

Leopold English Policy 2019

Date of this Policy	Review Frequency	Approval Level	Date to review
	Every two years	Curriculum Committee	
How will Governors assure the Leopold community have implemented this policy		Self-evaluation documents, surveys, Governor review of process.	

Signed		(Headteacher)
Signed		(Committee Chair)

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1. Speaking and Listening

-Aims

We believe speaking and listening to be fundamental to the achievement of the children at Leopold through all the activities that go on in the classroom and other learning environments: the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Children should:

- be encouraged to speak with confidence, clarity and fluency
- recognise the value of listening
- be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others
- be able to adapt the use of language for a range of different purposes and audiences, including using Standard English
- learn to converse, sustain a logical argument and respond to others appropriately
- be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences
- be prepared to be open-minded, to value the contribution of others and to take account of their views
- appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds
- develop empathy through drama

-Speaking and listening in the curriculum

Good speaking and listening are fundamental to good learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. The skills of speaking and listening are the foundation for the development of the higher order skills of group interaction and discussion, or collaboration.

Speaking, listening and collaboration form part of the curriculum in all subject areas. Amongst the activities planned for are:

- circle time
- show and tell
- story time
- paired reading
- preparation for writing
- visiting speakers
- brainstorming ideas
- giving and receiving instructions
- paired work on the computer
- practical maths activities
- problem solving in Maths
- group Science experiments

- musical compositions
- paired constructions in DT

We recognise the importance of verbalising thoughts as a means of learning and plan for children to have opportunities to discuss and formulate their ideas before committing them to paper. These opportunities can take place in a whole class situation, with a partner, or in a small group. Paired work using 'talking partners', is used as a powerful way in which to engage more children throughout the lesson and to support the development of their ideas and opinions.

However if a child is paired with an EAL child, who has very limited English, the experience can be frustrating for both. Some teachers experiment with 'talking trios' to ensure that all children have opportunities to participate in small group discussions. Within each trio is an EAL child at the early stages of language acquisition and two children who have good speaking and listening skills and social skills. They can model for the EAL child and he or she learns within the situation rather than not being able to access the task at all. The advantages for the other two children are obvious. Better still if the trios can be structured to include a bilingual child whose first language is the same as the new arrival's; as this values their own language and brings our commitment to diversity into reality.

-Speaking and listening outside the taught curriculum

Children spend a large amount of time in school outside of taught lessons and we are keen to promote opportunities to develop their speaking and listening skills at all times.

Some of the ways in which we aim to develop these skills are through:

- assemblies, including class assemblies
- school council meetings
- enrichment events
- concerts (by visitors and by children learning instruments)
- phase and class productions

-Drama/ working in role

Involvement in drama provides children with powerful means of expressing themselves and developing their ideas and understanding in a wide variety of situations and curriculum areas.

We stress the integration of the skills of speaking, listening, reading and writing, drama activities are used throughout the school in Literacy units and across the curriculum. These range from using hot-seating to develop insights into character, through to scripting and performing plays.

Large scale performances are also an on-going part of school life and drama is sometimes offered as an extra-curricular activity.

Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing. The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

Forum Theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Hot seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

Paired Improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashback and flash forward

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the fullscale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

-Group discussion

Think-pair-share

Children are asked to consider an issue or problem individually, such as reading and preparing a response to an information text, or preparing a news item to be read aloud. They then explain their ideas to a partner. After the pairs have discussed the issue, they may join another pair, share views and emerge with a group conclusion or perspective.

Snow balling

Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example: 2 4 8 16 whole-class plenary/centre This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.

Jigsaw

Jigsaw procedure:

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.

Statements game

A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using the power triangle, see below.

Rainbowing

Each member of a working group is given a colour. When the group task is complete the children form new groups according to their colours. Within the colour groups, children compare findings/discuss what they have achieved. This is a useful way of disseminating and sharing ideas. It helps children to clarify their own understanding and provides an opportunity for them to question others and to seek justification for any viewpoints. It is a useful technique for reading and critical evaluation of fiction or poetry. It can also be used for drafting and redrafting, when children work on a story starter in one group and then, in their colour group, pool ideas and draw out the best features. The process can then be repeated for the next phase of a story.

Envoys

This is a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class. Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining/sharing ideas gathered from the groups they have visited.

Information Gap

Choose a topic that can be divided into two complementary parts, for example, a comparison of the lives of rich and poor children in Victorian times or a discussion of the pros and cons of experiments on animals. Split a small group into two sub-groups and give each group information related to one part of the topic. To complete the task, pupils will need to use talk to share the information and draw it together.

-Equal opportunities

A large proportion of our pupils are learning English as an additional language. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole school. However, tracking back to earlier year groups objectives may be necessary to provide the best differentiation for some of these children or other children with Speech and Language related SEN needs.

We are developing our provision of bilingual resources in terms of books, tapes and CDs, which, as well as supporting

our bilingual pupils, promote an interest in language and languages amongst all our children. Our EAL trained staff play particularly important roles in supporting both children and staff in this area. Some of our children have visits from a speech therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups. Our experienced Teaching assistants work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to address an issue such as elective mutism; at other times it may be to encourage social skills.

-Resources

We possess a wide range of resources appropriate to different age groups which support the achievement of our aims. The use of puppets is particularly supportive in developing all listening and collaborative skills. We have purchased puppets for EYFS and Key stage 1 classes and continue to promote their value. Story sacks and boxes are an invaluable resource for retelling of familiar stories and for oral rehearsal of writing and role play. We are hoping to start to develop our stock of these soon. ICT provides ever increasing opportunities for children to apply speaking and listening skills eg. Multimedia presentations in YR6 with a recorded commentary.

-Assessment

See classroom monitor objectives and national curriculum guidance for further understanding on Key Stage expectations for speaking and listening.

-Intervention

Interventions to support the development of speaking and listening will be determined in pupil progress meetings with the support of SLT and any external agencies required.

-Conclusion

We regard the development of good speaking, listening and collaborative skills as fundamental to the achievement of children who attend Leopold. It is our belief that by teaching these key skills, we are equipping our children for life and work within secondary school and beyond. Moreover, at the same time we are promoting the development of positive relationships and social skills, which will enable these same children to lead fulfilled lives.

Please see Appendix 1 Useful classroom techniques

2. Reading

Guided reading:

Planning and teaching guided reading is challenging but it is an extremely effective approach to teaching reading and a crucial component of a reading programme. In schools where guided reading is securely embedded, teachers see the benefits and rewards. These include:

- Children making progress in reading
- Children are motivated to read and discuss texts
- Rewarding teaching sessions, during which children are very focused on learning
- Other children learn to work independently of the teacher, and other adults support
- Effective differentiation, including challenge for the more able children
- Children have the opportunity to read, enjoy and analyse a range of texts. This often builds on work in other curriculum areas

Aims of a reading session:

- To teach guided reading to differentiated groups
- To allow children the opportunity to apply reading strategies independently while reading a range of texts
- To raise the profile of reading and to promote an enthusiasm and love of reading

WHAT IS GUIDED READING?

Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities. Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily read and understand between 90 – 94%, i.e. at the instructional level.

-Focus group structure:

Each guided reading teaching sequence will have most of these parts:

1. Sharing the learning objective(s) with the children
2. Text introduction
3. Walk through the text
4. Reading strategy check
5. Independent reading
6. Returning to the text for teaching points
7. Responding to the text and follow up

Before the Guided Reading session begins each group will need:

- Banded guided reading books at appropriate age related expectations for each group (chosen by the class teacher) and with a copy for each member of the group.
- Guided Reading Planning Sheets to record learning objectives, key questions and assessment notes. *These documents should be kept in and used from the class teacher's Guided Reading folder.
- Bookmarks for each child in the group
- Reading records for each child in the group

- A quiet place for the group, where all the children can together in a reading area.

During the Guided Reading session

1. Identify the learning objective(s) for the session

- Pupils should have a clear understanding of their what they are learning to achieve within a session.
- Please refer to the Key Performance Indicators (KPIs) on Classroom Monitor when generating learning objectives.
- Focus on objectives that pupils are developing or are age appropriate e.g. for a Year 1 group, a focus may be pointing accurately to words; a Year 3 group focus may be reading with expression; a Year 5 group focus may be discussing how the author's word selection creates the mood of the story; a Year 6 focus may be looking how non-fiction texts are organised to compare animals in the text.

2. Text Introduction: To begin to develop an understanding of the text

- Make sure all the children have a book.
- Identify the text type
- Relate the story to the children's own experience (fiction) or tap into the children's prior knowledge of the subject (non-fiction)
- Look at illustrations
- Look at front cover and encourage prediction – Who? Where? What?
- Look at back cover and blurb
- Very brief overview from illustrations, without revealing too much
- Note any text features and layout devices

3. Walk Through: To use as AFL opportunity and develop reading skills (e.g. inference and prediction)

- Look at the cover, blurb and pictures before starting to read.
- Ask open questions about the book – 'Why do you think...?'
- Note children's questions, predictions and ideas
- Find out what the children already know if it is a non-fiction book
- Don't read it to or for them
- Model language patterns that may be unfamiliar
- Pick up any important words
- Encourage prediction and reasoning

4. Reading Strategy Check: Teach and model reading strategies that will be developed and assessed within the session. These reading strategies need to support pupils' abilities in achieving their learning objective.

These could include:

- Skimming and scanning
- See images
- Hear a reading voice
- Relate ideas to own experiences
- Paired reading
- Highlight key parts
- Read entire sentence(s) to develop meaning of new words
- Re – read
- Find examples of writing features or styles

- Word searching

Please refer to supporting documents in Guided Reading folder.

5. Independent Reading: To develop and understanding of the text. Pupils should read at their own pace quietly and independently, whilst the teacher listen to individuals read aloud

Read through the book aloud (more appropriate for Year 2 & 3) or silently/quietly (more appropriate for Year 4 - 6).

If reading silently ask the children to read until a certain page e.g up to a page, and then ask questions to make sure they've understood. Make sure they understand the meaning of new words and have not missed out words when reading. Make sure all children read all pages directed to.

Depending on reading abilities and content of book, you may want to focus on extracts or chapters within a session or read the entire book.

Questions to support individuals reading aloud:

- Point to the words as you read if you lose your place
- Read it in your head/with your finger
- Which words were tricky?
- How can you find out what the word says?
- What word would fit there?
- What word would make sense?
- Check it. Does it look right and sound right to you?
- Was your prediction right?
- Word Solving
- What letter/letters does it start with?
- Can you read the word from the picture?
- What would make sense in the sentence there and sound right?
- Can you split the word into smaller words?
- Can you think of a word that looks like it?

6. Returning to the text: This is an important part of the session. Returning to the text should be an opportunity to review the use of reading strategies modelled (see section 3). Teachers should use a range of questioning including 'show me' tasks to assess whether pupils have used the reading strategies and skills effectively. This should also be an opportunity to reflect on the guided group's learning objective(s).

Examples questions and mini - tasks:

- Show me where to start reading
- Show me how you point as you read
- Show me where I go when I finish reading this line
- Show me a word
- Show me a letter
- Put your finger on a word that starts with
- Put your finger under the word
- Find the word
- Can you make this word with your letters?
- Finger frame a sentence on page
- Put your finger under a capital letter on page ...
- Put your finger on a full stop on page
- Can you find a lower caseto match the capital letter
- Can you re-read the bold print on page

- Can you find full stops, question marks, speech bubbles, speech marks?
- Can you find a long word on page?
- Can you break it into syllables? How many syllables has it got?
- Can you find a word that rhymes with?
- Can you find a word that starts with the sound/blend?

7. Responding to the text: To summarise main events from the text. Teachers should use this opportunity to assess pupils' understanding of the text.

Examples of questions to assess pupils understanding of fiction:

- What happened in the story?
- Why do you think the book is called?
- Where does the story take place?
- Who were the characters?
- What were the characters like?
- Why do you think the characters did this?
- What did you like best?
- Did you find anything funny/sad in the story and why?
- Was there anything you didn't like and why?
- Did the book make you think of anything that had happened to you?
- Did anything surprise you?
- Did you like the pictures? How did they help you?

Examples of questions to assess pupils understanding of non - fiction:

- What sort of book is this?
- What did you find out that you didn't know before?
- Does this book have a contents page/index? How do you use them?
- Where in the book would you find?
- Do the pictures/layout help you understand the book better? How?
- Why is some of the text in bold? How can you find out what these words mean?
- What did you like best?

