

Developing an approach to teaching and learning in English

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
DfE 2013

Intention

The overarching aim for English at Wormley Church of England Primary School is to ensure that all pupils develop a love of literature through widespread reading for enjoyment so that they:

- read fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making presentations, demonstrating to others and participating in debate

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. ELG 09

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- *word reading*
- *comprehension (both listening and reading)*

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

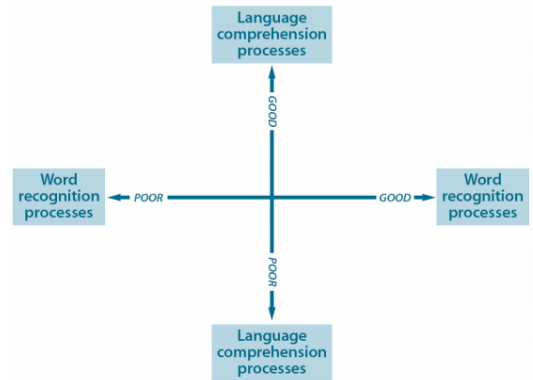
Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.
DfE 2013

Phonics Intent

Research indicates that phonics must be taught in a rigorous and systematic way in order to secure the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically thus freeing them to concentrate on the meaning of the text

In this school we have chosen to use **Letters and Sounds (DfES, 2007)** because this programme sets out a detailed and systematic approach for teaching phonic skills, with the aim of them becoming fluent readers by the age of seven. (See appendices)

As well as preparing children to learn how to read by developing their phonic knowledge and skills, it builds children's speaking and listening skills in their own right.



Phonics Phases

Phonic phases are the way the Letters and Sounds Programme is broken down to teach sounds in a certain order. At the same time whole words that cannot be broken down easily, are taught to the children.

Phase One (Nursery/ Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	This phase moves on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. Addressing any gaps.

Common exception words (looking words)

Common Exception words are words that are not phonically decodable but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the unusual part.

High Frequency words (common)

High frequency words are words that recur frequently in much of the written material young children read and are needed when they write independently.

In this school, we refer to common exception words and high frequency words as Rainbow words – grouped by phases in different colours: Purple (phase 2), blue (phase 3), green (phase 4), Yellow/orange (phase 5), red (phase 6)

Non-words (alien words)

Non-words such as ‘vap’ or ‘jound’ are taught to children. Teachers refer to these as ‘alien words’. Children cannot read the non-words by using their memory or vocabulary so they have to use their decoding skills. This is a way to assess children’s ability to decode.

Phonic terms

Phoneme	The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er
Grapheme	A letter or group of letter representing one sound, e.g. sh, igh, t.
Clip Phonemes/schwerr	When teaching sounds, always clip them short ‘mmmm’ not ‘muh’
Digraph	Two letters which together make one sound, e.g. sh, ch, ee, ph, oa
Split digraph	Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite
Trigraph	Three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard, tch as in watch
Segmentation	Means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme
Blending	Means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word
Mnemonics	A device for memorising and recalling something, such as a hand action of a drill to remember the phoneme /d/.
Adjacent consonants	Two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters).
Comprehension	Understanding of language whether it is spoken or written

Implementation:

- Daily phonic teaching YN-Y2 and first half term of Y3. Two sessions in YR/Y1; additional catch up sessions in YR/1/2 and 3
- Guided reading. Books linked to phonics progression/phases
- Home reading books. Books linked to phonic progression/phases/reading age

Through the teaching of phonics children learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. This requires practise.




Reading Intent



We employ a range of key strategies to teach reading and to ensure practise. In addition to the English lesson, 20 minutes a day is protected in KS1 and KS2 to develop reading skills and resilience. For young or less confident readers this might be a whole class/small group guided reading session. As children mature and become confident, independent readers, this might be a session of sustained silent reading. Adults listen to children read at least once a week and track their home reading. Children who do not read at home are listened to more often (Daily Readers).

