their confident reading and listening, to allow others to communicate with them. It is our overall intention that by the end of their primary education at Falconhurst, our pupils are able to read and write fluently with confidence across all areas of the curriculum to prepare them for their next journey into secondary education. However, we also recognise our role in encouraging aspirations for their future. Therefore, our pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the career paths that our children could aspire to do as a Reader and Writer:

- Publicity Assistant
- Stage Director
- Song Writer
- Entertainment Manager
- Social Media Consultant
- Publisher

READING AT FALCONHURST

Our Intent

- To provide children with the decoding and comprehension skills required to read words with increasing fluency, expression and understanding.
- To instil a genuine love of reading through the use of a wide range of quality texts.
- To provide a vocabulary rich curriculum.
- To develop children's confidence in reading a wide variety of high quality texts and genres.
- To use reading as the pathway to open up other areas of the curriculum.
- To provide all children with the opportunity to read to an adult at least once a week.

Characteristics of a Reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Lower School Implementation

All children are given a colour banded home reader and grouped for guided reading according to ability. This is done through the use of the Holborne Reading Test to find the child's reading age alongside the Falconhurst step that they are currently working on. Teachers need to be aware of children who are able to

decode words and may score highly on a reading age test but lack comprehension skills. These children will need to be reading a colour band that matches their comprehension level.

How a 30 minute reading lesson works:

- Short input using part of a real, high quality text.
- Teacher questioning and class discussion.
- Differentiated comprehension style activities linked to whole class text for groups not reading with the teacher.
- Teacher reads banded book with guided group. This takes the form of a quick introduction to the text followed by 1:1 reading with each member of the group. It may only be a section of the text e.g. p1 - 12. The teacher makes notes including any questions they may have asked and the answers given.
- When finished reading, this might be towards the end of the session or the next day, children answer questions independently in their reading journal linked to the banded text they have just read.

VIPERS:

Teachers use VIPERS to ensure that children understand the skills that they are practising in order to become a better reader. What the letters stand for and what each of these skills involve are frequently reinforced during reading sessions. The letters are used alongside comprehension questions to indicate to the children the skill that they are using. For example: if they see an R for retrieve, they will understand that they will be able to find the answer in the text.

Assessment:

In order to judge the Falconhurst Step a child is working at, teachers will consider the following evidence:

- The child's reading age
- The book band that the child is currently reading – Is the child able to read this colour fairly fluently? Are they able to answer a range of questions about books of this colour band? Each book band correlates to particular steps – see chart on next page.
- A stepped reading assessment adapted from pm benchmarking.
- Year 3 complete termly RC scaled score tests and complete grid as shown below.

Rising Stars Reading Assessment Year 3

Class:

	Test A	Test B	Test C
Working Below 0-3			
Emerging 4 - 16			
Developing 17 - 29			
Expected 30 - 42			
Greater Depth 43 - 50			

Reading for Pleasure:

- Each class visits the library weekly.
- Each morning children read for pleasure first thing in the morning. Teachers use this time to read with children and discuss what they are reading.

- Daily story times.
- Current class book is displayed on classroom door. The author is discussed and children are encouraged to look for other books by the same author when they visit the library.
- Stay and Read sessions for parents.

Home Reading:

All children take home a colour-banded reading book at an appropriate level for them. The colour band is decided by the teacher but children are free to select their own book within the band. Children are able to change this book daily and are encouraged to do so. All children also take home a library book that they are able to change on a weekly basis. Children who still access phonics lessons also take home a phonics reading book closely matched to the sounds that they are currently working on within their small group session. Reading is recorded in a reading log by parents when they read with the child at home, the children themselves and by all adults in school who read with children in 1:1 or guided reading sessions.

Upper School Implementation

Reading Lessons:

All children take part in a whole class daily reading session lasting for approximately 30 minutes. During these lessons, children are provided with an extract from a high quality text (fiction and non-fiction) which, where appropriate, links to the year group's pathway topic. Echo reading is modelled by the teacher to help develop children's fluency and expression, and specific vocabulary (both predetermined by the teacher and chosen by the children themselves) is discussed. Comprehension of the text is then explored through the use of questioning and activities based on the 2016 reading content domains using the acronym 'VIPERS'. Children are frequently reminded of what each letter stands for and which steps need to be followed in order to successfully use that skill as an accomplished reader.

Book Talk:

For one session a week during the allocated reading slot, children engage in a 'Book Talk' lesson. During this time, children will once again be given a high quality text (with a particular focus on poetry) but the hallmark of this session is on developing reading for meaning and oral comprehension techniques to aid their written responses. Book Talk is structured with three reasons to read. These reasons are taken from Jane Considine's 'The Reading Rainbow': FANTASTICS, STYLISTIC and ANALYTICS. These layers are introduced to the pupils in chunks and it is through these generic lenses they think through and discuss their reading material (independently, in pairs and larger groups) with a particular focus in mind. Sentence starters based on the chosen foci are then provided to the children to help strengthen their comprehension strategies as pupils 'talk' through their structured answers before putting pen to paper. By encouraging pupils to talk in full sentences and by using these sentence starters, this enables vocabulary gaps to be plugged by insisting children use the vocabulary of comprehension. Teachers are expected to work with different children weekly to encourage further understanding and provide support for those who require it, while 'bonus words' and challenges are given to those who wish to extend their answers by using year group specific high utility words.