*Also see questions from TELL ME Power of Reading Question Sheet – Appendix 2

After the Guided Reading session

- Write a brief comment on the Guided Reading Planning Sheet related to the Learning Objective for the group
- Note any children who were brilliant/struggling (use initials) and say with what
- Use terms 'M, A, P or T' (Mastered, Achieved, Partially met or Taught) for individuals to show how well pupils have achieved the learning objective.
- Note any the sheet anyone who is absent or who has not brought their Reading Record and book to school
- Note any children who are ready to move on and add their names to new group
- Write positive and developmental comments or sign each child's Reading record acknowledgement of pupils' independent reading efforts, as well as to encourage pupils to continue to read at home.
- Put a copy of the book and their book mark in their book bag for reading at home
- Keep the Guided Reading Planning Sheet and any spare books together so you know who has taken books home.

*Any notes regarding pupils and sessions should also be kept in the class teacher's Guided Reading folder.

-After session tasks/ Independent activities

Pupils' working independently during a session should complete activities in relation to their group's text. This gives

pupils time to gain a better understanding of the text, prepare questions to answer and discuss in their next guided reading group session, and support their ability to achieve learning objectives.

Differentiation of guided reading independent activities should be based on the text children will refer to.

Independent activities can have a spelling or grammar focus, or be an opportunity for quiet independent reading. Examples of independent activities could include:

- Find keywords in text
- Find letters that match a particular sound in text
- Re-read book to a partner
- Act out the story in the role play area
- Re-tell the story with finger puppets
- Paint a picture of a favourite character, setting, part of the story, etc
- Play a game using pictures/text from the book
- Write your own story based on the book and illustrate it
- Work as group to perform part of text for others
- Use illustrations from book as starting point for poetry
- Use mind maps to make story maps
- Find words with particular long vowel patterns
- Find meaning of tricky words using dictionaries
- Find tricky words in text and then practise spelling them
- Find punctuation in text and notice usage
- Follow instructions from text to make things
- Find time words in text
- Find connectives used
- Find and steal 'wow' words from text
- Research unanswered questions from text on Internet
- Find alternative words that could replace some of the words in text
- Find verbs in text
- Find adjectives in text
- Highlight speech in text
- Write a book review
- Use story characters to create a cartoon
- Find similes in text
- Use questions and answers to present facts from text

*See activity resources in Guided Reading Folder (Access through 'staff only' drive)

Before the next Guided Reading session

- Check the banded books have been returned and chase up anyone who hasn't
- Once the bag has a complete set return to the appropriate reading station
- If a child has not returned a previous guided reading book or does not have their book bag in school they may not take a new book home
- Collect the books, etc ready for a new session

-Frequency of guided reading sessions

Ideally Guided Reading sessions should take place daily for 30 minutes for Year 2 – Year 6. Each guided reading focus group should take place at least once a week per group. This ensures that for most children progress proceeds at a fast

pace. However, less able readers may need more practise and, table permitting, should review their reading foci three times a week.

-Monitoring/ school self – evaluation of guided reading

Guided Reading will be evaluated through:

- Monitoring teacher’s guided reading folders on a half – termly basis to evaluate planning and assessments (See monitoring form in appendix 3).
- Guided Reading learning walks on a termly basis to evaluate the delivery of sessions and reading environments (See observation form in appendix 4, 5 and 6).
- Pupil progress meetings to assess progression of reading using data from classroom monitor.

Please see

Appendix 2 Definitions of reading comprehension

Appendix 3 Other suggested formats of guided reading by Mark Hartley

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Appendix 7 Guided Reading Observation monitoring form/expectations KS1 & KS2

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Appendix 11 Promoting a reading school

Home reading

At Leopold Primary school we aim to ensure that:

- Children read every night – habit, pleasurable
- Children enjoy reading
- Children bring book bags in every day (up to end of KS1) - habit
- Read variety of books – non-fiction, fiction,
- Books should be well kept and attractive to read
- Children should only read books where they can read 19/20 words without any hesitation. (please see section on choosing an appropriate reading book below)
- Children should read books that they can read and books that extend vocab and knowledge – scheme books and real books
- Home reading should be valued
- Children can independently be able to choose an appropriate book

Children are expected to read at home every night

If they are on a reading scheme then books will be changed as needed, and at least 3 times per week for children reading short books. We will encourage the children to independently change their book when needed. Staff will help the younger children.

BOOKS for reading at home

A mixture of reading scheme and real book will be given out to all pupils. We will encourage children to select a “real book” in addition to their scheme book to encourage a varied reading diet.

Reading schemes

Our home reading scheme books come from a variety of different reading schemes. They are sorted into our colour coded scheme. Different schemes have different stage or level descriptors on them and this means that parents should not be concerned about comparing the numbers or colours of different books that their child is given as they will not reflect progress or ability.

Real books

When children do not need a reading scheme book to support their reading then they can choose a “real book” from the class library Children who would like to read a book from home are welcome to do this instead of the book provided by school. Please note the title in their reading log.

CHOOSING AN APPROPRIATE READING BOOK

Reading is a complex task. Children use many different strategies to read a book.

- “sounding out”,
- using picture cues,
- recognition of sight words
- understanding the whole sentence so they can predict a new word
- grammar cues – eg tenses and verb agreements

They need to use all of these reading strategies when independently reading. Overusing one of them can lead to bad habits that hinder progress higher up the school. When children reflect and correct a mistake, then they are learning to read independently and are using their strategies well.

CHILDREN SHOULD ONLY ATTEMPT TO READ A BOOK INDEPENDENTLY WHEN THEY CAN READ 19/20 WORDS WITHOUT A HESITATION

How often should children read at home? How can we keep track of this?

Pupils are encouraged to read around 20 minutes daily. Parents are encouraged to sign and comment in their child’s reading record every time they read with child, or as often as they can. **But twice a week is the recommended expectation.** Your child’s class teacher will monitor their home reading by checking their reading record at least twice a week.

Before the library was developed, pupils took a class library book home to read. With our brand new school library now open, pupils will start borrowing books from the library instead (once a week). Pupils can **choose any reading resource** they would like to record in their reading record as evidence of reading at home e.g. record of reading either their library book, bug club book or personal book of their choice.

FAQ

“This book is too easy for my child. They won’t learn anything from this book”

- An appropriate level of challenge for a child is to be able to fluently read 9/10 words on sight.

- A book that is easier than this will still help your child learn as they can develop better comprehension skills.
- Reading at home should be an opportunity to practice existing skills. A few easy books will still help your child learn – however, if they come home every day for more than 2 weeks with books that they do not have any challenges in then please let the class teacher know.

“My child won’t read with me”

- make it a nice safe time that is enjoyable
- make sure they can read 9/10 of the words in the book on sight – if they cannot then they will not understand the story and it will become boring. It will also stop the child being able to use comprehension strategies to decode the books and give them bad habits.
- Give lots of encouragement and praise
- Keep it short – you read a page and then they read a page
- Work out when your child is in a mood to focus – if they are too tired then they will not focus. Some children read better in the morning, some children read better before bed. It is personal to them.

“My child doesn’t like the book”

It is very important that they enjoy reading!

- First check their level of reading (remember 9/10 words are an achievable level of challenge) it may be too hard
- Change the books for something they like more – eg nonfiction – let them read!
- Read the book to them
- Model reading a variety of books to them to find out what they like and encourage them to try different types of books.

As previously mentioned, we encourage that all pupils read daily, and signing reading records as often as possible is a fantastic way of showing pupils’ hard work and efforts to progress in reading!

The home reading systems will vary across classes because of the number of children on the reading scheme and how many are free readers. The most important thing is that children have a book to read every night. Please confirm your child’s home reading system with their class teacher if you have any queries. We appreciate all parent support in ensuring their child makes great progress in reading at their full potential. Research shows that regular home reading can add up to a year’s additional progress. Parent support really makes a difference!

Bug Club



What is Bug Club?

It is a whole school primary reading programme for EYFS, KS1 & KS2!

Our school has recently subscribed to Bug Club, a fantastic online reading world which we will be using in addition to our current reading provision. Bug Club is a finely levelled, phonically based online reading scheme with interactive activities. Each child has a personalized homepage where they'll find the e-Books they've been allocated by the teacher and motivating rewards. This ensures that each child can find a book at exactly the right level for them. The online reading world ensures children can access independent reading resources anywhere at any time. New books will be allocated regularly.

Bug Club books have a fantastic range of titles, which are graded into the same colour-coded Book Band levels that match year group expectations. Within each level there is a carefully planned progression of books. This fine progression gives children plenty of opportunity to develop their reading skills and master each fine step while moving through the reading programme.

Bug Club is a truly whole school programme, including:

- 261 titles across EYFS, KS1 & KS2
- Accessible titles anytime, anywhere!
- Fiction and non-fiction readers
- eBooks and an online reading world
- 44 decodable comics for phonics
- guided reading planning and assessment resources

What does Bug Club cover?

Bug Club is a complete reading journey. Once they've got the basics with Phonics Bug, you can build confidence with Comics for Phonics and then using those skills to explore Bug Club's exciting new world of reading.

- Complete coverage of Reception, KS1, bridging bands and KS2
- Fiction, non-fiction and comics for girls and boys
- Finely levelled by book band and new National Curriculum expectations
- Matched to phonics sets. **Note: Phonics sets are matched to 'Letters and Sounds', not RWI. Please consider your pupil's RWI set when allocating books. Reading a book from each band will give a good indication of level.**

Using Bug Club

Bug Club will initially be used as a home reading resource for pupils. Bug Club has the facility to support guided reading sessions and other reading opportunities at school. Once the school has evaluated the effectiveness of Bug Club as a home reading resource with feedback from staff, pupils and parents, using Bug Club at school will be considered.

If a child has access to an internet connection, they can enjoy reading Bug Club books online. If a child doesn't have access to a computer/ internet or parents prefer their child not to use on line reading, they can still enjoy a hard copy of the books from their class library and school library.

Class teachers will allocate a username and password for each pupil. Pupil login details will be the same as their 'My maths' login details, so it's easier for pupils to remember. Please encourage pupils to make a note of their login details in their reading record. If they need a reminder, a copy of pupils' log in details is saved in:

Staff only drive > Creative curriculum > English > Bug Club folder

Pupils can access their own personalised page on the website using their username and password details by following these steps:

1. Go to www.activelearnprimary.co.uk OR our school website where there is a link to Bug Club. Note: unblock pop – up to access website
2. Enter the login details. The school code is **a97k**
3. Their homepage will appear.

Reading a book online

Class teachers will need to allocate books for each pupil according to their reading level. These books will appear in the 'My Stuff' area of their personal homepage.

Throughout the books there are quiz questions for pupils to complete. To answer a question, pupils need to click on the bug icon. Pupils do not need to finish all the quiz questions in one sitting and can come back to a book later.

When a pupil has finished all the quiz questions in a book, he or she will earn 'ActiveLearn Coins'. By reading more books, pupils will earn enough coins to 'buy' a reward in one of the many reward schemes. The answers to the quiz questions will be sent back to class teachers' site so that teachers can assess how pupils are progressing.

When a pupil has finished a book, it will move to 'My Library'. Pupils can read these books again if they want to, or they can choose new books from 'My Stuff'.

Parent support: What is the best way to use Bug Club?

Please share these tips with parents to help them support their child with home reading. Parent information about Bug Club can also be accessed on our school website in 'Learning'.

The reader

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible. By the time they are in Years 5 or 6, many children prefer to read silently to themselves. Create quiet opportunities for them to do so, but then talk to them about the book they are reading.

Sharing reading

When sharing a book with your child, try to take opportunities to talk about the book - before, during and after reading.

Before reading: look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading: support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why. Now would be a good time to do the activities linked to the book. Click on the bug icon. If they get it wrong, talk about the activity and have another go. Try to discourage guessing.

Need help?

If your child is having trouble using the pupil world, help can be found in the Help Section of ActiveLearn Primary (in the top right-hand corner of the website).

Please note: We strongly recommend using Google Chrome or Mozilla Firefox web browsers with ActiveLearn. If you prefer to use Internet Explorer, please check you have at least IE9 in order for everything to work as it should.

Getting more electronic books

Class teacher will allocate an online book on Bug Club once a week. It is important that pupils can read the books fluently and understand the information before they move on. If they race through they will not be ready for books from the next colour band and will struggle. This will really affect motivation.

If parents have any concerns about their child's ability in reading the online books, just like home reading books, they can communicate how their child is doing by writing a note in their reading record.

Assessing pupils' comprehension of reading

Class teachers will be able to log on and see what books pupils have read and how many attempts it has taken to get the answers of the activities correct. Bug Club assesses pupils' comprehension of texts through questioning against four strands:

1. Literal
2. Language
3. Themes
4. Inference

Bug Club use colour codes to indicate the level of understanding for each question type:

Green: First attempt was answered correctly

Amber: Second attempt was answered correctly

Red: After third attempt, answer was provided

What makes a good reader?

