

English

At Hook Lane



Reading



Reading at Hook Lane

EYFS

In Nursery and Reception classes, Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are taught Ruth Miskin's Read Write Inc. scheme for set 1 sounds; this aids letter and sound recognition as well as letter formation. The phonics scheme is continued throughout KS1.

Children have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in early reading and many activities (from all learning areas) are linked to literature. Story sacks for traditional tales are available for children to retell and act out stories. Reception children are encouraged to recite, retell and adapt stories, based on Talk for Writing (Pie Corbett).

Beginning in Nursery, children are encouraged to read and write individual letters within their own name. In Reception, children are expected to write in simple sentences which can be read by themselves and others. Children will make phonetically plausible attempts to spell words and will be able to write some irregular common exception words. Nursery follow the Write Dance scheme to encourage movement and pen control, linking to known, everyday movements.

Key-stage 1

Phonics teaching throughout the key stage, provides opportunity for both word decoding and building strong word recognition through accessing 'tricky' or 'red' words.

As set out in government guidelines, we ensure that Reading lessons incorporate the following comprehension skills:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Example activities may include children in year 2 identifying words that are unfamiliar to them and clarifying these/finding synonyms to further understand their context within the text. Children in year 1 may be able to arrange images and use simple sentences or key words to explain the sequence of events within the story.

Key Stage 2

Comprehension skills continue to be a focus in Key Stage Two. Children are given daily opportunities to practise and consolidate all statutory and non-statutory requirements within the reading guidance (set out within the English Programme of Study). This happens using two approaches that work well taught alongside each other: VIPERS and lenses.

Reading VIPERS:

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand in order to improve their comprehension of texts. VIPERS stands for...

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Children may answer questions on all domains in one lesson or focus more on a selection in order to deepen their understanding of that particular domain.

Key Stage 2 continued...

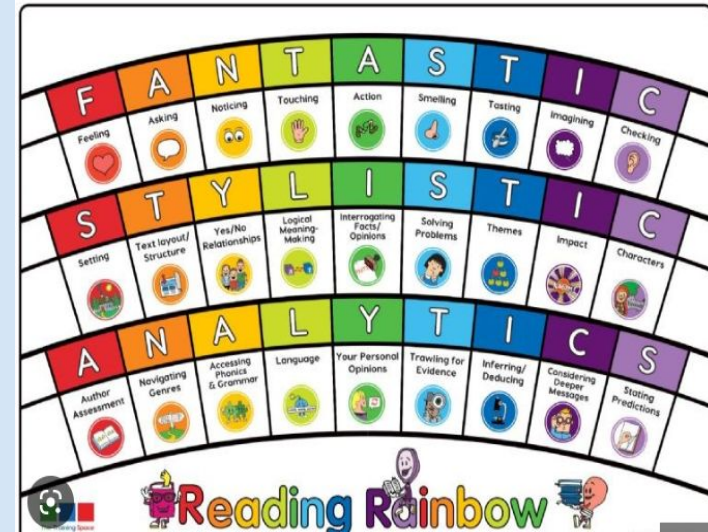
Reading Lenses:

Designed by Jane Considine, the Reading Rainbow is a visual of all the necessary primary reading domains and competencies.

The three layers of the Reading Rainbow, from top to bottom, cover:

1. The ideas of reading: FANTASTICs
2. The understanding of reading: STYLISTICs
3. The competencies of reading: ANALYTICs

Each layer contains 9 reading lenses and by using these lenses pupils will become more confident explorers of a range of text types



The majority of tasks are linked to the class text, allowing them to explore this one text more deeply. Other, stand-alone texts are incorporated to ensure children are exposed to an array of literature of varying genres and levels.

Example - Year 6 class text, The Explorer by Katherine Rundell

Language lens:

Read the whole chapter, underlining vocabulary that stands out to you. Is it effective vocabulary or are you unsure what it means?

Clarify any words in the dictionary.

Oracy - Discuss with your table, using these stem sentences:

The word...stands out because...

The author spends time describing...because...

Effective language includes...

The word...makes me think of...

Whole class reading approach

We use aspects of CLPE's Power of Reading programme for whole class reading. Teachers choose challenging texts which link to the wider curriculum for their particular year group. A text could be deemed 'challenging' because of the use of higher-level vocabulary and language, or because of the themes that arise within the text.

The book should support and inspire the teaching of reading *and writing* as well as influence the teaching of other subjects like Art, DT and Music. The book is read to, and by, the children and each lesson has a reading skills focus. Throughout the week, other related texts - fiction and non-fiction - are also studied so the children experience a full breadth of literature.

Children's responses to the daily reading sessions should be recorded in Reading Journals (or other work books if cross-curricular. E.g. Science books for Rainforest comprehension.)

Assessing Reading

Statutory Testing:

Years Two and Six sit key stage 1 and 2 national curriculum tests in May (Standard Attainment Tests, or SATs).

Year One children take part in a phonics screening check in the Summer term. Any children who do not reach the pass mark will retake the test the following summer.