Home Reading:

Children are provided with a book banded book which has been chosen alongside their Holborn reading age and Falconhurst Assessed Step. Children are expected to read this book at home and at certain points during the school day – both independently and with an adult. However, we also understand that reading is far more than decoding a levelled book. Therefore, we encourage children to explore their own reading

preferences – both in print and digital format. Children are provided with a Reading Journal to record their home reading and these can either be completed by guardians or the pupils themselves.

Reading for Pleasure:

- Daily story time with teacher reading to children the class text
- Weekly visits to the library
- Reading celebrated in assemblies through 'Reading Raffle' winners
- Each morning, children read their book banded book independently while the teacher reads 1:1 with different sets of children on a rota system.
- Straight after lunch, children can choose their own reading material (newspapers, comics, graphic novels on offer as well as traditional fiction and NF texts)
- Reading café sessions for parents to come and read with their children
- Reading displays provide the children with a range of authors, genres and settings to explore. Class texts already read are also added to displays to encourage children to recommend them to other classes and their peers.
- Book Reviews by both teachers and children encouraged in Upper School assemblies.
- Reading journals (separate from reading exercise books) are encouraged to be filled out by children each time they read independently or with a teacher. This can be a simple comment of what they have read that day or different activities which explore different themes, e.g. character analysis, new vocabulary they have discovered, predictions of what may happen next.
- Classrooms have a dedicated reading area stocked with a range of high quality text types and genres
- Children are encouraged to visit the 'Starbooks Café' – a dedicated reading area for Upper School

Assessment:

Teachers will consider a range of evidence when judging which Falconhurst Step a child is working at:

- 'Headstart' scaled score tests to be completed at each assessment point
- Child's reading age provided by Holborn reading test
- Child's book band colour
- Year 6 to use past SATs papers and their associated scaled scores
- Children working significantly below age related expectation to also be assessed using PM Benchmarking
- Children's reading journals and exercise books
- Comments from 1:1 reading sessions between teacher and pupil

Impact

- Increased percentage of children reading at the expected level by the end of their respective Key Stage.
- Children sustain good progress in reading throughout their time at Falconhurst through the use of a consistent and progressive approach across the school.
- Increased levels of reading at home as children are inspired to find more books that they enjoy and that they want to share with their families.
- Teachers are able to confidently and accurately assess children's reading ability
- Pupils of all abilities will be able to succeed in all reading lessons
- Children can read across all subjects in readiness for their forthcoming secondary education
- Pupils will express their enthusiasm for reading across a range of genres

WRITING AT FALCONHURST

Our Intent

- For children to confidently communicate their knowledge, ideas and emotions through their writing.
- To provide children with a wide vocabulary, a solid understanding of grammar and the ability to apply the phonics, spelling patterns and rules they have been taught.
- To encourage children to take pride in the presentation of their work, in part by developing their ability to write legibly, fluently and with increasing speed.
- For children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.
- For children to write clearly, accurately and coherently, adapting their language and style for a range of audiences and purposes.
- To provide opportunities for writing for purpose and encourage pupils to see themselves as authors by publishing their work and being read by real audiences.

Characteristics of a Writer

- ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Lower School Implementation

Each class has four weekly English lessons. Where possible, lessons link to the current learning pathway and involve a wide range of quality texts as stimulus for writing.

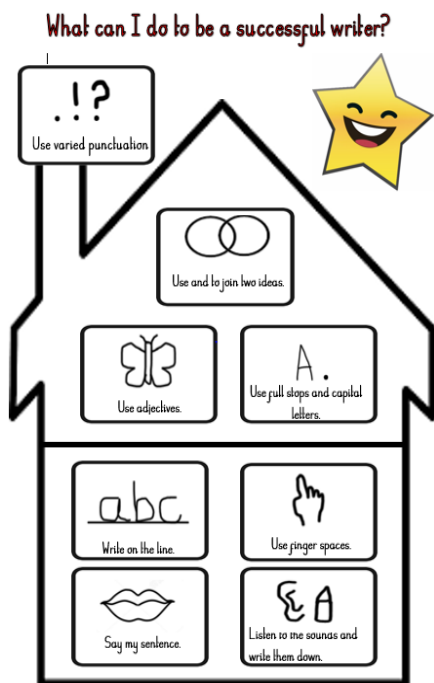
Children must become familiar with a range of genres including instructions, recounts, non-chronological reports, stories and newspaper reports. Teachers use Jane Considine's 'Progression through Genres' document to ensure that there is appropriate progression in expectations, vocabulary, sentence and text structure and punctuation as children move through the year groups.

Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support and also by the success criteria found at the top of the page for each piece of learning.

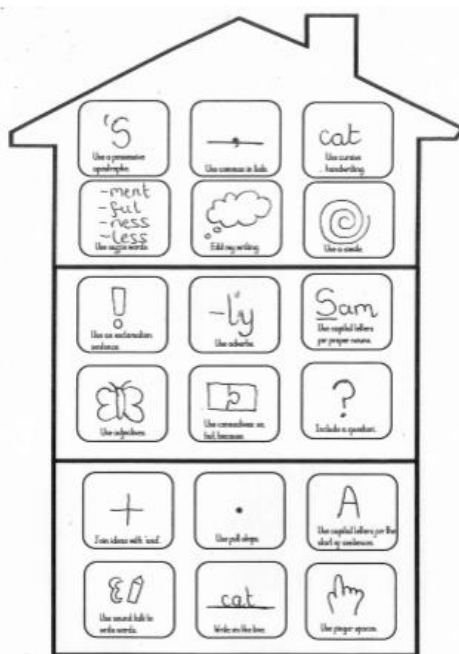
Each year group has a writing house that has pictorial representations of the key features of writing for that year group. Greater depth features are found at the top of the house.