- They are automatically fluent
- They persevere
- They tolerate uncertainty
- They do not tolerate not understanding
- They use and understand a wide vocabulary
- They know there is more to reading than getting words off a page
- They enjoy reading and want to read more for pleasure

- They have a stamina of reading

Allocating e-books in Bug Club

Class teachers will allocate e-books for pupils to read at home once a week. Class teachers need to allocate books matched to pupils reading abilities/levels. Bug Club have books bands within each year group from Reception up to Year 6. **Bug club use their own book band colour codes which are different from the book bands we use at Leopold.** Please do not match your pupils' school book band levels in guided reading and home reading with Bug Club – they do not match!

How often should children read at home? How can we keep track of this?

Pupils are encouraged to read around 20 minutes daily. Parents are encouraged to sign and comment in their child's reading record every time they read with child, or as often as they can. **But twice a week is the recommended expectation.** Class teachers will monitor their home reading by **checking their reading record at least twice a week.**

Before the library was developed, pupils took a class library book home to read. With our brand new school library now open, pupils will start borrowing books from the library instead (once a week). Pupils can choose any reading resource they would like to record in their reading record as evidence of reading at home e.g. record of reading either their library book, bug club book or personal book of their choice.

Monitoring Bug Club

- Staff will be able to check whether a pupil has read their allocated book and how well they have answered questions about the text.
- Children can communicate how they found the book by leaving comments online.
- Parents can communicate how their child is reading through commenting in their child's reading record.

Helpful information

Logging in as a staff member: staff usernames are the first four letters of your first name and surname, written as one word in lower case letters.

E.g. Harry Smith's username is harrsmit

Staff password is **Leopold**

Creating groups: Admin > groups > select new group > create name (number of year group, adult's initials, chosen name e.g. 5YS ROWLING) > pupils > select class > select pupils > bulk edit > set group > tick group you created for pupils to be added to

Allocating books: Resources > Bug & Phonics club > select book band > select a text by clicking on tick icon > scroll up to 'allocate' > select group > select pupils > confirm allocation

De-allocating books: Resources > Bug & Phonics club > select book band previously chosen > select text you want to de-allocate > select icon showing number of books allocated > select group > select pupils > confirm de – allocation

Checking pupils have allocated books: Resources > current allocations > select pupils individually to check books allocated to them

Miscue analysis/ Running record: Resources > Bug & Phonics club > scroll down to teaching guidance > select year group planning guide

Please note: Miscue analysis only up to brown level

Note: there is one miscue analysis per book band up to brown level.

Assessments: Resources > assessments > select year group > scroll down to select term

Please note: Use these assessments as an additional resource to support judgments. Primarily assess pupils' reading abilities against classroom monitor.

You will also find year group **progression maps**.

Please use the website activelearnprimary.co.uk for more support on how to use Bug Club.

Handbooks for staff, pupils and parents are saved in: **Staff only drive > Creative curriculum > English > Bug Club folder**

Power Of Reading/ book based teaching approaches

Reading aloud and re-reading

Reading texts aloud to children brings them alive and lifts them off the page. The act of listening to the language and 'voice' of the author or poet provides an important background for a child's own reading of the text.

Visualisation and responding to illustration

Asking children to picture or visualise a character or a place from a story is a powerful way of encouraging them to imagine the fictional world. Children can be asked to picture the scene in their mind's eye or walk round it in their imagination.

Introducing a new book with a key illustration is a way to intrigue and motivate the children to want to find out more. Using an illustration can encourage children to predict what the text will be about, the genre, who the main character is etc. Children can suggest what the illustration tells them about the setting, character, main theme of the text. Teachers should record points from the discussion for later reference.

Discussion

Open questions such as what did you like or dislike about the opening, did anything puzzle you, to which all children can respond, are more likely to result in extended and fruitful discussions at the beginning. Later on the teacher will focus in greater depth on particular aspects of the text, but continuing to keep questions open is the best way to promote discussion; for example:

- Why do you think that...
- What might be happening...
- How do you know that...
- I wonder if...

Reading journals

Reading journals provide opportunities for children to reflect on their reading experiences and respond through writing or drawing activities. They can support children's development as readers and also provide a record of their progress. They can take the form of a dialogue between child and teacher, a group or class activity where responses are recorded by the teacher or a child, or can take the form of more structured activities or investigations such as making word collections or creating character sketches.

Reader Theatre/scripting

Readers Theatre is an approach to reading a text which treats the text as a playscript. Characters and narrators perform the story. Two or Three pages of a novel, short story or picture book can be marked up into a script as a whole class or group reading activity. Groups of children can then work on performances for the rest of the class.

Drawing and diagrams

Children's texts can include both drawing and diagrams – for example a story map or character sketch.

Shared reading and writing

Shared reading is a key approach for helping children to focus on key parts of the text. Shared writing helps the teacher to support and structure a piece of writing: the class is encouraged to take part in deciding, for example, how the writing might begin, be structured, or draw on language which has been collected.

Text marking and annotating

Text marking and annotating can be carried out as a class, group, paired or individual activity. It is usually better for the teacher to demonstrate the purpose of the activity to the whole class first, before asking children to carry out the activity independently.

Drama and role play

Role play and drama provide immediate routes into the fictional world of a story and allow children to explore texts actively. Children can put themselves into a particular character's shoes and imagine how things would look from their point of view.

Writing in role

Taking the role of a particular character enables young writers to see events from a different view point and involves them writing in a different voice.

(Based on Jane Bunting and Deborah Nicholson, BookPower, Literature through Literacy, Years 5 and Year 6, CLPE 2006/2007)

Types of reading material

All children should experience a rich, varied and stimulating provision of reading material to help foster an enthusiasm for, and enjoyment of, reading and the written word. At All Saints' this provision should include:-

- Information books
- Poetry
- Plays
- Nursery rhymes
- Short stories
- Novels
- Anthologies
- Picture books
- Encyclopaedias
- Comics
- Dictionaries / Thesauri
- Magazines
- Newspapers
- Manuals
- Diaries
- Journals
- Biographies
- Autobiographies
- Multi-cultural texts
- Books made by other children.
- I.C.T. resources
- Environmental print
- Instructions
- Word games

Please see **Appendix 10 Summary of key reading messages**
And Appendix 11 Promoting a reading school

How to help students learn about the parts of a book

The best method is to give a form lesson. Give each student a book. Then point out the different parts of a book and explain their purpose. Ask students to find the same parts on their own book. Remember to explain the uses of the contents and index pages as these can help students with their studies.

The parts of a book

Cover

This can be hard (hardback) or soft (paperback). The cover helps protect the book. Some teacher-librarians like to put an extra cover, which they buy from library suppliers or make from strong paper or sticky-back plastic, on popular books.

Front cover

This may have a picture on it and usually has the title of the book and the author's name; it may also have the publisher's name.

Back cover

This often has a summary of what the book is about; or it may have some people's comments about how much they enjoyed the book - these are called reviews. Most back covers list the book's own internationally recognised ten-digit ISBN, usually nowadays in the form of a computer readable bar code. An ISBN is a computer number used by publishers and booksellers to identify a title. In some large bookshops you will be able to order the books you want if you give the bookseller just this number. However, it is not essential information for libraries without computers.

Spine

This is the backbone of a book. If it breaks, or is damaged, there is a risk that the book's pages will fall out. On the spine most books usually have the title of the book and the author as well as a symbol (picture or letters) which identifies the publisher.

Spine label

All the books in your library should have a spine label, glued or stuck to the bottom of the spine. This will be used by students to locate books they want and to find out if the book is information or fiction; it will also give a visual reminder of what the book is about. If, for example, a student is looking for a biology book, he or she (depending on your classification system) would look for green spine labels or the classification code number 500. (See chapter 7 for more information about classification systems.)

Title page

This is usually a right-hand page near the front of the book. On it will be the book's title, author and publisher.

Title verso page

This is traditionally the left-hand page immediately after the title page. On it will be more information about the

publisher (for example, the publisher's address) and about the book (what year it was published, if it has been reprinted and who printed it). The title verso page will also have details of the book's copyright.

School nameplate and return date label: It is recommended that you glue your school nameplate and a return date label on to the first right-hand page as you open the book. Explain to students that this shows who owns the book and that it is also the place to find out what day they should return the book if they have borrowed it from the library.

Contents page

Most information books have a contents page. This gives an outline, or sometimes a brief summary, of what will be in each chapter - and a page number so that you can turn straight to the right chapter. For example, in a book on the lifecycle of a butterfly you might see from the contents page that chapter 1 is on larvae, chapter 2 is on the chrysalis, chapter 3 is on caterpillars and chapter 4 is on butterflies. If you want more detailed information then you should look at both the contents page and the index.

Index

An information book is more useful if it has an index. This is usually an alphabetical list of subjects, people and other important items that are written about in the book, each with a page reference. An index is usually at the back of a book. The page references make it easy for the user to find the information they want. For example, use the index in this book to find out where there is more information about different types of stock. After the word 'stock', you will find several numbers. These numbers direct you to the pages in the book which have information about stock printed on them. Make sure your students do not confuse an index with a glossary (or key words section), which lists difficult or foreign words and explains what they mean, but does not give page references.

Before students use the library, check that they know:

- what is the front cover, the back cover and the spine;
- how to tell the title from the author (this can be quite difficult for students);
- who the publisher is;
- where to find the publication date and where to find your own library details, like the return date label.

Teaching tip: Your students may be set a project that asks them one question about how to grow rice, one question on how to make aeroplanes and one question on Nelson Mandela's work in South Africa. Explain that if they want quick answers to these questions they need to find a reference book and use the index. In the index they should look for the best possible word that describes the subject they want - (in this case the words would be 'rice' 'aeroplanes' and 'Mandela'). If they want more detailed information they should go to the appropriate bookshelf in the library, and then check the contents and index pages of relevant books.

How to help students keep books in good condition:

It is unfair to blame students for spoiling books if they have not been taught how to look after them. It can be tempting to tell students not to write inside a book; not to have dirty hands; not to take books out in the rain; not to bend the corners of the page when they forget their bookmarks; not to eat in the library; not to pull the book's spine when they are taking a book off a shelf... **but lists of 'Don't do this' and 'Don't do that' can discourage students from using books.**

Instead explain to students that because books are expensive, and can be easily damaged, they must be treated with respect.

'There is a lack of understanding about how fragile books are. Students need constant reminding about how to turn over pages and why they should use paper bookmarks (rather than pens, rulers or even other books).'

Using a library and its books requires skills. All school children will need patient, repeated explanations and a good example set by the teacher-librarian and other staff. Remember also to make the library a friendly place; otherwise students will not use it.

**Please see Appendix 12 Involving parents and the wider community
And Appendix 13 Helping parents read with their child**

3. Writing

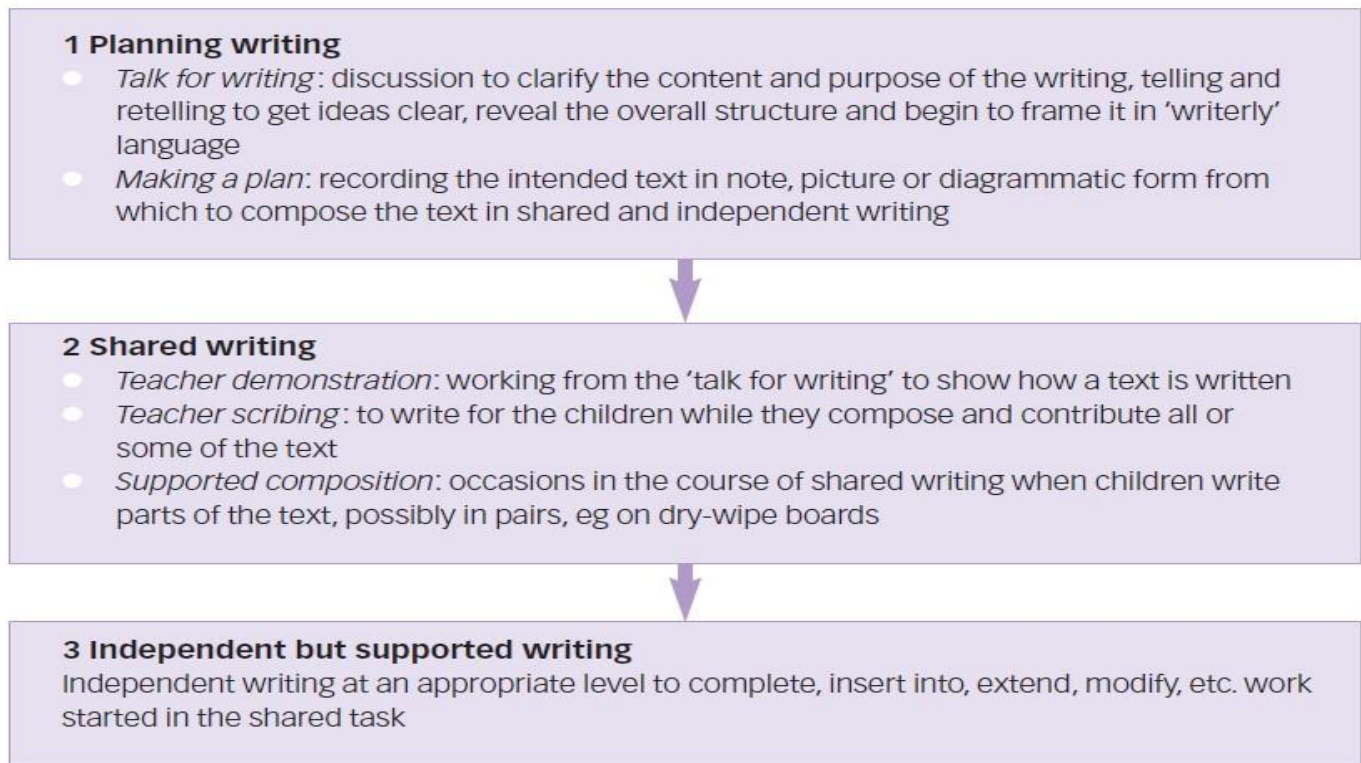
Aims

Shared writing is a powerful teaching strategy and the principal means of teaching writing. It is much more than merely scribing for pupils, writing down their ideas like an enthusiastic secretary. It has an essential place in literacy teaching because it enables teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing, rather than by correction, demonstrating and sharing the compositional process directly;
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing;
- scaffold some aspects of writing, eg the spelling and transcribing, to enable children to concentrate on how to compose their writing, eg through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects;
- focus on particular aspects of the writing process, while supporting others:
 - planning
 - drafting
 - revising;
- introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply to their own writing;
- provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