We have invested in a wide range of books at different levels for children throughout the school. Children’s reading age is assessed through the PM benchmark kit. This resource enables teachers to accurately track and assess pupils’ reading progress across the whole school, ensuring consistent and accurate levelling in reading.

All children are taught comprehension skills explicitly to support their understanding of a text.

As identified below:

SCANNING	<p>Locating relevant information: Use clues from the question; Use knowledge of the text.</p> 
DECODING	<p>Working out the meaning of a word: Read “around” the word for clues; Use the “stem” of the word as a clue; Always read to the end of the sentence.</p> 
INFERENCE	<p>Using clues to make a guess: Identify clues; Figure out what the clues are hinting to the reader.</p> 

<p>USING EVIDENCE</p>	<p>Prove your point! Answer in a full sentence; Make your point; Use evidence from the text to support your point; Put direct quotes from book in inverted commas.</p> 
<p>SPEED/RESILIENCE READING</p>	<p>Practice and improve your speed:</p> 

Implementation:

- Follow the English Across the Curriculum document – quality texts selected to inspire a love of reading and to inspire writing
- Class reader for whole class and guided reading (KS1/2)
- Reading and comprehension activities to practise and hone skills (as part of English planning sequence/cross-curricular learning)
- Question stems based on Blooms’/Elklan for comprehension
- Take One Book – a new initiative (See appendices)
- Story Sack/Brilliant Book Box/Daily Books (EY)
- Drama and the arts activities to develop comprehension and inference in particular (Pie Corbett and The Arts Project)
- Creative tasks to allow children to demonstrate comprehension (Ideas For Comprehension Tasks)
- Guided Reading (Strategies from the model Guided Reading Plan)
- Echo Reading
- Rising Stars comprehension (every 2 weeks in KS1/2)
- DERIC activities (decode, explain, retrieve, interpret, choice) KS1/2
- Focus on vocabulary in reading sessions – adding to class vocabulary wall
- Word mats (EY)
- Class book - read by class teacher for enjoyment (Friday Story Time)
- Visits by authors

Assessment tool for children with reading difficulties

- The Phonological Assessment Battery (PhAB) tests phonological ability in children aged 5-11, if they have poor processing skills

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. ELG 10

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

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

It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

*Writing down ideas fluently depends on effective **transcription**: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective **composition** involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. DfE 2013*

Writing Intent

In this school, after engagement in an 18 month Primary Writing Project, we have chosen to adopt many of the principles of Talk for Writing (T4W) as part of our approach to developing writing. T4W is an engaging framework devised by Pie Corbett /Julia Strong www.talk4writing.co.uk/. It is powerful because it is based on the principles of how children

learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

The movement from **imitation** to **innovation** to **independent application** can be adapted to suit the needs of learners of any stage. The T4W approach enables children to read and write independently for a variety of audiences and purposes within different subjects (The Stages of T4W). A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

We underpin the children’s learning in English by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. The units of learning are developed to create a whole-school plan (English Across The Curriculum) that is refined each year. The plan is resourced and documented to free teachers from planning and preparation so that they can focus on adapting their teaching for children’s learning.

In addition, whole class texts are used to engage children in well-loved literature and to inspire a range of writing activities.

In this school we have decided to use SMART age related, learning objectives as the focus for writing as our children find this aspect of writing the most challenging.

Implementation:

- Talk for Writing approach to teach language flows, vocabulary and sentence structure
- Writing activities using SMART, age related, learning objectives
- Toolkits to support writing
- Opportunities for short burst writing, grammar and vocabulary games and drama
- Shared writing, led by the teacher
- Guided writing for small groups
- Collaborative feedback, modelled by teacher, using a visualiser
- Vocabulary wall to encourage children to enrich their writing
- Opportunities for children to plan, draft and edit before publishing a piece of writing
- Opportunities for children to write freely and independently
- Display and celebration of children’s writing around the classroom and school
- Cursive script

Grammar

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing. DfE 2013

Grammar Intent

Grammar should be taught as part of a text (ideally from a class reader or a short story/poem). Grammar can be practised through games