Each child has a personalised writing target that can be found at the front of their purple pathway book. This links to the writing house for their year group. Children are regularly reminded to use their target in their writing. Once it has been shown three times, children are given a new target.

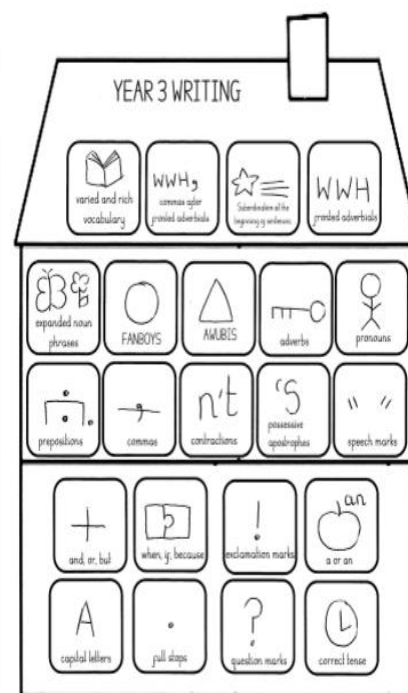
Year 1 House



Year 2 House



Year 3 House



Through discussion with the teacher, children are prompted to improve and edit their work by thinking about the success criteria printed at the top of the page as well as their personal target and the writing house prompts. Teachers use a range of strategies including self and peer marking, two stars and a wish and review and improve challenges to ensure that this remains a constant feature of lessons.

Assessment:

Independent writing takes place fortnightly. Children use a separate book for this task. Before writing takes place, there is opportunity to plan and discuss ideas, both with the teacher and peers within the class. Later in the week, children are given time to edit their work. Teachers use this writing to assess children’s progress.

Upper School Implementation

At Falconhurst, we teach English as whole class lessons so that all children have access to the age-related skills and knowledge contained within the National Curriculum. Within these four lessons a week, some children may require a greater level of scaffolding and access to additional support materials such as supported success criteria, word banks or further modelling. While others who are grasping concepts more rapidly, are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the intended reader and by using a higher level of vocabulary and grammatical features. Children are also provided with a personalised writing target which can be found in both their Independent Writing and Pathway books. Children are regularly reminded to use their target in all their writing opportunities – both in standard English

lessons and other areas of the curriculum. Once they have demonstrated this three times, children are given a new target.

English lessons are based on a year group's current pathway and are subsequently underpinned by high quality texts and films linked to their topic. These stimuli have been chosen by the English lead and year group teachers for not only their value as a literary work but to also ensure that there are ample writing opportunities available. This ensures the correct coverage of key genres (fiction and non-fiction) can be introduced and built on from year to year. Appropriate progression is also supported through the use of Jane Considine's 'Progression Through Genres' document which enables staff to plan for the expected vocabulary, grammatical features and sentence structures associated with their year group and the specific genre they are working on. In a half term, children will encounter relevant text, sentence and word level features taught through their text or film stimuli and these will then be expected to be included in their linked independent writing for that unit. Children have the opportunity to showcase their knowledge through these extended pieces of writing approximately every other week.

In Upper School, one day a week is dedicated to our pathway topic. While this day is devoted to other areas of the curriculum, where appropriate, children are provided opportunities to apply the skills they have been taught in English, to work they complete in their pathway books – for example, through double page spreads, science investigation write ups and historical recounts.

Writing for Pleasure is also encouraged at Falconhurst, with half termly competitions and opportunities to have their work published within school and nationally through companies such as 'Young Writers'.

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through a relevant context and the genres of writing that they are teaching in order to make it more connected with the intended writing outcome. Teachers may focus on certain skills as stand-alone lessons if they feel that the class needs additional time to embed and develop their understanding or to consolidate skills.

Feedback and Assessment:

Where possible, feedback should be completed within the lesson during day to day English sessions. However, for independent writing, children will receive individual verbal feedback from their teacher using Seesaw. This programme allows teachers to take photos of the child's piece of work and then record suggested areas of improvement which the child can play back to themselves. Annotations on the work are also possible using Seesaw so children can directly see the section the teacher is discussing. Self and peer assessment is also then encouraged to allow for growing independence during the editing process.

These pieces of independent writing are used as the evidence base for formal assessment carried out by teachers throughout the year. Using the Falconhurst Writing Assessment Grids (and the KS2 Teacher Assessment Framework for Year 6), teachers assess to what extent a pupil has met the statements associated with their year group then a judgement is made on their overall standard. These grids are organised into three sections (Working Towards, Working At and Working At Greater Depth). Statements deemed to be 'Working Towards' are taken from previous year groups' grids to ensure that children do not forget what has been previously taught and to prevent gaps from occurring. 'Working At' statements are taken directly from the National Curriculum's age related expectations and therefore should be new learning for the children within that year group. Finally, statements associated with 'Greater Depth' rely more heavily on consistent application of skills taught and the child's ability to successfully adapt their writing for an intended audience and purpose. Regular moderation is completed within and across year groups to ensure consistency and to allow for professional dialogue between colleagues.