Mark Hartley shared writing:

-The writing process



-Planning writing (through talk for writing)

TALK FOR WRITING

Too often, children are expected to write without being clear about what they are trying to say. Writing should start from talking – discussion which helps to capture content and purpose. This needs to go well beyond simply providing stimulating ideas and should help children to capture the content, sequence and style of what they are about to write. Children should know, and have rehearsed, what they are trying to write and not be left to make it up as they go along. This immediately provides a lot of support.

- It helps children to keep the 'story' in their heads, giving them a clear sense of the overall text, particularly how it should end.
- It guides how the text should sound – its style and voice.
- It helps children to sequence and structure their writing, to know where it is going and how it should be joined together to make sense.
- It provides the crucial point of reference against which to check for sense: 'If I know what I am trying to say, I can tell if it is clear and sensible. If I am making it up as I go along, how do I know if I am going in the right direction?'

Talk for writing should be used to:

- recall or invent the content of what is to be written so that the whole sequence is clear. It might be a retold story, an anecdote from personal experience, a recount of a class activity, captions to provide information, an instruction, a letter, a note, an invitation, an enquiry, etc. The content and structure should be made explicit. This might be done through discussion, role-play or the use of puppets. It should also draw extensively on work from other subjects where this discussion and the capturing of it in a writing plan may be done at other times, eg as part of a cooking activity, a class visit, a science observation, a constructional activity;
- generate and rehearse appropriate language, giving special attention to the ways in which written language differs from speech. Introduction and rationale

MAKING A WRITING PLAN

It is often helpful to capture the outline and structure of the discussion in a concrete plan for writing. You can draw this together in the course of discussion. As well as creating a writing plan, it helps you model a variety of ways of representing ideas. For example, you might create:

- sequences of pictures or diagrams to show the events in a story or a process;
- story maps to show how a story moves from time to time and place to place;
- timelines to show a series of events for a recounted experience;
- a picture of one or more characters with labelling;
- relationship maps;
- setting or character using objects, models, puppets, etc.;
- a writing frame;
- a list of notes and reminders.

Planning is an investment in subsequent control – don't be afraid to give it time. Make the process explicit and help children to do it for themselves. Older and more able Key Stage 1 children who have some experience of planning for writing should be encouraged to work out their own writing plans. This can become a task for group and independent work for use in subsequent Literacy Hours.

-Shared writing (through teacher demo, scribing and supported composition)

Use shared writing to teach children how to translate the writing plan (or writing intentions, if they are not recorded) into a written text. The plan is a helpful bridge between thinking and writing. Focus attention on how written language sounds and is structured in order to:

- transform speech into sentences;
- select appropriate vocabulary: words and phrases;
- choose from a range of connectives to sequence and structure the text; ● use style and voice appropriate to the type of text, its purpose and audience.

TEACHER DEMONSTRATION

Most shared writing sessions begin with demonstration by the teacher or practitioner, modelling how the text is composed – maintaining a clear focus on the objective(s). The teacher thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. She or he writes the sentence, rereads it and changes it again if necessary, and then demonstrates at least two sentences. The children's role is to listen carefully as they will soon attempt writing a similar text or using a similar feature themselves. Every so often shared writing is used to orchestrate a number of different objectives, calling upon all that has been learned so far.

TEACHER SCRIBING (WHOLE CLASS COMPOSITION)

The children now make contributions building upon the teacher's initial demonstration. The teacher focuses and limits the children's contributions to the objective(s), eg previous sentence level work, reading of similar texts, word level work, prompt sheets, writing frameworks or planning sheets. The teacher challenges children's contributions in order to refine their understanding and compositional skills. The teacher might ask the children to discuss their contributions with one another before offering them for inclusion in the class composition. The children can offer their contributions by raising their hands, but with older children more considered contributions and fuller class participation can be achieved by asking the children, individually or in pairs, to note down their idea. When the teacher receives a contribution from the children, she or he will explain its merits or ask the children to do so. The teacher may ask for a number of contributions before making and explaining her or his choice. If the children use dry-wipe boards and thick-nibbed pens, they can hold up their contributions for the teacher to read. The teacher can then decide either to choose a contribution that will move the lesson on quickly or a contribution which will stimulate discussion and offer the opportunity to make a teaching point.

SUPPORTED COMPOSITION

The focus here is on the children's composition. Children may use dry-wipe boards or notebooks to write in pairs, or individually, a limited amount of text, sharply focused upon a specific objective. This needs to be swift, and once sentences are completed they should be held up so that the teacher can make an immediate assessment. Successful examples can be reviewed with the class, whilst misconceptions are identified and corrected.

In Year 2 upwards, from time to time, supported composition should be allowed longer than 15 minutes in order to orchestrate recent work on language effects, sentence construction or organisation of a particular text type. How to plan using a range of different strategies, how to translate a plan into a fluent first draft, how to revise for improvements and how to check for errors will all be considered in different 15-minute shared writing sessions over the year. However, it is essential to bring these elements together to serve a specific composition in which the writer is also required to consider effective use of language and sentence construction in a supported context. During an extended supported composition period, the teacher directs the organisation of the composition in two or three mid-plenaries and the children construct their own text individually or in pairs.

Guided writing

Guided writing provides an additional support step towards independent writing. Through guided writing children are supported during different stages of the writing process. As an activity it is carefully targeted towards groups of children according to their current targets of specific needs. Teachers consider carefully the purpose of the guided session and select the children accordingly. The aim is to provide support that is going to help children to improve their writing.

Planning and organising guided writing

- Effective teaching and learning begins with assessment and the identification of the learning needs of the class.
- Using this information and other relevant information, the teacher groups the children with similar needs.
- The numbers of groups in any one class will vary but must be manageable.
- The numbers of children in any group will also vary: usually six to eight children form a manageable group.
- Groups are flexible to enable each child to achieve success.
- A child may attend more than one guided writing session to consolidate or extend the child's learning.

Guided writing should take place throughout a unit of work

Before writing

- To support children's planning and drafting
- support the formulation of ideas;
- review objectives for writing;
- model the process of planning and drafting;
- develop sentence construction and punctuation;

- retell a known story in the correct sequence and as a writer;
- oral rehearsal (in particular for children with poor literacy/language skills).

At the point of writing

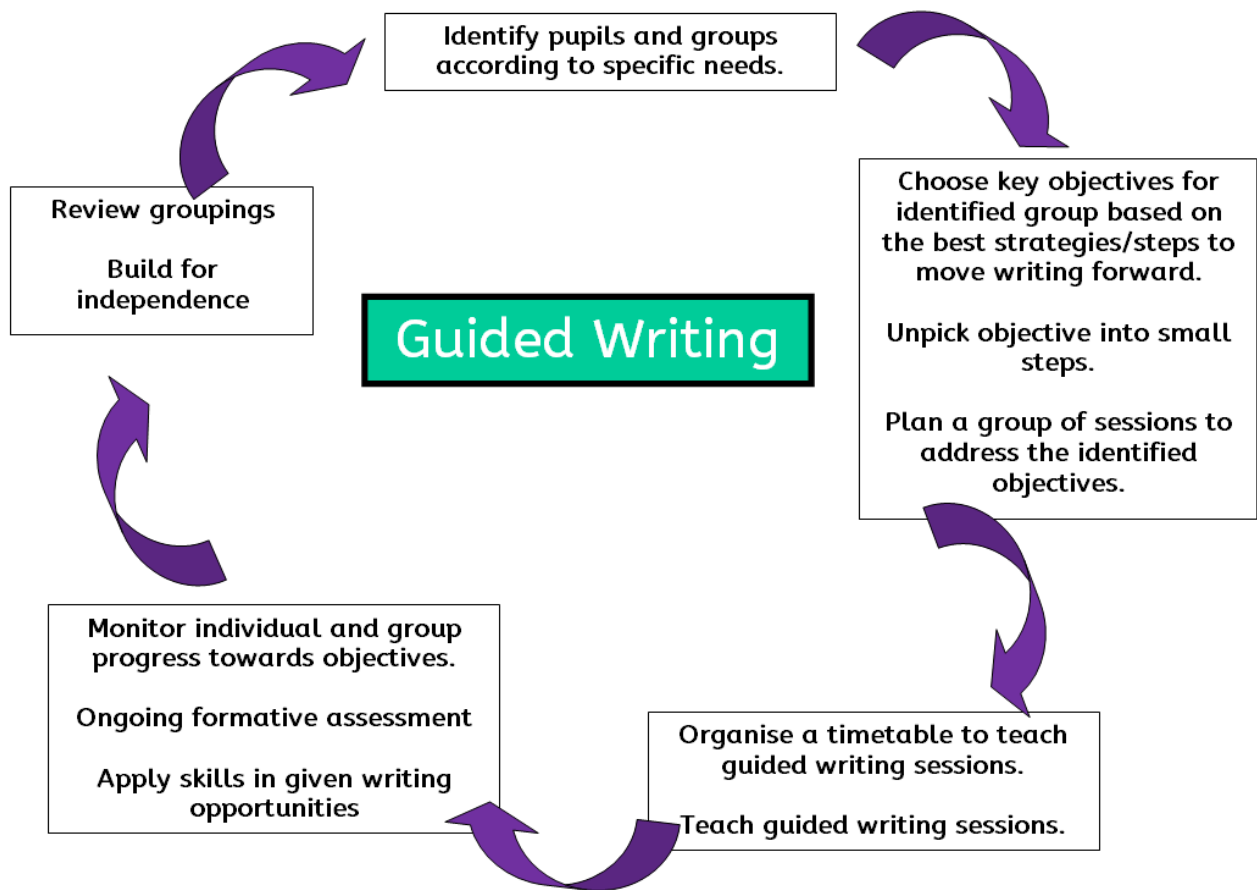
Children can be supported to:

- write the first or next paragraph and be invited to read it aloud to the group;
- reread for clarity and purpose;
- use alternate vocabulary;
- use greater precision – choice of phrases, use of complex sentences;
- use greater cohesion – connectives, consistency of tense, time, person, etc;
- remember objectives for writing and be supported in checking work against success criteria

After writing

To support the children to:

- check their work against success criteria, edit, proofread and reflect on the impact on the reader;
- review progress and targets;
- discuss next steps in writing and set new targets where appropriate.



-Independent writing

Guided writing cannot always be used as a stepping stone into independent writing and, for many children, the move from shared to independent writing should be manageable. Nevertheless, to achieve this, the shared writing needs to be carefully planned to provide the kind of support most likely to help children towards independence. The points above on:

- talking for writing;
- writing plans;
- teacher demonstration;
- teacher scribing;
- supported composition;

Model writing behaviours in shared writing which children will emulate when they write independently. Articulate these behaviours in the form of prompts to yourself, eg 'Do I know what I want to write? Tell it to myself. Make a writing plan so I can remember the important points. Rehearse each sentence carefully before I write it down. Reread as I write to keep the flow and make sure it makes sense.' Modelling what to do when you 'get stuck' is also very helpful. Not only is it reassuring to children to know that 'getting stuck' is a normal condition, it gives them strategies for moving on.