Implementation:

The following 6 stage structure can be followed to help plan a grammar lesson:

ENGAGEMENT IN THE TEXT	This could be a pre-reading activity involving drama and music
INTRODUCE TERMINOLOGY	For example, adverbials of time
IDENTIFICATION	Find or adapt a text (ideally class reader) with good examples of the grammar being taught and allow children to identify and highlight

INNOVATION	Following collaborative feedback, children innovate sentences to practise using the grammar being taught
HIGHER ORDER THINKING	Encourage retention of the learning – deep learning (see example below when teaching adverbials of time) a) Can you list five events that happen in the story? (<i>knowledge</i>) b) Can you identify the adverbials of time in the text? (<i>knowledge</i>) c) Can you explain how adverbials of time would affect the reader's understanding of the story? (<i>comprehension</i>) d) How would you categorise each adverbial of time? (<i>application</i>) e) How might you change the story into a newspaper report/set of instructions/persuasive writing (<i>analysis</i>) f) In your new piece of writing, how would you justify your use of adverbials of time? (<i>evaluation</i>)
APPLICATION	This will involve whole class shared writing which is led and modelled by the teacher. Independent writing follows.

The school subscribes to SPAG.com to enable children to deepen their learning through practise.

Spelling

Learning to spell is far more than learning lists of words. It is a developing process of learning to apply different strategies and patterns appropriately. The purpose of weekly spelling lists is to involve parents in their children's learning and to inform them about what is expected of their child in terms of spelling as well as to support the current learning that is taking place at school.

Spelling Development

The Phases of Spelling Development are:

- 1) Emergent Spelling/Writing
- 2) Semi-phonetic Spelling
- 3) Phonetic Spelling
- 4) Transitional Spelling - from phonemes to grapheme patterns
- 5) Independent Spelling

Spelling is taught as the 'transcriptional' element of the writing curriculum based on the –programme of study provided in the New Primary Curriculum 2014.

Spelling is a whole school responsibility. 70% of the spelling test rules were first introduced in years 3 and 4 with the remaining 30% focused on years 5 and 6. Explicit teaching of spelling in years 3 and 4 is essential, as well as good phonics and spelling teaching within EYFS and KS1.

Spelling Process:

Refresh/Review	Review previous learning, either within the year group or from previous years, so that children consolidate their learning. The review work does not have to relate to the new learning but should be linked, where appropriate.
Teach/Model/Demonstrate	This is an opportunity for teachers to be explicit about the spelling rules or the particular spelling strategies that they can use to spell words effectively. It is also a chance to show the pupils the statutory word list words/common exception words, especially the words that do not follow any particular rule.
Practise/Investigate	Pupils work independently during this part of the lesson so that they can effectively try out their new learning.
Apply/Assess	Pupils are encouraged to apply their learning in their writing.

KS1

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading.

Implementation:

- Daily, whole class phonic sessions so children learn to encode in writing
- Additional intervention phonic/spelling and handwriting sessions
- Rainbow Words - common exception/high frequency words (for home learning too). TA assesses children individually. Individual spelling trackers for all children
- Weekly teaching of spelling patterns and rules.

KS2

Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes. DfE 2013

Implementation:

- Follow the year group plan for spelling. Spellings include words that relate to a pattern or a rule, vocabulary from across the curriculum **or** words from the year group spelling list. All must be covered over the year (See appendices)
- Spellzone/Spellwell activities, etc.
- Spellings assessed through dictation - children write out the whole sentence/paragraph – and short pieces of writing with spelling as a focus
- Specific book for children to practise spelling eg. SPAG book or English Activity book
- Teaching of spelling to link with class text and writing activities where possible – link to 'word walls'.
- Highlight incorrect spellings in written work with the symbol *sp* (Refer to marking policy for progression)
- Provide parents with guidance on how to help children learn their spelling in different ways
- Apply strategies adopted from Spelling SOS project – including *double/chop/change* - for children needing additional intervention

Handwriting

Children are taught the cursive script (This may be delayed if children are struggling with letter formation).