Impact

- Children are able to communicate clearly and confidently both orally and in writing.
- Increased percentage of children writing at the expected level at the end of their respective Key Stage.
- Children sustain good progress in writing throughout their time at Falconhurst through the use of a consistent and progressive approach across the school.
- As a result of appropriate differentiation and scaffolding, pupils of all abilities will be able to succeed in all English lessons.
- Children will encounter and apply a wide range of vocabulary within their writing.
- Children will have a good understanding of how to adapt their writing based on its genre, audience and purpose.
- Teachers are able to confidently and accurately assess children's writing ability.
- Pupils are prepared for the next stage of their educational journey.

HANDWRITING AT FALCONHURST

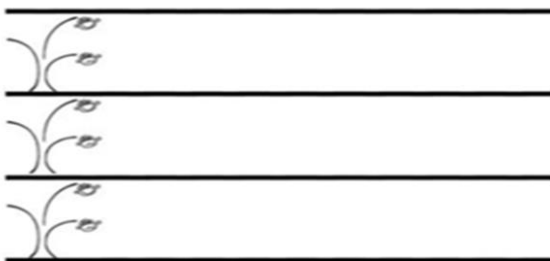
Our Intent

We believe that writing, along with other things, depends on fluent, legible and, eventually, speedy handwriting. We want to ensure all children meet the statutory requirements for their year group and are able to form letters confidently and correctly.

Implementation

- All children in Lower School to have a short, daily handwriting session at a level appropriate to their stage of development.
- Handwriting will be carried out at the beginning of English lessons. Teachers will need to be aware of children who are struggling and will need to spend time alongside them modelling letter formation or joins 1:1.
- Handwriting lessons will be based on the Kinetic Letters Handwriting scheme and follow the given letter groupings and teaching order given in the handbook.
- Children in Year 2 and Year 3 learn joins by following the sequence of joins in each table shown in the handbook as detailed below.
- Each day the target is shared. The children practice each letter individually and then the highlighted joins using the timer (1 minute for each letter/join). These are first modelled by the teacher on the board before the children begin. While the children practice in their books, the teacher watches carefully and intervenes to correct mistakes. Children who are not ready to join practice the letter pairs ensuring that the letters are the correct size in relation to each other.

Monday:

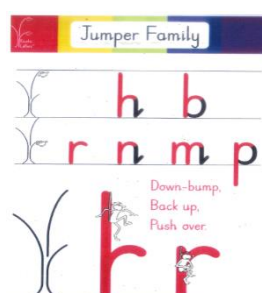


Target - 'I can use Flicks to join from Abracadabra Family Letters into the Window Cleaners and Jumpers'.

	h	m	n	b	p	r
a	ah	am	an	ab	ap	ar
d	dh	dm	dn	db	dp	dr

Activate Windows
Go to Settings to activate Windows.

- Year 1 children have handwriting sessions focusing on letter formation. They focus on one of the Kinetic Letter families (Jumper, Abracadabra, Squirter, Window, Fisher, Slider) for two weeks. Each day they practice two or three of the letters beginning with big, physical actions (writing in the air, on the carpet, on their arms) and then writing in a book or on a whiteboard.



- By the time children enter Upper School, they are expected to form their letters correctly with fluency and speed. However, we understand that handwriting is crucial to helping children's writing stamina and their ability to communicate legibly. Therefore, joined up handwriting is modelled and encouraged by Upper School teachers throughout many areas of the curriculum and targeted interventions take place where necessary using the Kinetic Letters Scheme.

Impact

- Most children will be forming letters and/or joining at an age appropriate level.
- Fluency of handwriting will ensure that an increased number of children reach the expected and greater depth writing standards at the end of each Key Stage.
- Children will be able to communicate their ideas in writing in a more fluent and legible way.

PHONICS AND SPELLING AT FALCONHURST

Phonics Programmes

At Falconhurst we teach Phonics using a combination of three programmes; Kinetic Letters, Letters and Sounds and Read Write Inc. We have discovered that taking strong parts of each programme, and teaching them as one, is the best strategy for our children and will promote the best outcomes.

- Kinetic Letters is a handwriting scheme which focuses on letter shapes, pencil grip and joining writing.
- Letters and Sounds teaches children phonetic knowledge and skills, preparing them to learn how to read.
- Read Write Inc incorporates phonemes and graphemes in to comprehension texts, to enable children to consolidate their learning.

Implementation - Phonics

A Phonics lesson can be separated in to three parts;

- Starter (Kinetic Letters/ Read Write Inc)
- Main (Letters and Sounds)
- Plenary (Read Write Inc)

Starter:

The aim of the starter is to introduce children to a new sound and model how this letter is formed. This will be taught using Kinetic Letters until children have completed all initial sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss). After this point, the starter will be taught using Read Write Inc where the Special Friend phrases (eg. ay may I play) will be used.

Main:

This will be taught using Letters and Sounds (www.phonicsplay.co.uk). Every child will be assessed and placed in a phase (1-6) which is appropriate for them. Each phase focuses on recognising initial sounds, or phonemes, and blending them to read both real and alien words. Phase 6 moves on to the spelling rules of words.

Once a child has been assessed as completing Phase 6 and no longer needing to acquire phonic knowledge, they will be moved in to a Key Stage 2 spelling group.

Plenary:

This will be taught using Read Write Inc, with the main aim of consolidating and applying children's phonic knowledge.

The Read Write Inc books are colour coded, in order of ability:

- Ditty
- Red
- Green
- Purple
- Pink
- Yellow

- Orange
- Blue
- Grey

There are green and red story words available for each book (Start, computer, Whole School Share, RWI Books), which are used after reading the book as flashcards.