If I get stuck

- Go back to my writing plan to remind myself of the big picture.
- Think about who and what the writing is for, and talk it through.
- Reread what I have written to get the sense and flow of what comes next.
- Rehearse aloud or in my head the whole sentence I am trying to write.
- Think ahead to what is supposed to come next or how the writing should end.

- If I am stuck on a word: - find another one that will do for now and come back to this one later or even leave a gap; – refer to spelling strategies:
 1. use sound chart to write different ways of spelling tricky word on whiteboard
 2. select most appropriate on using knowledge of spelling rules
 3. check using word mat, thesaurus or dictionary

- three things I should do before asking an adult.

A key factor in raising levels for pupils is their involvement in the process of assessment. Children should be responding to their 2 stars and wish.

**Please see Appendix 14 Sources of inspiration for reading and writing,
Appendix 15 Writing games by Pie Corrbet
And Appendix 16 The shared writing model continued by Mark Hartley**

4. Spelling

Get Spelling Inc. (Year 2 – Year 6)

-Introduction

The English language has one of the richest vocabularies in the world. Over the last 1000 years, the English language has inherited, assimilated, borrowed and coined many words from other languages. Latin, Greek, French, and German influences lie at the core of what is now the English language but as English continues to grow as a global language, it is changing and evolving.

German, Italian, Spanish, Finnish, Polish, Greek and Welsh children learn to read and spell quickly because their speech sounds follow a simple alphabetic code. English, however, has 44 speech sounds yet only 26 letters in the alphabet. This means the alphabetic code English children are taught to decode is much more complex. Everyone uses the same 44 sounds to speak all English words, but the way we write these sounds differs, therefore the key to good spelling is to remember how to spell different sounds in different words.

The process of learning to spell is cumulative, it improves throughout our lives and requires lots of practice. Research shows that the practice of learning decontextualized lists of words and being tested on them has had mixed results with some children getting spellings right on the day but forgetting them only hours later and other children getting them wrong and becoming demoralised.

At Leopold Primary, we believe in systematic teaching, continually practised and reinforced and matched to each individual child's need will assist our children in committing spellings to long term memory.

-Aims

At Leopold Primary, we have adopted Oxford's Read, Write, Inc. Spelling. The programme supports the aims of the National Curriculum (2013) to ensure that children:

- spell new words correctly and have plenty of practice in spelling them...including exception words and homophones
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology are supported in understanding and applying the concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English

The spelling programme is for children who have completed Read, Write, Inc Phonics, usually in Y2 and above but some children may start the programme earlier. During the programme:

- Children are assessed using the pre-programme activities so teaching is tailored to their needs
- Children are taught for 15 minutes each day using the online activities and practice book
- Children log the words they need to work on at home in their log books
- Special focus pages test the children at regular intervals
- Children complete an online Consolidation session after every two units to revise key concepts and vocabulary
- Each half term, children complete an online Practice test which will inform teaching for the following half term

Yearly timings for Read Write Inc. Spelling

These timings are based on an estimate of a unit taking 5 sessions to complete, assuming sessions are 15—20 minutes each day and children are working at an average pace.

Year 2

Essential Year 2 content	Number included	Estimated time to complete
Pre-programme activities	5 activities	Up to a week
Units	14 in 2A, 15 in 2B	29 weeks
Special focus pages	7 in 2A, 7 in 2B	14 sessions
Practice tests	6	6 sessions
Estimated total time		34 weeks
Optional content: Consolidation sessions (online, 15); Year 1 Practice tests (online, 2); Pre-programme special focus pages (online, 8)		up to 25 sessions

Year 3

Essential Year 3 content	Number included	Estimated time to complete
Units	14	weeks
Special focus pages	4	4 sessions
Practice tests	6	6 sessions
Estimated total time		16 weeks
Optional content: Consolidation sessions (online)	7	7 sessions

Year 4

Essential Year 4 content	Number included	Estimated time to complete
Units		14 weeks
Special focus pages	4	4 sessions
Practice tests	6	6 sessions
Estimated total time		16 weeks
Optional content: Consolidation sessions (online)	7	7 sessions

Year 5

Essential Year 5 content	Number included	Estimated time to complete
Units	12	12 weeks
Special focus pages	12	12 sessions
Practice tests	6	6 sessions
Estimated total time		16 weeks
Optional content: Consolidation sessions (online)	6	6 sessions

Year 6

Essential Year 6 content	Number included	Estimated time to complete
Units	12	12 weeks
Special focus pages	12	12 sessions
Practice tests	challenge tests)	6 sessions
Estimated total time		16 weeks
Optional content: Consolidation sessions (online)	6	6 sessions

Teaching methodology

As the sessions are short and focused, methodology for delivering Read, Write, Inc Spelling is quite prescriptive. Teachers follow structured and systematic plans with the support of a variety of consolidation activities. At Leopold, we welcome parental involvement and encourage parents to use the online Oxford Owl games (<http://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/fun-ideas>) as well as the Activities for learning challenging words suggested in this policy.

The Five Ps

Remember the five Ps when you are teaching:

Positive teaching

Children learn at a much faster pace in an assertive and positive climate. They talk more readily in an atmosphere free of anger and tension. Shouting, nagging and 'shushing' have a detrimental effect on children's talking and therefore on their learning.

Praise

Praise children for working hard to learn new words and for supportive partner work. As they overhear the explicit praise, others will copy the good partner behaviour. Avoid simply saying: "You're good at spelling". This is demotivating for those who have to work extra hard to become good at spelling.

Pace

A brisk pace is essential. Children should be working so hard that they do not have any 'down time'. If the pace is too slow, children become restless and there is more potential for challenging behaviour to start.

Purpose

Every part of a lesson has a specific purpose. It is important to draw children's attention to this and keep that purpose clear in your mind as you teach.

Passion

This is a very prescriptive programme, which is why it works so well. However, it is the energy, enthusiasm and passion that teachers put into the lessons that bring the teaching and learning to life. Pedestrian teaching will not have the same impact as passionate teaching!

-Management signals

The silent 'stop' signal

When all the children are answering every question, you must be able to gain their attention quickly and easily, without the need to raise your voice. Practise this signal until children respond within five seconds. Avoid accompanying the silent signal with any noise. Hold your hand up in the air. Do not talk while the hand is raised. The children then finish what they are saying, raise their hands in response, and check that others have seen the signal, gently tapping them on the arm if necessary (avoiding poking with elbows or saying 'oi'). Do not start talking until everyone has returned the signal. If the signal fails, lower your hand and remind the children of the school's expectations. Explain that all the adults in the school will be using the stop signal. The children must return the signal to any adult who uses it.

The 'My turn/Your turn' signal (MT/ YT)

There are times in the programme when you will need the children to copy what you do.

My turn: Touch your chest with your palm when it's your turn.

Your turn: Open your palm to the children when it's their turn.

When the characters in the Spelling zone videos say 'My turn/Your turn', children should repeat the words or phrases.

The 'Turn to your partner' signal (TTYP)

Before you ask a question, tap two fingers together to tell the children that they will need to turn to their partners to answer.

Explain that the 'hands up'/ 'thumbs up' system for answering questions will not be used. (However, 'hands up' for clarification and for asking further questions should be encouraged.)

The 'perfect partner position' signal

When you say "Get ready", the children should get into their 'perfect partner positions' for spelling. Partners should sit side-by-side and shoulder-to-shoulder. Decide which children will be Partner 1 for this session. The others are Partner 2.

Handwriting position

When it's time to write, the children should get into their 'perfect handwriting positions'. Check children sit correctly while writing at tables — feet on the floor, hand holding book, chair pulled in (no heads in hands).

Short answers

Popcorn: If there are lots of different one-word answers, use Popcorn — children call out their answers in the pauses between other answers (like popcorn popping randomly in a pan).

Wave: Sweep your arm across the room in a wave. Children call out their answer as your arm sweeps over them.

Choral: Children call out the answer together.

-Activities for learning challenging words

The following activities are suggested as ways of learning challenging words, including Red and Orange words.

Mnemonics

Use phrases to help children learn the tricky bits of words, or help them to think of their own shared mnemonic:

- would, could, should, shoulder: oh you (u) lovely darling rough, enough, though, thought, bought: oh you (u) great hooligan
- caught, daughter, naughty, laugh: ants usually get hot said: it's got an 'a' and an 'i', but I don't know why
- because: big elephants can't always use small entrances. Draw an illustration and label this phrase.

Use the following method to explain the mnemonics, e.g. 'would, could, should, shoulder' (tricky bit: ould):

- Write the word on the board.
- Say the word: "would".
- Say the spelling in letter names: "W-O-U-L-D", but read out the tricky bit in a silly voice: "O-U-L-D".
- Say "oh you lovely darling" in a silly voice. Say the whole spelling again.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask children to write each word as they say the spelling out loud, in whispers, then silently.

NB: Don't use too many mnemonics. Sometimes it is easier to remember the word than the mnemonic.

Say it as it looks

Simply pronounce the word in a silly voice by the way it looks and then as we say it normally.

- what, watch, was (say a as in apple) pretty (say e as in egg)
- two (say twoh)
- does, doesn't (say oe as in toe) mother, another, brother (say o as in hot).

Use the following method to say it as it looks, e.g. 'what, watch, was':

- Write the word on the board.
- Say the word: "what" (say o as in apple).
- Say the word within a sentence: "What (as in apple) do you think you're doing?"
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say it out loud.

Word in a word

Sometimes it helps to notice that there is a word within a word and that can help us to spell it.

- busy on the bus
- one thing I have gone and done

- business on the bus
- or in work, word, worse
- ear in learn, earth, heart our in your and four
- me in come and some
- all in small, ball, tall any in many

Use the following method to draw attention to words within words, e.g. 'busy on the bus':

- Write the phrase on the board.
- Say "it's busy on the bus" (say "bussy", not "bizzy").
- Say the spelling in letter names: "B-U-S", but say "U" in a silly voice.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

A sticky Letter

Some words are often spelt incorrectly because of one unexpected or 'sticky' letter.

Write the word with the sticky letter really big and then draw something in the shape of the letter.

- o in people: draw a face
- i in friend: draw your friend — dot for the head, stick for the body
- i in juicy: draw a lolly or fruit
- u in build: draw a house
- l in walk and talk: draw a leg u in biscuit: draw half a biscuit
- o in young: draw a baby in its cot
- w in who: draw a worm

Use the following method to show sticky letters, e.g. 'people':

- Write the word on the board.
- Say the word: "people".
- Ask the children which is the sticky letter (o).
- Draw a picture of a face inside the o.
- Say the spelling in letter names: "P-E-O-P-L-E", but say "O" in a cross voice, as though telling off the letter.
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

Rap it

Say the word, then the graphemes in a rhythm and then repeat the word again.

- Where... wh-ere... where
- There... th-ere... there

- re...w-ere... were

Use the following method to 'rap it', e.g. 'where':

- Write the word on the board.
- Say the word: "where".
- Say the spelling in letter names, running together the letter names that make a grapheme: "WH-ERE"
doubleuaitch-eearee.
- Develop a rap rhythm as you say the letter names:"WH-ERE".
- Repeat this method with the other words.
- Then rub all the words off the board.
- Ask the children to write each word as they say the spelling out loud, in whispers, then silently.

Please see Appendix 17 Spelling Curriculum Overviews

5. Handwriting

Get Writing Inc.:

-Introduction/ Rationale:

This policy outlines the purpose, nature and management of the teaching of handwriting in our school. Here at Leopold we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. It is our belief that introducing children to cursive script on school entry will help establish correct formation from their first writing experiences. Learning cursive script from the very beginning will ensure that the flow and speed are a natural progression.

All members of staff (including teaching assistants, supply teachers and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example. As a catalyst to speedy handwriting, we also encourage parents and carers to use the Letter-join resources at home. Handwriting will also be closely linked with spelling so that the teaching of common letter strings will be taught in the context of handwriting.

The teaching of handwriting is important because:

- Writing needs to be legible in order to communicate meaning.
- Fluent writing aids spelling and enables children to write down ideas with more ease.
- Good presentation of writing leads to increased pride and satisfaction in a child's own work.
- When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible.
- The importance of handwriting should not be under-estimated. If children have difficulty, this will limit fluency and inhibit the quality and quantity of their work.
- Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.
- Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important.
- If children receive handwriting lessons frequently for a short period of time, it will become an automatic skill, allowing all their energy to be applied to the content of their writing and not the skill of handwriting itself.
- Fluent, clear handwriting is the result of well-established movement habits. The process of writing should become an automatic skill so that the child's attention can be focused on the process of written expression.