Planning

Use planning grids to plan a sequence of learning.

Assessment

Children's progress and attainment is tracked through Insight Tracker <https://www.insighttracking.com/>

Reading Challenge

In addition, Spring Term is our Reading Challenge Term. We encourage our children and their families to stretch themselves with a reading challenge over the term. The aim is for *every child* to read daily, from a range of sources: books, newspapers, comics, adverts, magazines, the internet etc.

Children are rewarded with raffle tickets and there is a weekly draw. Children can win a limited edition Wormley Reader Bear or magazines and books. At the end of term, one family in each phase receives family tickets to the cinema. This is a family challenge. The greater number of tickets in the box, the greater possibility of a child becoming a winner. Parents are reminded to record reading together in the children's reading records as these are vital as evidence in assessing children's reading to see if they read widely and with commitment to a book.

Reading Gladiators

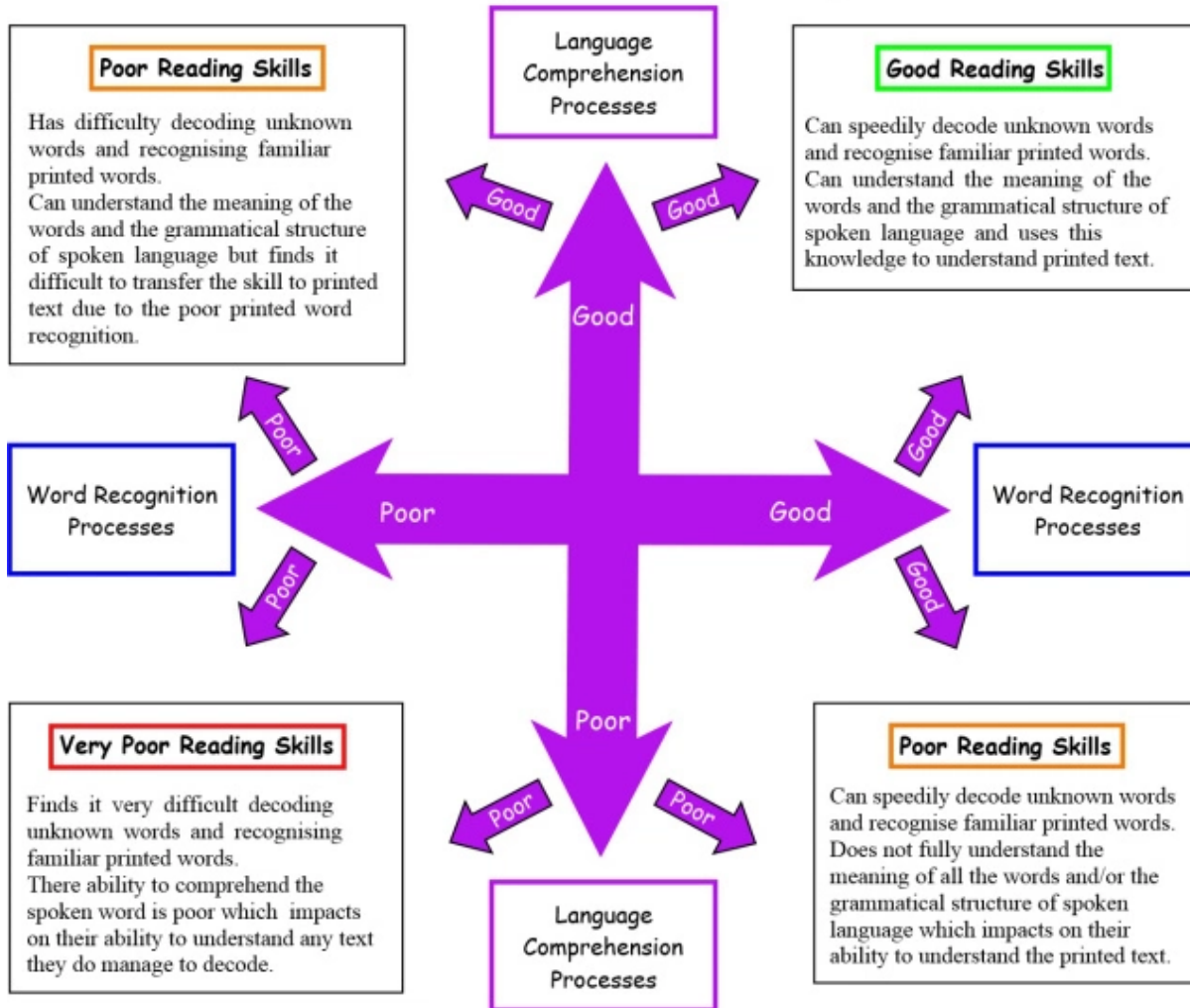
The school has invested in sets of books for Book Clubs in Y2/4/6. The Book Clubs are led by the Pupil Premium Champion and consist of mainly high attaining children in receipt of PPF.