Implementation – Lower School Spelling

All children have either a twenty minute phonics or spelling lesson daily depending on their needs. Spelling lessons focus on teaching spelling rules appropriate to the year group and practising the spelling of common exception words. Spellings are given out and tested on a weekly basis.

The spelling of common exception words is crucial to Key Stage 1 assessment. Research has shown that spelling is best taught in small, ability based groups. Therefore, the beginning of a phonics session is an ideal time to practise these important skills. Each week each phonics group needs to have up to six common exception words that are focused on. Lower ability groups may choose to just focus on three or four. Every week follows the same pattern of activities.

Monday: Display new words. Read together and identify/circle the tricky parts that make the words difficult to read. Use timer on smart – How many times can children write the word correctly in 30 seconds?

Tuesday – Thursday: Each day recap words and play a quick game which involves spelling them.

Examples of games:

- Anagrams that you get the children to unscramble.
- Children work in pairs to write a given word on a partner's back with a finger while the other child has to choose and write the word they think it was.
- Children write the word that fills in a blank in a sentence.
- Children write own sentence with a given word.
- The children close their eyes while the adult covers one of the words. Children have to write the word that they think is covered.
- Noughts and Crosses – In pairs, children draw grid on whiteboard. Each child chooses one of the words of the week and tries to get three in a row. This game could be played as a whole group, boys against girls on the smartboard.

Friday: Test the words. Children to mark.

Implementation – Upper School Spelling

At Falconhurst School, the ability for children to learn and apply their phonetic and spelling knowledge is crucial to their success as writers. Therefore, while spellings are taught daily according to the rules and words contained in Appendix 1 of the English National Curriculum, we have identified that our children require a more personalised approach to spellings. Consequently, pupils are placed in groups according to their need and these are regularly monitored to ensure children are receiving the appropriate support and level of challenge. Teachers use the HeadStart Spelling Scheme to support their teaching and to provide relevant activities for their pupils. Recent research indicates that children do not learn spellings by simply using rote visual memory. Instead, their ability to spell is dependent on their growing understanding of spoken and written word structure. Therefore, it is crucial that these word structures and spelling patterns are taught to children and by using the HeadStart scheme, these are introduced in groups of four to six a week, which are

then repeated over a four-week period. This technique therefore provides a greater chance of the rules entering the long term memory and application into other areas of writing. 'Flashback Fridays' also provide children with the opportunity to revise previously learned words and patterns that they may have forgotten or require further consolidation. Any child who requires further spelling support, either receives targeted intervention from a Teaching Assistant or has access to Lower School phonics sessions.

APPENDIX

1. Reading

1.1 Reading Knowledge and Skills (taken from National Curriculum and Chris Quigley programme of study):

Key Skills	Milestone 1 (Years 1 and 2)
To read words accurately.	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading.
To understand texts.	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done

Key Skills	Milestone 2 (Years 3 and 4)
To read words accurately.	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.
To understand texts.	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. • Check that the text makes sense, discussing understanding and explaining the meaning of words in context.

Key Skills	Milestone 3 (Years 5 and 6)
To read words accurately.	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels).
To understand texts.	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing.

	<ul style="list-style-type: none"> • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.
--	---

1.2 Lower School Reading Book Band Chart

Year	Term	Book band	Lexile	Reading Age	Step
FS	Autumn	Pink	0 - 75	Blw 5yrs	
	Spring	Red	75 - 125	Blw 5yrs	
	Summer	Yellow	125 - 200	Just 5yrs	
Year 1	Autumn	Light Blue	200 - 225	5yrs+	16/16+
	Spring	Green	225 - 300	5.5yrs	17/17+
	Summer	Orange	300 - 325	6yrs	18 EXP
Year 2	Autumn	Turquoise	325 - 400	6.5yrs	18+/19 YRI GD
	Autumn	Purple	400 - 475	7yrs	19+/20
	Spring	Gold	475 - 575	7.5yrs	20+
	Summer	White	575 - 625	8yrs	21 EXP
	Summer	Lime	625 - 650	8.5yrs	21+ GD
Year 3	Autumn	Lime	625 - 650	8.5yrs	22/22+
	Autumn	Brown	650 - 725	9 - 9.5yrs	23/23+
	Spring	Brown	650 - 725	9 - 9.5yrs	24 EXP
	Summer	Grey	725 - 750	10yrs	24+ GD

1.3 Lower School Guided Reading Notes Pro-Forma:

Guided Reading

Group:

Date:

Book Title:

Band:

Name:	Questions/Comments:

1.4 Lower School examples of reading group questions:

Captain Cool and the Robogang READ TO P23 LIME 13.05.19

P4-5

Who is Patch?

What does the other half of the map show?

Why must the map be kept in a safe place?

P9 Why do you think the robber was so strong?

P13 What was special about the fish?

P20 Why wasn't Captain Cool scared of Rusty?

Don't Be Late GOLD -p11

P3 What was happening on Saturday?

P4 Why was Dad late?

P6 Why didn't Emma go to sleep straight away?

P8 What animals did Emma see from the car window?

P10 What did the dog do that made him seem friendly?

P11 What does 'tore' mean?

1.5 Lower School Example of Whole Class Activities:

Edgar and the Sausage Inspector 10.07.19

|



What adjective could you use to describe Edgar based on what you find out about him in the text?



Edgar is _____ because

What does 'inspect' mean?



Do you believe the sausage inspector is who he says he is?

Yes No



because



What do you think will happen next?



Chapter Two
Mr Gaskitt Gets Stuck



Mr Gaskitt splattered into his car.