-Aims

Teaching of handwriting aims to ensure that children:

- To provide children with a fluent, neat and legible handwriting style of which they can be proud.
- To develop the children's confidence in themselves as writers.
- To provide all children, regardless of their ability with success in their handwriting.
- To minimise typographical errors e.g. reversals
- To eventually produce the letters automatically in their independent writing.
- (Children at Key Stage 2) To be aware that they need to balance speed and neatness to achieve a writing style appropriate to a task

- To fulfil the requirements of the National Curriculum through a consistent and carefully planned approach.
- To encourage children to develop awareness of the importance of clear, neat presentation.
- To provide opportunities for regular taught handwriting practice and to encourage the application of handwriting skills throughout the curriculum.
- To develop an individual style of handwriting.
- For all staff to have high expectations of pupils' handwriting in order to raise standards.
- For staff to feedback to children verbally and through written comments to ensure that they know how they can improve their handwriting.
- For the accurate writing and orientation of numbers to be instilled into the children from an early age.

-Handwriting Lesson Structure

Lessons should last approximately 15minutes. When children are learning new letter formation or learning to join they need daily practise. This may be reduced as they become more competent.

Provide a clear structure for each lesson:

Introduction to remind children of previous learning about posture, grip, letter formation

Teacher demonstrates and explains the movements and starting points.

Ensure children participate in the movements, writing in the air and on the board. Develop language to describe letter and link to spelling where appropriate. Selected children may come to the front and model letter formation using the visualiser. In such cases, the paper they use should be secured to the visualiser with masking tape to stop it slipping.

Children practise closely watched by teacher and support assistant.

Plenary briefly discuss any difficulties and remind children of what they have learnt.

During the demonstration session children will all be sitting in the same so that as they form the letters in the air without becoming confused about orientation.

During practising and any writing activity children should sit correctly with:

- Feet on the floor
- Chair close to the table
- Pencil held correctly
- With hand that is not writing holding the paper steadily
- With paper at 45 degrees to the right or to the left for a left handed child
- Children must not slump over work.

During practise children will:

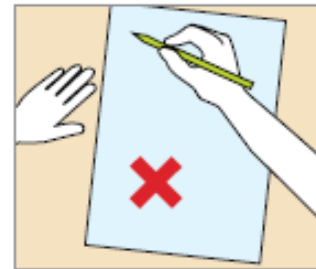
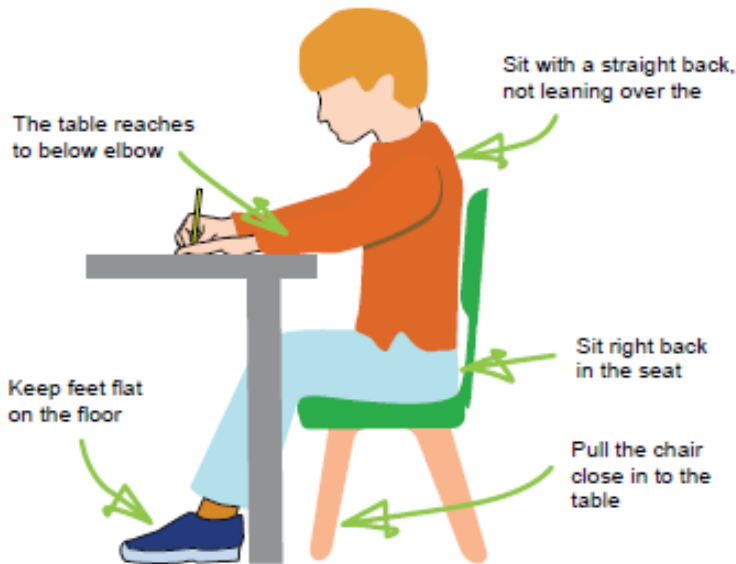
- Write the selected letter
- Be encouraged to evaluate their work, by putting a tick by the best formed letter
- Write the letter repeatedly for a set number of seconds.
- Write words containing the practised letters
- Evaluate and tick the best formed words

If children have difficulties tackle one problem at a time.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children

THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

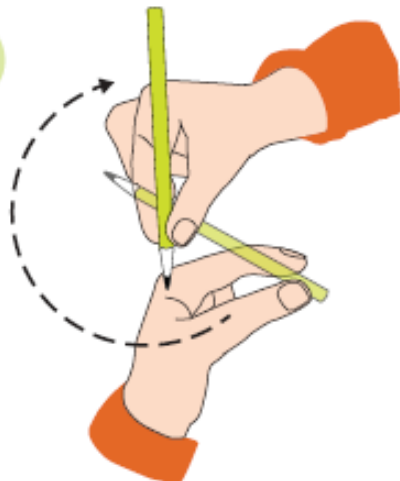
1



1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

2



3



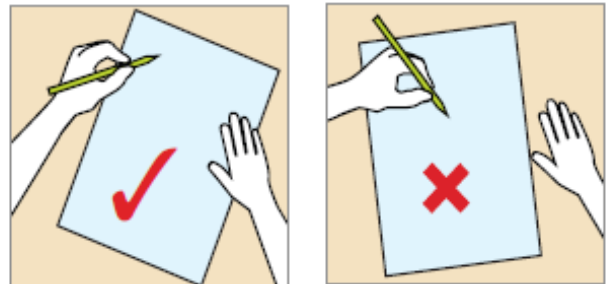
3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage teaching and expectations

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Expectation by Key Stage

FOUNDATION:

- For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;
- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Key Stage 1:

- Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:
- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

Key Stage 2:

- More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:
- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Expectation by Year Group

- By the end of Reception it is expected that all children will be forming all letters correctly. They will be able to sit correctly at a table, holding a pencil comfortably. They will be able to write the digits
- 0-9
- By the end of Year 1 it is expected that all of the letters will be consistent in size and correctly formed. They will be able to form digits 0-9 correctly.
- By the end of Year 2 it is expected that all children will have been introduced to joining in their handwriting lessons. Capital letters and digits will be the correct size.
- By the end of Year 3 it is expected that all children will use joined handwriting throughout their independent writing. This will be developed in Year Four.
- By the end of Year 6, it is expected that all children will be writing legibly, fluently, with increasing speed and personal style. They will also be choosing the writing implement that is best suited to the task.
- Handwriting should be as good in Cross Curricular topics as it is in Literacy.

-Handwriting Rules

1. Each lower case letter starts on the line with an entry stroke.
2. Letters which finish at the top join horizontally. WASHING LINE JOIN
3. Letters which finish at the bottom join diagonally. ARM JOIN
4. All down strokes are straight and parallel.
5. All rounded letters are closed.
6. The horizontal cross line of the letter 't' should be the same height as the lower case letters.

7. All similar letters have the same height.
8. Each letter should be written in one flowing movement.
9. Each word should be written in one flowing movement.
10. Letters within a word should be evenly spaced.
11. The body of the letter sits on the line.
12. Capital letters do not join to lower case letters.

-Strategies

Gross motor control

They will be involved in activities to support gross motor control. These will include: Use of bikes, scooters, skittles and hoops.

☐

Activities to loosen the wrist will also be provided. These will include: cork printing tearing paper, large pattern painting, tracing patterns in sand, kneading plasticine and play dough, whiteboards and pens, ball skills.

Fine moto control

Children will be given opportunities to develop fine motor control through the use of the following activities: Tracing, colouring within guidelines and pictures, pattern work, finger painting, cutting and sewing.

Further activities to develop fine manipulative skills will be provided such as: weaving, threading beads, sewing, Hama beads, pipe cleaners, peg boards, use of tweezers to pick up small items such as sequins, rice, pasta, printing with corks, stamps, sponges, cotton buds, plasticine, play dough, paper cutting, tearing, snipping, pleating, twisting, folding, fringing, drawing.

These activities underpin and run parallel to the following handwriting patterns.

Teaching Strategies for Reception

Pre Writing Activities

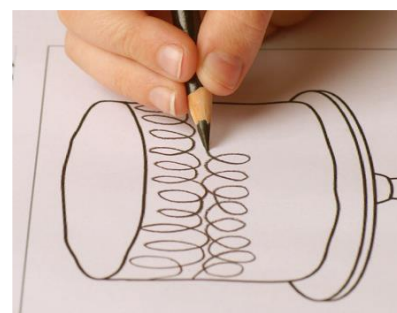
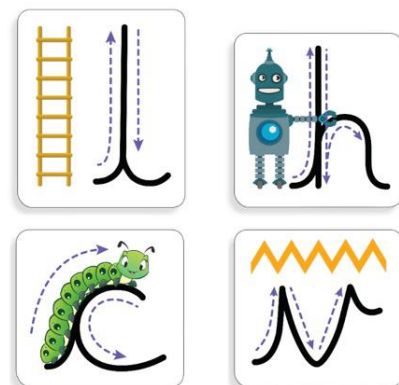
Practical activities prior to formal handwriting practise

Activities to develop gross motor and fine motor skills;

- Colouring
- Painting
- Drawing
- Pattern Making
- Scissor skills
- Sewing
- Threading
- Ball skills

Activities to help children to Learn about letters

- Which letters are tall?
- Which letters have tails?
- Which letters start with a straight line?
- Which letters have a dot?
- Which letters are egg shaped?



Which letters start like 'C'
Which letters have to be closed?

Learning to match lower and upper case letters

Matching lower case letters to a given sound/ name
Wooden / plastic/ magnetic letters- practise the correct orientation
Letters in 'feely bag' Can you find...?

Learning to write letters of the alphabet

Matching and naming letters of the child's name.
Draw attention to the relative heights of letters
Tracing letters of the child's name.
Writing letters on hand
Writing letters on each other's back. Can you guess the letter?
Writing letters in sand
Form letters in plasticine
Writing letters of the alphabet speedily
Writing letters with eyes shut (shows internalisation of shapes)
Copy letters underneath



-Resources and materials

- Children sit on a chair at a table where they are able to see the teacher's example.
- Children will sit with their feet flat on the floor and their chair pulled up to the table. One hand should be holding the page, while the other is used to write. (see appendix 2)
- Children are taught handwriting initially in Reception in a plain exercise book for letter formation, moving onto spaced lines when able.
- In Year 1, children may use 'handwriting books' for discrete handwriting lessons.
- In the Foundation Stage, Children are given experience of a variety of writing tools.
- In Read, Write Inc. Phonics lessons and in KS1, children use a sharp pencil to write.
- Black ink pens (not biro) are used in KS2.

Writing Implements and Paper

Handwriting is to be taught in the back of guided reading books. Handwriting books may be used for support, particularly in KS1.

Nursery:

- Triangular shaped writing pencils
- Plain paper
- Wide ruled lined paper where appropriate

Reception:

- Triangular shaped writing pencils
- Wide ruled lined paper where appropriate
- Books with a space for a picture at the top and lines (12mm) at the bottom. Plus a range of wide and medium ruled paper depending on the task

Years 1 and 2:

- HB normal writing pencils
- Rubber pencil grips for children who need grip to be corrected
- Wide ruled lines (15mm) progressing to 8mm lined books as appropriate to the needs of the individual children. Plus a variety of lined paper depending on the task.

Years 3 and 4:

- Pupils will undertake a mixture of writing tasks using pencil and progressing to pen usually by the end of year four. Progress will be acknowledged by receipt of a Pen License (copy of certificate attached)
- 8mm lined paper/books
- Plain paper with line guides when producing work for displays
- Black ink handwriting pens. No biro

Years 5 and 6:

- Most children should be using pen for day-to-day writing
- 8mm lined paper or plain paper according to the task

Assessment and Feedback

It is important for the children to know what they are doing correctly and what they need to improve on. They may have individual targets that are linked to handwriting.

Teachers assess handwriting and presentation as part of their normal marking in line with the Marking and Feedback Policy. This is generally done via verbal feedback. Teachers use this assessment to inform their future planning. A specific handwriting target may be appropriate for an individual child.

Monitoring

Monitoring of handwriting and presentation comes under Literacy and is the responsibility of the Literacy Co-ordinator. The Headteacher, Key Stage Leaders and Governors will also monitor, as with other subjects and in accordance with the School Improvement Plan. Monitoring can take the form of lesson observations, sampling and moderation of work, data analysis and looking at teachers' planning.

-For RWI handwriting stages 1 – 3, access through 'staff only' drive:

Creative curriculum > English > Handwriting

6. Read Write Inc. (EYFS – Year 2)

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I leader as required. TA's will be given preparation time prior to the daily sessions.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

R.W.I. across the school

Foundation Stage: R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

Sessions will take place daily between 9.00-9.30am. Within this time a 15 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, inline with the EYFS.

Key Stage One: R.W.I. groups will be set following assessments carried out by the R.W.I leader. The sessions will occur daily between 9.00- 9.45. These sessions will NOT replace literacy teaching. Lessons will start with a 10/15 minutes Speed Sounds session followed by Reading session only. (see plan attached).