Rapid Readers

The school has also invested in sets of books for reading intervention. Reading intervention can be led by TAs when children need to catch up. Rapid Readers are often used with children entering Y3 who have not yet attained the age related standard.

APPENDICES

The Simple View of Reading



TAKE ONE BOOK FRAMEWORK

BEFORE READING

Hook

Setting up the learning to engage children and excite them makes a huge difference to the way they approach a new book.

A hook can:

- provide an immersive, multisensory experience with artefacts, images, sounds...and even smells
- start with a dramatic scenario to provoke questioning
- kick off with a visit to a place of interest
- present a problem for the children to solve
- be an attractive book display which encourages browsing and roaming around a topic for a period before the book is introduced
- begin with a visit from a writer or an illustrator

On occasion you might create a 'bells and whistles' immersive experience that captures the children's imaginations through stimulation of all the senses. However, on other occasions you might prefer a simple, perfectly pitched, introductory sentence or two: 'Imagine that you could wish for anything that you wanted, anything at all. Now what would you wish for? Do you think that it would be good if all your wishes came true? That is exactly what happens to the children in the story that we are going to read together. Will it be the dream that they have always hoped for? Let's find out...?'

Orientation

The orientation gives consideration to what needs to be put in place for children to access the text. This could be achieved through:

- Activation of prior knowledge

Helping children make connections between their own experiences and a text is a useful way into a new book, particularly if the context is unfamiliar and the connections are not immediately apparent. This part of the process is important for teachers to gauge children's prior knowledge. It is also an opportunity for children to share different cultural experiences and learn from each other.

- Building background knowledge

In some instances, it is beneficial to develop background knowledge prior to reading. For instance, knowing something about the coal mining industry before reading *Town is by the Sea*, could enhance understanding and appreciation of the story. Consider the context, the children's experiences and the assumptions about prior knowledge assumed by the text. It is advisable not to over-explicate; we learn through reading as well as direct experience. A judgement has to be made about what to teach in advance, and what is best left to emerge through the course of reading.

- Key vocabulary

Take One Book uses a blended approach to vocabulary teaching which is woven into the teaching sequences. Some key vocabulary may be pre-taught to help children access the text. However, judgements need to be made about what is essential. Too much pre-teaching of vocabulary can disrupt the child's construction of the text schema. Generally, when readers encounter new words in texts, they can approximate an understanding from the context. This is usually sufficient for understanding the gist. Unless the vocabulary is likely to be a barrier to accessing the text, it may be preferable to leave the focus on word investigation and definition until after a first reading; more precise understandings can be clarified later. Where pre-teaching is considered necessary, creative ways of introducing new vocabulary is built into the orientation stage. For instance, audio visual strategies are used for introducing words from a semantic field, which are essential to the visualisation of the text. Exploring high concept words prior to reading is used occasionally to develop an open-mindedness when approaching the text. Contextless teaching is avoided.