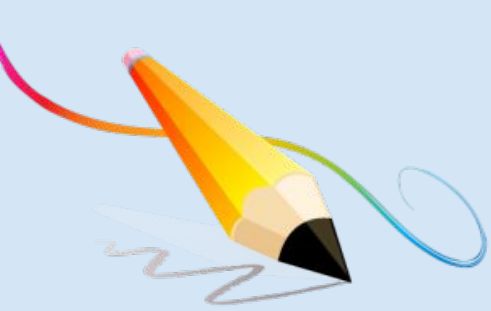
Assessing Reading Continued...

Non-statutory Testing:

In Years One, Three, Four and Five we use testing materials from NfER to assess children's reading progress. These are taken at three points within the year - Autumn, Spring and Summer. Years two and six carry out a baseline and mid year SATs practice test to track progress and gaps. Teachers analyse the test papers to find areas for improvement which are addressed through future lessons.

Assessment of class reading:

Teachers should be assessing responses in workbooks for evidence of individual skills (inference, summarising, predicting, using evidence from the text to support responses etc.)



Writing

Writing at Hook Lane

At Hook Lane, we believe that children should be exposed to good-quality texts, models and vocabulary to enrich and inspire their own writing. We encourage children to take an active role in their learning: making notes of good vocabulary, sentence openers and spellings in lessons. This ensures that they become more independent in crafting their own sentences and pieces. We encourage writing for different purposes: to entertain, to inform, to persuade and to discuss - across a range of genres throughout their time at Hook Lane.

Planning writing

We plan writing opportunities across a year group that meet a variety of purposes and reflect a range of genres. Where possible, year groups will repeat a genre from the beginning of the year to encourage more independence in the later half of the year.

Writing opportunities are, mostly, linked to class texts or History and Geography topics to encourage learning across the curriculum to be built upon. However, we do encourage teachers to use writing stimuli that will work well with their class and provide the best opportunities for writing.

We match up national SPaG objectives to the writing opportunities that will link well to them and ensure that revision of previous key objectives is present.

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The writing journey

Each writing unit will include:

- A model text
- Volcano vocabulary words
- A SPaG focus
- Planning
- Modelled writing sessions
- Editing
- Independent writing sessions
- Thoughts and ideas pages.

An example writing journey

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce piece (hook if needed)</p> <p>Model text - annotations with a focus on vocabulary, structure or SPaG</p>	<p>Introduce VV words</p> <p>SPaG lesson (can be done across 2 separate sessions)</p>	<p>SPaG/VV word starter</p> <p>Create a plan/writing outline.</p>	<p>SPaG/VV word starter</p> <p>Writing task with small steps.</p> <p>Short edit session</p>	<p>SPaG/VV word starter</p> <p>Writing task with small steps.</p> <p>Short edit session</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>SPaG/VV word starter</p> <p>Writing task with small steps</p> <p>Short edit session</p>	<p>Editing session: revisiting model text, SPaG foci and VV words.</p>	<p>Independent write</p> <p>(based upon or continuing their current piece)</p>	<p>Independent write</p> <p>(based upon or continuing their current piece)</p>	<p>Edit and share session.</p> <p>(publishing, orally sharing, performing etc)</p>

Model texts

Each writing unit will have a model text that the children will be exposed to. In these lessons, children will have the opportunity to analyse good-quality writing and annotate it to aide their own writing.

We encourage children to look deeply at why the author has chosen to use certain vocabulary or sentence structures and grammatical features. We ensure that these texts demonstrate the SPaG that we are encouraging the children to use in their own writing.

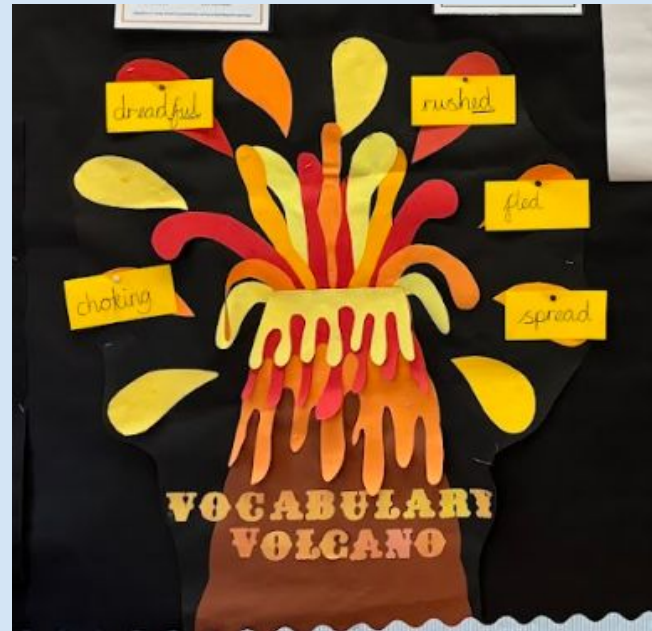
These can be whole texts, shorter extracts or more ‘sentence-level’ examples.

Volcano Vocabulary

Volcano Vocabulary is a whole school approach to the learning and application of tier two vocabulary (high-frequency words for mature language users).