Key Stage Two: R.W.I. groups will take the form of an intervention for those children with the greatest need.

1:1 interventions

All pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI leader if required.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each reading teacher is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the R.W.I. leader using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Monitoring and Review

The R.W.I. leader

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

7.E.A.L and SEN support

Colourful semantics:

What is Colourful Semantics?

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is routed in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

WHO? – Orange

WHAT DOING?? – Yellow

WHAT? – Blue

WHERE? – Red



Aims

- To teach the possible structure of sentences using colour coding and Question words.
- To develop/consolidate the understanding of “wh” questions i.e. Who, What, Where.
- To develop the use of sentences containing:

A subject the girl

A verb is eating

An object an apple

A place in the kitchen

- To increase the range of verbs used.

Who can use Colourful Semantics?

The approach can be used with children with a range of Speech, Language and Communication Needs including:

Specific Language Impairment

Developmental Delay or Disorder

Autistic Spectrum Condition

Down Syndrome

Literacy difficulties

Signing

Don't forget to SIGN not just the key question words but also the key WHO, DOING, WHAT and WHERE words where appropriate. For more information go to:

www.Makaton.org

-Order of sessions

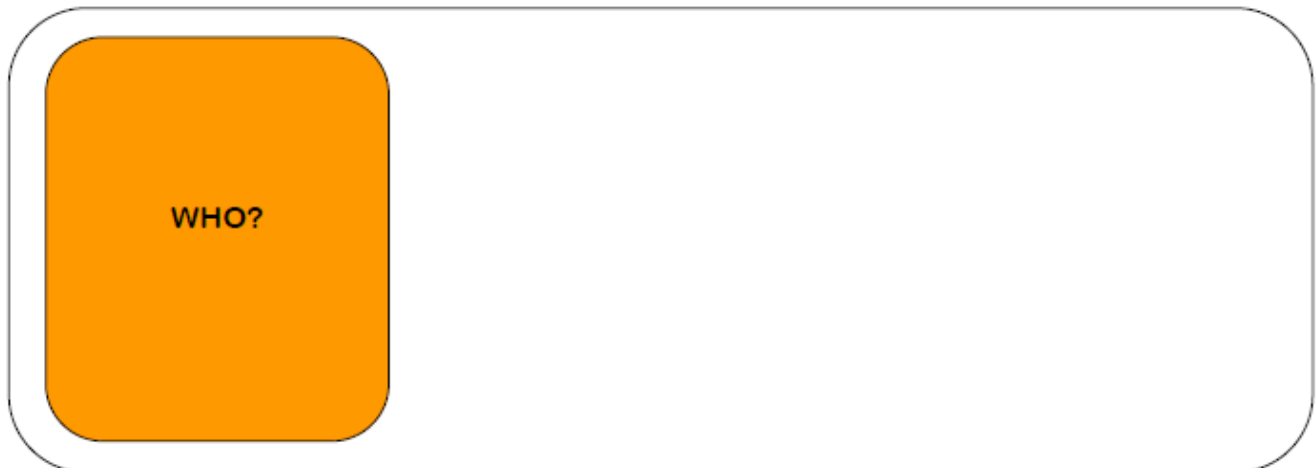
Session 1

1. Introduce the WHO sign:



2. Look at a range of family/school photos/videos of people

3. Introduce the WHO colour (Orange) on to the sentence strip:



4. Introduce the WHO symbols

5. Show a range of pictures/photos/videos and ask the student to find the appropriate WHO symbols

****Only move on to next Session once student is able to consistently complete this session****

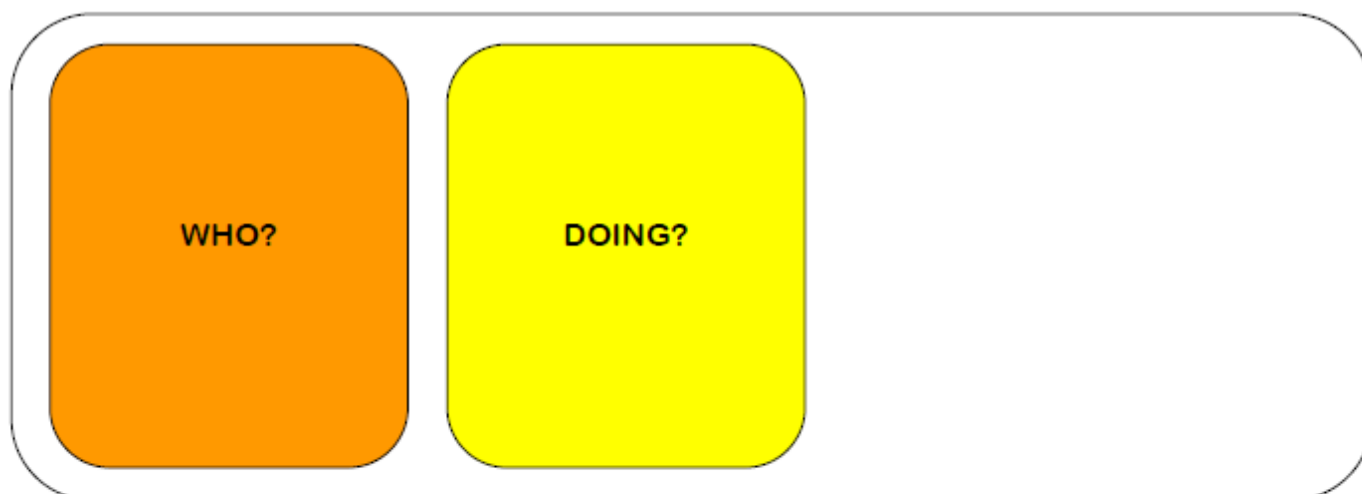
Session 2

1. Introduce the DOING sign:



2. Look at a range of family/school photos/videos doing actions

3. Introduce the (WHAT) DOING colour (Yellow) on to the sentence strip:



4. Introduce the (WHAT) DOING symbols

5. Show a range of pictures/photos/videos and ask the student to find the appropriate WHO + (WHAT) DOING symbols

****Only move on to next Session once student is able to consistently complete this session****

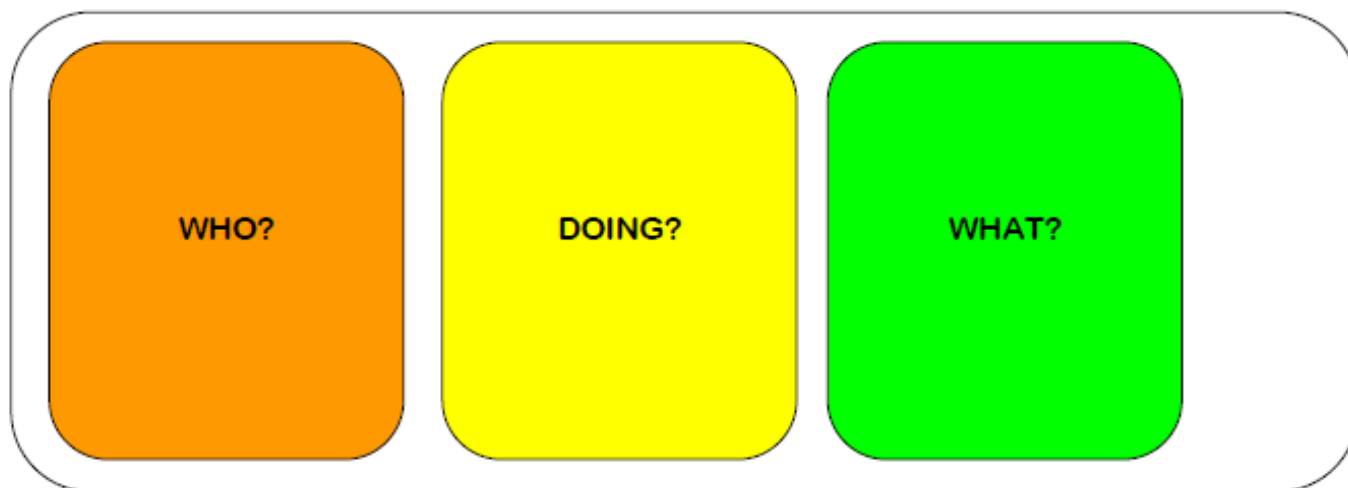
Session 3

1. Introduce the WHAT sign:



2. Look at range of pictures/photos of people doing actions to objects (e.g. kicking a football, eating an apple, combing hair)

3. Introduce the WHAT colour (Green) on to the sentence strip:



4. Introduce the WHAT symbols

5. Show a range of pictures/photos/videos and ask the student to find the appropriate WHO + (WHAT) DOING + WHAT symbols

****Only move on to next Session once student is able to consistently complete this session****

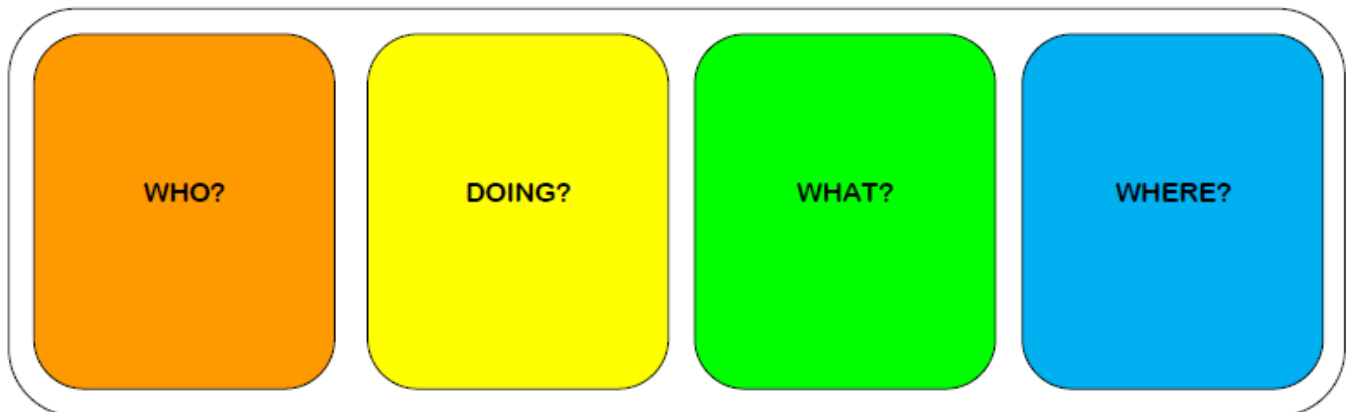
Session 4

1. Introduce the WHERE sign:



2. Look at range of pictures/photos of places (e.g. beaches, parks, bathrooms etc)

3. Introduce the WHERE colour (Blue) on to the sentence strip:



4. Introduce the WHAT symbols

5. Show a range of pictures/photos/videos and ask the student to find the appropriate WHO + (WHAT) DOING + WHAT symbols

****Only move on to next Session once student is able to consistently complete this session****

Session 5

1. Bring all signs together – recap WHO, DOING, WHAT, WHERE signs

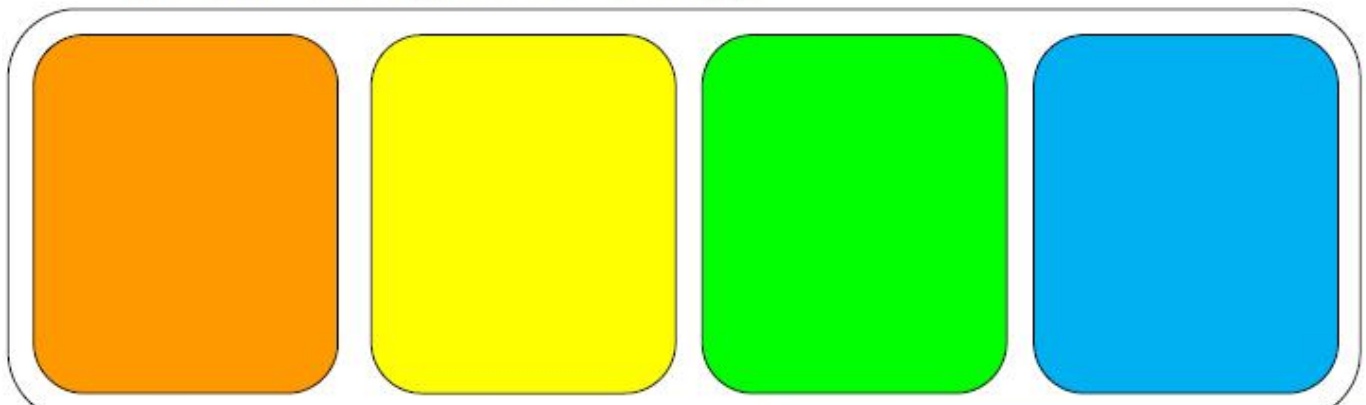
2. Recap sentence strip colours:

- a. Who = Orange
- b. (What) Doing = Yellow
- c. What = Green
- d. Where = Blue

3. Introduce the following picture:



4. Describe the picture as a group using WHO/(WHAT) DOING/WHAT/WHERE Colourful Semantics symbols on Sentence Strip:



Session 6

Ways of generalising Colourful Semantics

The 'trick' is to use the principles of CS all the time:

- If a student gives a response that lacks grammatical detail you can also ask the relevant WH-question to provoke them to give a more grammatically correct answer.
- By modelling (repeating a student's sentence and correcting the grammar – e.g. by adding detail) we are reinforcing the principles of CS.