DURING READING

First Encounters

A principle of the Take One Book approach is that the first encounter with a book should be a wholly pleasurable experience. One of the best reading lessons, that reading is rewarding and pleasurable, is taught implicitly through sharing a book. It can be an emotional experience, which initiates laughter or tears. It can prompt us to thought and to action. It has a purpose, indeed many purposes, which are greater than the sum of curriculum statements or learning objectives. In our view at the heart of the reading lesson is the reader, and this is what fundamentally drives the teaching and learning. The first encounters are therefore crucial for eliciting children's responses and provide an opportunity to make formative assessment. With this in mind, it is important not to move too quickly into instruction mode, or over analyse a book before the children have had an opportunity to develop a personal response.

It is also important to take time to find out whether the children understand the text at a literal level. Without a surface understanding, it will be very difficult, if not impossible, for them to appreciate deeper layers of meaning in a text.

Some of the approaches used in Take One Book for introducing the text include:

- Reading aloud

Reading aloud to your class is important throughout the primary years, well beyond the stage at which children can read the words for themselves. As children encounter increasingly challenging texts, with language that does not replicate the patterns of spoken language, it continues to be important to read aloud, developing their ear for reading an increasingly wide range of texts. When listening to an experienced reader read with expression, pace and sensitivity to rhythm and cadence, children will internalise the writer's voice. Reading aloud develops 'the ear for reading', which is essential for the acquisition of reading fluency. Furthermore, uninterrupted reading gives children time to build a mental image of the text. Mental processing will be inhibited if there is too much interrogative questioning mid-flow. For this reason, children should be allowed to simply listen to a first reading (stopping occasionally at a natural break to check understanding is appropriate for long chapters or passages). Children can also be encouraged to monitor their own comprehension and ask for clarification if they don't understand. It's a matter of making a judgement between becoming immersed in the story and securing literal understanding.

Some predictions may be encouraged but should not be overused to the point that little is left to discover as a story unfolds.

- Exploring ideas

First encounters with a new text will include an element of exploration. The children might discuss initial ideas and share their thinking with you. Alternatively, they might explore their ideas in independent reading circles. One of the observations that we made when conducting the 4XR research for the London Schools Excellence Fund was that teachers moved very quickly from reading to direct instruction, with little opportunity for children to meaningfully explore their own understandings. Consequently, teaching was often pitched inappropriately. Making the minor change to include an exploratory element in the teaching sequence proved beneficial to the children, who were more lively, engaged and able to make relevant links. Teachers reported feeling better equipped to move the learning on.

- Checking literal understanding, clarifying and explaining

After the first reading children's understanding is monitored by having them explain the text. This might be in response to a simple question, 'What has happened so far?'. A character led piece might be explained with a question such as, 'What do we know about Jack?'. These questions require recall but are sufficiently open to allow readers to tell what they know. Another strategy for explaining a text is to ask the learners to annotate the text and to use the annotated examples to identify priorities for teaching.

Some vocabulary, grammar and punctuation work might be undertaken at this point, particularly to unravel tricky passages or unfamiliar constructions. Looking at the way images are constructed in order to convey specific meanings or elicit responses is as important as a focus on verbal text.

- Expose thinking

One of the outcomes of the first encounter phase is to provide an opportunity for children to demonstrate their thinking. A learning environment where risks are encouraged will allow children to show what they think without fear that their ideas will be dismissed.

Tools like graphic organisers and thinking maps can be usefully employed to:

- help children to shape their thinking
- help teachers plan the next steps in the learning journey
- provide a record of the learning.

Digging Deeper

Securing a surface understanding, exploring the children's initial responses and questions, leads on to uncovering the multiple layers in text. The form this takes is dependent on the type of text. Literary texts offer themselves for interpretation, historical texts may require some thinking about historical literacy, a simple procedural text may not lend itself to much analysis or investigation.