A little snow had begun to fall.

He switched on the radio.



Gaskitt mumbled
Mr Gaskitt
Is Mr Gaskitt
Mr. Gaskitt!

"I must get that radio fixed,"

thought Mr Gaskitt.

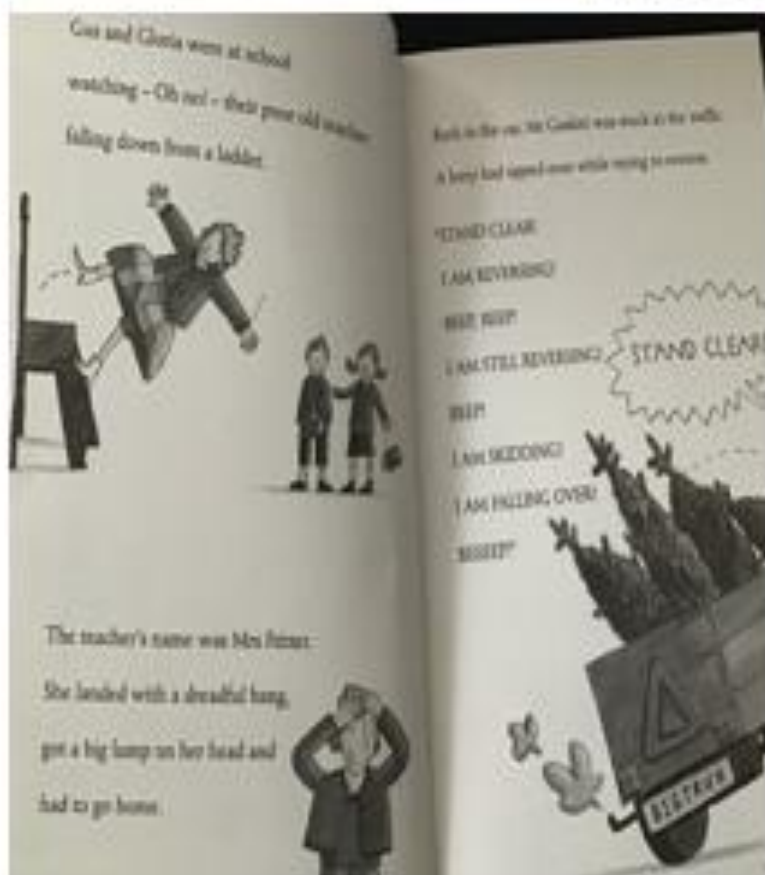
What is Mr. Gaskitt's job?



Why does Mr. Gaskitt have to 'squeeze' into his car?



Why does Mr. Gaskitt have to fix his radio?



Gus and Gloria were at school
watching - Oh no! - their great old teacher
falling down from a ladder.

Back in the car, Mr Gaskitt was stuck at the radio.
A lorry had splashed over while trying to reverse.

"STAND CLEAR
I AM REVERSING!
BEEP BEEP
I AM STILL REVERSING!
BEEP
I AM SPEEDING!
I AM FALLING OVER!
BEEP BEEP"

STAND CLEAR!

The teacher's name was Mrs. Frost.
She landed with a dreadful bang,
got a big lump on her head and
had to go home.

What does 'reverse' mean?



What happened to Gus' and Gloria's
teacher?



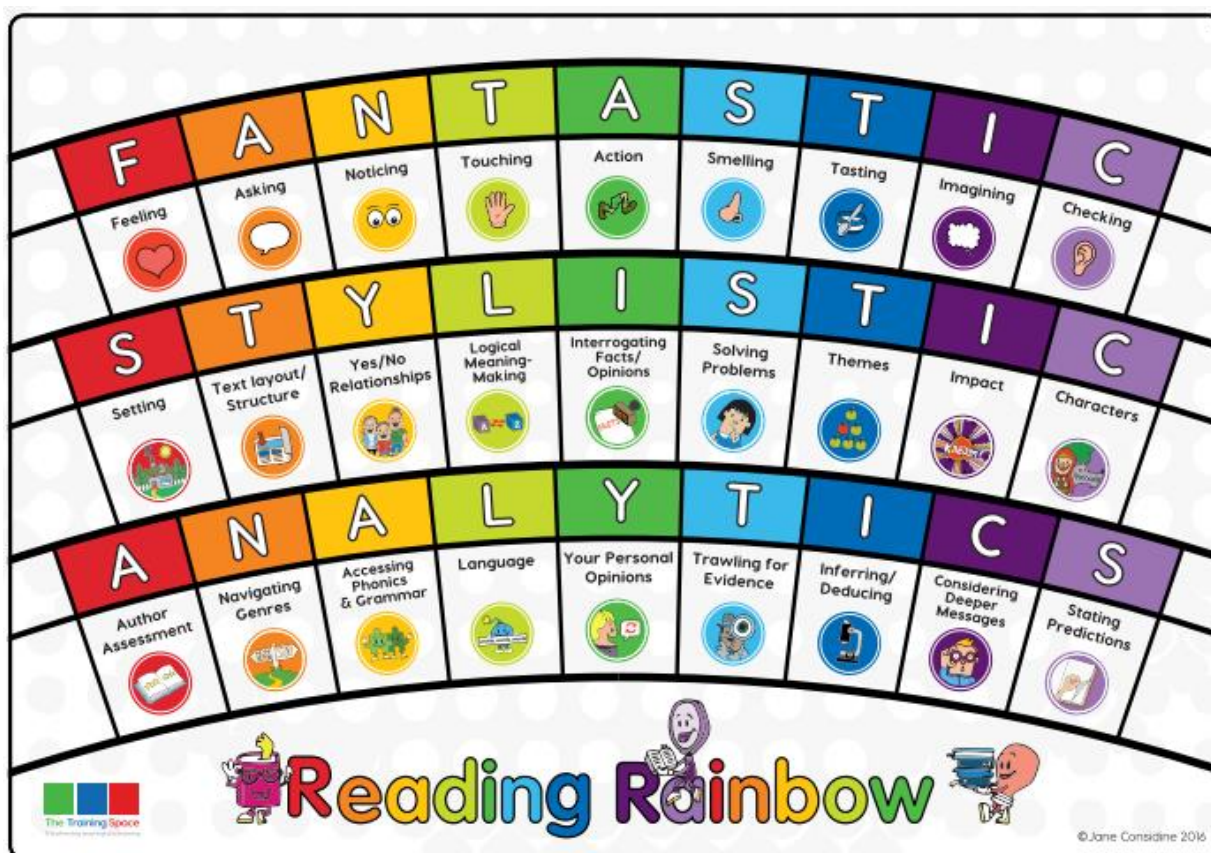
What is her name?