Further activities include:

1. Question and Answers

Present picture/photo to group and ask 1 student to ask teacher/peer a relevant WHO, DOING, WHAT, WHERE question.

2. Identify the concept

The teacher gives blank sentence strips to the group and then calls out examples of different grammatical concepts e.g. man (subject), is running (verb), in the park (location).

Students must identify which grammatical concept the teacher is calling out:

Teacher: "in the park"

Student: "location/blue"

Teacher: "man"

Student: "subject/orange"

Teacher: "eating"

Student: "verb/what doing/yellow"

Teacher: "a hotdog"

Student: "object/what/green"

3. Show and tell

Bringing photos in from home and using the Sentence Strips to comment on WHO, (WHAT) DOING, WHAT, WHERE in each photo.

Therapy Activities for “What doing?”

All activities have a yellow verb/what doing picture.

1. Feely bag – to check vocabulary and introduce the colour.
2. Acting out verbs for other children to guess.
3. Simon Says.....
4. Sorting verb pictures according to the body parts used to carry out the action e.g. kick = feet.
5. Right/wrong judgement e.g. “Is the dog eating?”
6. Syllable clapping
7. Initial sound games

Therapy Activities for “What?”

Provide a visual template for the sentences constructed in all activities.

Yellow Green

1. Feely bag of green “What?” pictures / real objects.
 2. Sorting objects/object pictures according to verb e.g. eat, drive, drink, play.
 3. Sentence completion e.g. Driving _____ (Biscuit/car), using template.
 4. Semantic web: Choose a verb for the centre of the web e.g. eat, then children to generate objects that can go with the verb i.e. apple, cake, chocolate, pizza.
 5. Following instructions e.g. Play with teddy
Push the car
- Encourage the child to tell you what they have done.

Therapy Activities for “Who?”

Provide a template for sentences constructed in all activities.

Orange Yellow Green

1. Feely bag with orange character pictures.
2. Feely bag of children’s photos/name tags and feely bag of what doing pictures. Children to pull one picture from each bag and give instruction according to pictures e.g. “Ben jump”.
3. Small doll play. Children to use dolls to carry out an action e.g. Mummy sit chair, and to answer questions or describe what they are doing.
4. Composite picture description.

Therapy Activities for “Where?”

Provide a template for sentences constructed in all activities.

Orange Yellow Green Red

1. Feely bag of red where pictures.
2. Sorting green what pictures according to red location e.g. chair – living room, lion – zoo.
3. Hide and seek – finding object e.g. “Where’s the teddy?”
4. Sentence completion, e.g. The boy is eating an apple _____ (in the kitchen).
5. Composite picture description.

Strategies to help if activities are too difficult:

1. Say the first sound of the word to cue the child e.g. “Br.....” (Brush).
2. Provide a forced alternative e.g. “Is it a car or a burger?”.
3. Use gesture or makaton sign.
4. Use other children as good models.
5. Say the word for the child to imitate.
6. Use the written word for older children.

Reference

Ref. Bryan A (1997) ‘Colourful semantics’ in Chiat S, Law J, and Marshall T (Eds).
Language Disorders in Children and Adults, Whurr Publications

Please see Appendix 18 Colourful Semantic Resources and Appendix 19 Understanding dyslexia

Library

Aims and Objectives

The aim of the library policy is to create a unified approach across the school in the provision and maintenance of book collections in the main school library and classroom collections.

Aims of the library /classroom collections

- To raise standards of pupils' achievements across the whole curriculum to develop independent learning skills
- To support personal reading for pleasure

Aims of the school library

- To provide a core collection of non-fiction books for teacher reference.
- To provide core collections for children to learn information skills, such as using books effectively for research.
- To provide opportunities for children to read for pleasure
- To teach children how to use, handle and respect books
- To promote libraries as places which provide enjoyable and exciting activities
- To provide opportunities for children and their families to take part in literacy related activities, such as book clubs and shadowing book awards
- To provide opportunities to access relevant information online about books, research and authors
- To provide fiction suitable for the entire age and ability range, to include series by well-known authors, joke books, books for reluctant and advanced readers, dual language books etc

Aims of the classroom collections/ classroom reading environment

- To provide opportunities for children to read for pleasure
- To provide opportunities for children to borrow and share books with their families

Library Provision

Accommodation

The school library and classroom reading environment should provide an attractive and comfortable environment for children in which to select and use the resources available.

The school has a newly designed and open space area for our brand new school library with appropriate height shelving units, as well as comfortable seating areas for younger readers equipped with beanbags and soft seating. The library space also contains a computer to borrow and return library books using the Junior Librarian system. The surrounding displays will promote reading including information about authors and genres, and share pupils' reading achievements.

The library space will also be used for:

- Teaching of RWI phonics to small groups during the morning
- Library clubs either during lunchtime or after school
- Families to read with their child after school

Classroom collections/ Classroom Reading Environment

- Classroom collections should look attractive and welcoming
- They should have colourful, low level shelving and/or Kinderboxes, depending on the year group

- They should have a rug or cushions where children can read comfortably
- They should have books on display, either on shelves or suitable racks and a board where book-related posters etc can be displayed
- Picture books should be arranged with their covers facing outwards where possible
- Other books should be on shelves or arranged in boxes by genre
- Non-fiction books should be arranged in simplified Dewey order or by some other suitable system (eg genres picture stickers)
- Genre boxes and shelves should be labelled.
- The collections should be swapped termly with the other class in the year group
- It is recommended that staff supplement the collections by borrowing topics or fiction termly from the Schools Library Service

Resources

- The school aims to provide at least one book from the classroom collection and one book from the school library to be taken home per child every week. If a child is a 'home reader' whereby a child needs more practice in reading, they will also be given a third book to read at home.
- Classroom collections and the school libraries aim to provide resources that are relevant, up to date and in good condition.
- The school library includes around 5000 books of fiction texts including comics and series by a range of famous authors, and book on non-fiction curriculum subjects for EYFS to Year 6, a collection of encyclopaedias, atlases, dictionaries and books on general subjects.
- Classroom collections should provide around 200 books consisting of mainly fiction with a small collection of non-fiction suitable for the age and ability range of the class.
- To ensure that the libraries and classroom collections support the school curriculum and ensure a breadth and balance, all staff are able to suggest new stock, either via the Literacy Coordinator or the Librarian.
- The resources should reflect the cultural diversity of the school
- Children can suggest stock, via questionnaires from the Literacy Coordinator and suggestions lists in the libraries
- Paperbacks should be covered in plastic book jackets to ensure a long life
- Classroom collections should be audited and weeded annually by teachers
- Library collections should be audited annually by the Librarian
- A budget should be allocated annually for libraries and classroom collections and will be included in the school development plan
- All book resources in the school library will be kept on the library database, accessible from any computer in the school.

Organisation of resources

- Non-fiction is arranged by simplified colour codes, listing 12 categories and fiction in alphabetical order, by author surname, or, in classrooms, by genre.
- Displays around library shelving units, labelled book ends within shelving and access to the computer catalogue allow readers to find the location of the resources
- The computer catalogue is constructed by professional library staff to ensure consistency of key wording and classification groups
- There should be clear guiding of sections
- There should be easy borrowing procedures using the computer system
- Suggested resources for different age groups
- Foundation years: wide range of picture books, both fiction and non-fiction; dual language books; wordless books.
- KS1 and KS2: Non-fiction: suitable encyclopaedias, atlases, dictionaries etc; range of non-fiction on curriculum

and general topics.

- Fiction: picture books, short chapter books, children's novels, several books by well-known authors, joke books, puzzle books, cartoons, poetry, myths, dual language books, magazines, children's newspaper, computer software. Books need to be suitable for the full spectrum of reader ability, from non-readers, through reluctant readers to advanced reader.

Library Coordinator

The role of the Library Coordinator is to:

- Manage and develop the school libraries
- To develop the libraries' book stock
- To classify and catalogue all stock on the library database
- To ensure teachers, teach library and information skills teaching across the curriculum to all the children
- To encourage reading for pleasure and for research
- To promote school libraries and libraries in general
- To encourage interest in books and writers
- The Library Coordinator is assisted regularly by Library support service and by parent volunteers in basic library procedures and Junior Librarian skills, including enrolment and troubleshooting techniques
- Pupils should be trained to carry out basic duties (for example, returning books to the shelves, tidying, labelling books).
- The Librarian will include lessons on the organisation of the libraries and about the tools available to find books

Management

- Teachers are responsible for the organisation and maintenance of their classroom reading environment.
- Teachers are responsible for ensuring books are borrowed and returned via the computerised or manual issue system
- They should train pupils to tidy and shelve books correctly and to use the issue system.
- The Librarian is responsible for adding details of new books to Junior Librarian
- The Librarian and/or Literacy Coordinator are responsible for weeding stock annually
- The librarian/literacy coordinator is responsible for buying new stock
- Teachers are responsible for the stock check of their classroom collections

Computer System

- The library computer system provides a catalogue to all books in the library and can be accessed from the computer in the library.
- The librarian is responsible for adding book and user data to the system (in conjunction with the ICT Technician)
- The system is maintained by the Librarian and can be fully accessed only by the Librarian, the Literacy and the ICT technician
- Each September the Librarian will update the children's data on the computer system, with the help of the ICT Technician.
- The Librarian and teachers will teach children how to use the Junior Librarian circulation of books system to further their library and ICT skills
- The Librarian will train staff in the use of the system and provide a manual and list of children's and staff barcodes each September/ start of new academic year. A copy of these will be kept in a folder next to the library computer for easy access.
- Children may not use the library computers unsupervised for any purpose other than checking the catalogue of books or writing book reviews on the system.

Access

- Children may only use the library and computer catalogue/issue system if the Librarian or another member of staff is present.
- There will be timetabled access for each class and small groups to visit the libraries weekly for reading for pleasure and information skills training
- The Librarian will run book-related clubs in the library.

Book allowances

All pupils can take one library book out a time. Pupils will have the opportunity to return their borrowed book and take out a new book, once a week. This allowance will be reviewed annually using data from the Junior Librarian system in terms of how often books are exchanged with pupil groups in mind. The literacy coordinator, librarian and headteacher can increase book allowances provided that condition of books is maintained and data shows regular books exchanges. However, allowances can also be revoked.

Overdue procedures

The librarian will issue reminder slips to the child if books are two weeks overdue. If the book is not returned by the third week, a first letter will be sent home to the parents, asking their assistance in locating and returning the book. Where a month has past, a letter requesting a 'Lost book fee'* (£5 for Paperback, £10 for Hardback) will be sent home via the Class teacher. Note: If a child would like to keep reading the book at home for longer than one week, they must bring it in school during their library session to show not having misplaced/ lost book.

Damaged items

At the discretion of the librarian, and if a book is not repairable, a letter outlining the replacement fee will be charged to parents. It is however understood that some damage will occasionally occur and parents/carer may also provide a replacement book if this is cheaper.

*NB Fees are paid in to the school office. This is to provide a fund for repaying the Lost book fee should the item subsequently turn up.

Promotion

The Librarian will promote the libraries by:

- Regular displays of books and posters to promote themes such as Black History month, World Book Day, various authors, new books, information about a topic or theme, displays of children's work, etc.
- Producing a newsletter for staff, parents and governors about library developments at least once a term
- Participating in Book Weeks and author visits
- Running book clubs

Monitoring/ School Self – Evaluation

- The Librarian will monitor the use of the library regularly, reporting to the Literacy Coordinator and Headteacher
- Junior Librarian will be used to monitor lending and borrowing patterns
- Children and staff will be given opportunities to feed back on use of the library and classroom collections (library suggestions box, questionnaires, discussion etc)
- This library policy will be reviewed regularly
- Use of the library should be a regular staff agenda item, at least once a term.

The Librarian will undergo a regular self-evaluation process on areas determined by discussion with the Headteacher and Literacy Coordinator.

Please see Appendix 20 Library and Information skills for primary school children

Resources

For more resources outlined in this policy, access through staff network:

[Staff only > Creative curriculum > English](#)