Refining a response

There are many aspects of textual analysis that can be developed more deeply. For example, you may want to reflect on character and to consider decisions taken at pivotal moments. Drama conventions are particularly useful for working through these ideas. Visualising helps learners to elaborate their understanding, which can support more complex interrogative inferencing.

Expanding thinking

Teacher and pupil questions initiate dialogue which promotes deeper thinking. Statements are used to develop argumentation and encourage the justification of ideas. Children are encouraged to look beyond what they already know and to consider alternative viewpoints. More experienced readers are challenged to consider how characters are represented and to decentre and consider how different readers might respond. Different types of thinking, such as 'compare and contrast', 'cause and effect' 'identifying the writer's intention' can be modelled and supported with graphic organisers.

AFTER READING

Review and Reflect

Review

After reading the focus is on reviewing the text as a whole. In fiction this might include looking at changes that have occurred during the course of the story. Have any characters grown and developed? Have problems been solved? Themes are identified and discussed.

With fiction and nonfiction, children might summarise a text by distilling key information. Making evaluative responses requires thinking beyond the book to consider how it measures up against other texts. Is it a good example? What criteria can we use to judge?

Opportunities are provided for children to discuss the relevance of the book to the wider concerns of the world. These text-to-world discussions are usually engaging and lively. Returning to the text after reading allows the children to make further connections and deepen their knowledge.

Reflect

Reflection is an ongoing process. Each lesson in the framework includes a reflective element. At the end of the reading sequence children reflect on what has been learnt. Children are encouraged to evaluate their learning and identify the strategies that were particularly useful so that they can use them in their independent work.

Writing Opportunities

The first stages of the Take One Book process focus on developing greater depth in reading. Many of the lessons lead seamlessly into writing opportunities. Some of these will be short recording tasks, which are indicated within the lesson outlines.

In this section, we describe some writing possibilities which can be developed over a sequence of lessons. Some are genre specific, but others are content driven. As a rule of thumb, we consider it important that space is left for children to make choices about their writing. Pinning down the form, content, audience *and* purpose leaves little room for the child's imagination, or freedom of expression. If the goal is to write about a theme or topic, we will generally leave the structure open, and if the goal is to develop writing in a specific genre, we will leave space for children input original ideas.

Wherever possible, we encourage writing with authentic purpose and for audiences beyond the classroom.

Wider Learning Opportunities

Some of the book choices in Take One Book lend themselves to wider learning opportunities – making connections with other areas of the curriculum. We have not forced the connections; some books have more potential than others.

Wider learning is likely to run alongside reading the book rather than being left until the end of the sequence, although it appears at the end of our framework.

Guided Reading Plan

Guided reading sessions should focus on particular domains to deepen understanding of the domains. Follow the model guided reading planning document.

Model Guided Reading Plan

Week	Model	Content Domain Focus	Text	Notes
1	a	2a 2d	Line by line x2 (The Mystery of the Invisible Spy)	Tues – read and discuss 1 Wed – answer Qs and feedback 1 Thurs – read and discuss 2 Fri – answer Qs and feedback 2
2	a	2d	In-depth paragraph x2 (E-reading website)	Tues – echo read and discuss 1 Wed – answer Qs and feedback 1 Thurs – echo read and discuss 2 Fri – answer Qs and feedback 2
3	b	2b, 2g, 2h	Rising Stars (Night Hunter)	Class to free read/short story with retrieval questions (TA to mark in lesson)
4	a	2g	In-depth paragraph x2 (Eye of the Falcon)	Tues – echo read para 1 Wed - model answer para 1 Thurs – model read para 2 Fri – independent answers
5	a	2b	(1 – The Old Woman’s Luck 2- Raider’s Peril)	Tues – read and discuss 1 Wed – model answer 1 Thurs – read and discuss 2 Fri – independent answer 2