5 words are carefully selected to suit the current piece of writing, with many teachers choosing vocabulary from the current class text. These words are then explored in a range of ways - clarifying, using them in a range of sentences, exploring synonyms and experimenting with other forms of the words (by changing prefixes and suffixes) and we take a 'gamifying' approach where possible towards this.

The goal is for the children to have a thorough understanding of the words to then be able to use them in the correct context within their independent writing. When they do, they 'bubble' them to show this.



SPaG focus

This will link to national objectives for the year group or be a revision of a key objective from previous year groups.

This will be a stand-alone lesson to explicitly teach the objective and skill before being asked to embed it within their own writing.

This will then be revisited during the writing journey through starters/recall tasks.

Planning

Planning is a crucial part of the writing process and should be seen as a way for children to organise ideas.

This doesn't have to follow a rigid format and can look different for different pieces/children such as story mountains, tables, five-finger plans, story maps, comic strip plans or bullet points.

In these sessions, we encourage children to use their oracy skills to further embed their knowledge of their plan and direction of writing.

Modelled writing sessions

For the first half of the year, children's writing will be scaffolded through good text-level models and teacher modelling.

We are beginning to use the approach from Jane Considine's *'The Write Stuff'*, where children use 'sentence stacking' in writing lessons.

The sentence structures in the lesson are well-chosen, well-structured and well-modelled to ensure that the children have a good-quality 'chunk' of writing in every lesson.

Each sentence will have mini tasks attached to it to help the children acquire the knowledge they need to write successfully.

This will encourage all children to be active learners and ensure that they are all able to produce sentences within the lesson.

In the latter half of the school year, we will pare down the amount of modelling to ensure more independent writing from the children.

*An example of an ambitious modelled writing lesson in year 6:

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Editing

Children write their pieces missing a line each time to ensure they have space for edits and rewrites. We do all of our editing work in green pen.

While we have an explicit editing session, we do actively encourage children to edit throughout their writing and give them opportunities to re-read their work (aloud where possible).

Editing sessions will focus children on specific elements of writing that the class require. This will often involve the SPaG focus as well as other areas of weakness the teacher has identified or included within the lessons.

This can be done through editing checklists, editing stations, peer editing, rewriting sentences, and using WABOLLS (what a bad one looks like) to identify mistakes in another piece before trying to find them in their own.

Independent writing sessions

After a set of modelled and scaffolded writing sessions, we then give the children the opportunity to write more independently within the same journey.

This could be continuing the piece independently or writing a similar style piece to ensure they are trying to independently use the sentence styles and structures that they have been taught in the lessons preceding this.

Thoughts and Ideas pages

We have introduced, in Key Stage 2 currently, thoughts and ideas pages for the children.

This is a page on the left-hand side of their book where they can make note of anything useful for their piece of writing. This may include: an annotated model text, vocabulary words, SPaG prompts/reminders, magpied words and phrases and a plan.

This is for the children and can look different for all of them. The aim is to encourage them to be more independent within the writing journey and identify things that will help them write.

Spelling

At Hook Lane, we follow the Purple Mash programme for spelling. Each class learns ten spellings a week, both in class and as part of their homework. The children have a weekly spelling test based on the words being learned.

As part of their spelling homework, children must write engaging sentences using their spellings, which ensures they are finding their meaning and using them in context.

We use the NFER assessments at the end of each term to assess and track children's spellings in years 1 - 5 and past SATs papers for this purpose in year 6.

Handwriting

We use the Twinkl handwriting scheme:

- It covers all the statutory requirements for handwriting from the 2014 National Curriculum
- It takes the children on a journey from pre-writing at EYFS/KS1 to a fluent, legible and joined handwriting style by the end of KS2.
- It provides an active, fun approach that aims to develop a fast, fluent and legible handwriting within every pupil
- Includes a range of resources and illustrative animations that are accessible for all stages of development

Worksheets are only used as daily practise and the letter formation can then be applied to work books, with the skill then being progressed into independent writing. Teachers are also expected to model continuous cursive where possible in their own modelled writing.

Marking and feedback

Instant feedback is the main priority for the teaching of writing. This allows for errors and misconceptions to be picked up on and addressed instantly. Teachers should be moving around the classroom observing, listening and checking in with children.

There should be time within lessons for teaching points to be made, based on observations made and then children should edit/correct/improve their work using green pen.

Teachers use their discretion as to which activities may need specific written feedback.

We are looking towards using an AI programme to mark and give feedback on the children's writing to inform them independently and to help class teachers see 'trends' and 'weaknesses' across a whole class. This is marked against specific trust-wide criteria for each year group.

Adaptive teaching

Using adaptive teaching to provide the opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all. This may be through:

- Specific questioning and prompting: who, what, why, describe...
- Scaffolding sentences (sentence stacking)
- 'I do, we do, you do' approach
- Teacher modelling
- The use of story planning, writing prompts, word lists
- First/next checklists
- Visual supports for new concepts
- Pre-teaching of words, new vocabulary, texts
- Using simplified versions of a text focusing on key learning
- Overlearning opportunities
- Visual stem sentences
- Colourful semantics to support writing structure
- Speech to text/text to speech software to support pre reading, writing tasks
- Visual/written checklists to break small steps down concretely