Why are the lorry's words in capital letters?

1.6 VIPERS Content Domain Breakdown:

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

1.7 Upper School 'Book Talk' Reading Rainbow:



1.8 Upper School example of questions from a standard reading lesson:

balloon unicorns, only to flutter away hastily, looking terribly confused.

Stella sat down with Buster on her lap, gave him a fudge stick – which he snatched from her fingers greedily – and then picked up her spoon and dug in before the ice cream could melt. Everything was going superbly until a rapid tapping on the glass wall made them turn to see Aunt Agatha stood outside, peering in at them with a grim expression on her broad face.

Stella's heart sank. 'I thought she wasn't coming to pick me up until this afternoon,' she said, giving Felix an accusing look.

'So did I. She must have caught an earlier train,' he replied. Then he sighed. 'Well, there's no use trying to hide from her now that she's seen us, I suppose.' He waved at her through the glass and raised his voice: 'Come in, Agatha. The door is open.'

Stella returned her attention to her ice cream as her aunt navigated the outside of the glasshouse to the door. She came stomping in a moment later dressed in a matching purple skirt and jacket, as well as a big floppy purple hat with a feather in it. Aunt Agatha was a stout woman, and Stella thought the outfit made her look rather like a giant violet frog – definitely the kind that you shouldn't lick, just in case it turned out to be poisonous.

'How nice to see you, Agatha,' Felix said politely, standing up to pull out a chair for her. 'Would you care for some ice cream?'

'Ice cream?' Aunt Agatha repeated in a tone of horror. Anyone would have thought that

Felix had just said: 'Would you care for some minced squid lips?'

'Ice cream for breakfast?' she went on. 'Oh, really, Felix, really.'

'It's Stella's birthday,' he replied as he sat back down in his seat.

'Oh, yes. Happy birthday, dear,' Aunt Agatha said, acknowledging Stella for the first time.

'Thank you, Aunt Agatha,' Stella replied.

Her aunt plonked herself down in a chair, clutching her handbag on her lap as if she feared someone was about to snatch it from her. She scowled at the table. 'Felix, why on earth is there a dinosaur sitting in that cereal bowl?'

'That's Mildred,' Felix said mildly. 'She's a diplodocus.'

The tiny dinosaur was indeed nestled in the cereal bowl at Felix's elbow, her body partially submerged in milk and fruit loops.

'I didn't ask what type it was, I asked why it's in the cereal bowl,' Aunt Agatha said with a sigh.

'Skin complaint,' Felix said. 'I'm treating her with milk and fruit loops. It's working well so far. Are you sure I can't interest you in some ice cream? Do have a fudge stick, at least.'

'It can't be hygienic for you to be eating in here,' Aunt Agatha replied. 'Not with these dinosaurs running amok all over the place. It's far too warm in this room, besides.' She took an enormous fan from her bag and began fluttering it in front of her face in an agitated manner.






Stella scraped the last of her ice cream from her bowl, and held her spoon out for Buster to

Vocabulary	Find and copy one word that shows that Buster took the food quickly.
Retrieval	Why was Aunt Agatha clutching her handbag?
Inference	Why was Aunt Agatha cross with Felix? Give three reasons.
Explain challenge:	Would you like to live in the same house as Felix and Stella? Explain your reasons.

1.9 Example of questions from an Upper School Book Talk session:

The Visitor

Cold fingers clawed the face of earth,
 Bold winter strutted round,
 Bare branches trembled in the wind,
 Their leaves mulching the ground.
 Dancing snowflakes chuckled in the
 Prancing north-east breeze,
 Algid river stood still, crippled,
 Aged women coughed and wheezed.
 Sheep shivered in the snow-bound wasteland,
 Steep and icy were the paths.
 In the houses, people huddled,
 Skin slowly cooking round the hearths.
 Then it happened, one clear morning,
 When the bite of cold was sore,
 That there came a gentle knocking
 At the weatherman's cottage door.
 He got up and shambled out to
 See, his heart began to sing,
 By the door, a young girl smiling,
 'Hi,' she said. 'My name is Spring.'

Wednesday 26 th February		Book Talk Session
 <p><u>Action</u></p> 	The action changes speed in the poem when... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
 <p><u>Setting</u></p> 	The author is effective when describing the setting because... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
 <p><u>Impact</u></p> 	The most powerful part of this poem was... (why?) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

1.10 Upper School Book Band colours:

	Emerging	Developing (Starting to read)/Working At (Reading with Confidence)	Working At (Starting to read)/Greater Depth (Reading with confidence)
Year 4	Brown	Grey	Dark Blue
Year 5	Grey	Dark Blue	Burgundy
Year 6	Dark Blue	Burgundy	Black

1.11 Upper School Head Start Reading Assessment Scaled Score Conversions:

Scaled Score	Step
0 – 60	Consider testing at previous year group
61 – 75	Emerging
76-100	Developing
101 – 114	Secure
115 +	Greater Depth Potential

2. Writing

2.1 Writing Knowledge and Skills (taken from National Curriculum and Chris Quigley programme of study):

Key Skills	Milestone 1 (Years 1 and 2)
To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve.
To use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail.
To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose
To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information.
To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.
To spell correctly	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week).

	<ul style="list-style-type: none"> • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones.
To punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form.
To analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: Year 1 • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Year 2 • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.

Key Skills	Milestone 2 (Years 3 and 4)
To write with purpose	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.
To use imaginative description	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
To organise writing appropriately	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting.
To use paragraphs	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs.

To use sentences appropriately	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases.
To spell correctly	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
To punctuate accurately	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech.
To analyse writing	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 3: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Year 4: pronoun, possessive pronoun, adverbial.
To present writing	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation.

Key Skills	Milestone 3 (Years 5 and 6)
To write with purpose	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading.
To use imaginative description	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
To organise writing appropriately	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives • Choose effective grammar and punctuation. • Ensure the correct use of tenses throughout a piece of writing.
To use paragraphs	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
To use sentences appropriately	<ul style="list-style-type: none"> • Write sentences that include: Relative clauses, modal verbs, relative pronouns, brackets, parenthesis mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points.
To present neatly	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.
To spell correctly	<ul style="list-style-type: none"> • Use prefixes appropriately. • Spell correctly some words with silent letters. • Spell the vast majority of words correctly.

To punctuate accurately	<ul style="list-style-type: none"> • Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity. • Use brackets, sashes or commas to indicate parenthesis, using semicolons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently.
To analyse writing	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading. Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
To present writing	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.

3. Phonics and Spelling

3.1 Example Lesson Plan – Initial Sound:

This is an example of a lesson plan for teaching s, which can be easily adapted for the teaching of other sounds.

- Spelling: Common exception words
- Revisit: Look at sets of 3 pictures- 2 that rhyme and 1 that doesn't. Ask the children to find the odd one out (eg. hat, cat, bus).
- Teach: *We are learning the letter s.*

Model the letter s using Kinetic Letters phrase and positions. Children to practice forming the letter s in penguin position and on their invisible notepad in meerkat position.

- Practise: Children to practise forming the letter in the air, on a friend's book, in sand and using 'three by the tree'.
- Apply: Play Silly Soup. Ask the children to find the pictures that start with 's'.

3.2 Example Lesson Plan - Special Friends:

This is an example of a lesson plan for teaching ay, which can be easily adapted for the teaching of other sounds.

- Spelling: Common exception words
- Revisit: Play Flashcards or Quick write Graphemes (Phonics Play)
- Teach: *We are learning the Special Friends ay.*

Show the children the picture and say 'ay may I play'. Show the grapheme side and explain they are 2 letters that make 1 sound, ay. Flip card the card for children to say each phrase.

- Practise: Play Buried Treasure (Phonics Play).
- Apply: Read appropriately coloured RWI (see timetable of activities).
- Extension: Hold up sentence or show on whiteboard. One child reads, encourage them to blend if they get stuck. Then all children read the sentence together. (Eg. Can a crayon spray paint?)

3.3 Phonics Glossary:

- Alien words: words that are not real
- Grapheme: a way of writing a phoneme (eg. sh)
- Green Words: words from the story that can be blended
- Phoneme: the smallest unit of sound (eg. m)
- Red Words: words from the story that can't be blended
- Special Friends: 2 or 3 letters that make 1 sound (eg. ay)

3.4 Kinetic Letters positions:

gorilla- children sat on their bottoms, legs crossed and hands on knees

meerkat- children sat raised on their knees

penguin- children stood up straight with arms by their side

stone lion- children on hands and knees

lizard- children laying on front using arms to prop themselves up

3.5 Read Write Inc Special Friends Phrases:

ng- a thing on a string

nk- I think I stink

ay- may I play

ee- what can you see?

igh- fly high

ow- blow the snow

oo- poo at the zoo

oo- look at a book

ar- start the car

or- shut the door

air- that's not fair

ir- whirl and twirl

ou- shout it out

oy- toy for a boy

ea- cup of tea

oi- spoil the boy

a_e- make a cake

i_e- nice smile

o_e- phone home

u_e- huge brute

aw- yawn at dawn

are- care and share

ur- nurse with a purse

er- better letter

ow- brown cow

ai- snail in the rain

oa- goat in a boat

ew- chew the stew

ire- fire, fire!

ear- hear with your ear

ure- sure it's pure

tion- pay attention it's a celebration
tious/cious- scrumptious, delicious

3.6 Additional speed sounds (available on Oxford Owl):

ue- come to the rescue!
ie- terrible tie!
au- Paul the astronaut
e_e- go Pete and Steve!
kn- knock knock, who's there?
ck- tick tock clock
wh- whisk whisk
ph- take a photo