Group 1	Group 2	Group 3	Group 4

Guided Reading Models

a	Whole class for each daily session (line by line, in-depth paragraph, picture questions, Blooms questions, inference domains, content domain focus, Rising Stars, DERIC, short story, non-comprehension Qs tasks)
b	Monday – whole class (line by line, in-depth paragraph, picture questions, Blooms questions, inference domains, content domain focus, Rising Stars, DERIC, short story, non-comprehension Qs tasks) Tues – Fri – small groups - teacher goes through Monday whole class activity with each group while the rest of the children free read or answer questions on a short story
c	Other (eg: prediction carousel)

KS1 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

KS2 Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Talk 4 Writing Approach - the 3 Is

Step 1 Initial Assessment

Teachers can use a ‘have a go’ task (an independent/cold task). An interesting and rich starting point provides the stimulus and content but there is no initial teaching. The aim is to see what the children can do independently, drawing on prior learning. Assessment of this task allows a teacher to identify what to teach the whole class, different groups, individuals.

Step 2 Imitation

Teaching begins with a creative ‘hook’ to engage the pupils – promoting a sense of enjoyment, audience and purpose. The model text is pitched above the pupils’ level and has built into it the underlying, transferable structures and language patterns that students will need when they are writing. This is learned using a ‘text map’ and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text. Once students can ‘talk like the text’, the model text is then read for vocabulary and comprehension, before being analysed for the basic text structure (boxing up), language patterns and writing techniques or toolkits. All of this first phase is underpinned by rehearsing key spellings and grammatical patterns. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation.

Step 3 Innovation

Once students are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads students through planning. With younger pupils, this is based on changing the basic map and retelling new versions. Older students use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched and added to a planner. Shared and guided writing is then used to stage writing over a number of days so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons, as well as using some form of visualiser on a daily basis, so that students can be taught how to improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.

Step 4 Independent Innovation

Eventually, students move on to the final phase, which is when they apply independently what has been taught and practised. Before this happens, the teacher may decide to give further input and rehearsal. Students are guided through planning, drafting and revising their work independently. It is essential to provide a rich starting point that taps into what students know and what matters so that their writing is purposeful. Writing may be staged over a number of days and there may be time for several independent pieces to be written. With non-fiction, students should apply what they have been taught across the curriculum.

It is important that at the innovation and independent application stages, the writing becomes increasingly independent of the original model. Whilst four-year-olds may only make a few simple changes, older students should be adding, embellishing, altering and manipulating the original structure. From Key Stage 2 onwards, almost all children will be using the text structure and writing toolkits to write, drawing on the model, their wider reading and experience so that they are writing independently at a high level. This has to be modelled in shared writing.

The aim of Talk for Writing is to develop imaginative, creative and effective writers. In the same way, the aim of Talk for Reading is to grow confident, critical and appreciative readers.

Step 5 Assessment

The quality of the model texts is crucial to progress. The models should be short and provide excellent examples of the key linguistic features being focused on, and they should increase in difficulty. With younger children, the imitation stage will take longer, as the children need to establish the language patterns that will underpin their learning; this is so that they can see how to innovate on a text and write their own version independently. As they get older, more sophisticated ways of imitating text and a greater range of models can be used, and there will be a greater emphasis on ensuring that the innovation stage helps the pupils to move away from the initial model, so that they become increasingly skilled as independent writers.

Year 3 and 4 Spelling patterns

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'	-ough letter strings enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable	Words from other countries bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')	cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
-tion and -sion words mention occasion position possess(ion) question	'l' sound spelt as 'ur' busy/business	's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
'or' sound spelt 'ough' caught naughty (regional pronunciation)	adding prefixes (dis)appear (dis)believe (re)build (re)position		
'ei', 'ey' and 'eigh' sounds eight/eighth reign weight height (exception)	unstressed vowels different favourite February interest library ordinary separate		
adverbials therefore	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		
-ous words famous various			

Y5 and 6 spelling patterns

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (<i>exception to the pattern</i>)	disastrous marvellous mischievous
		Double consonants	Words originating from other countries
Unstressed consonants		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
government			Cross-curricular words
Suffixes and prefixes			forty temperature twelfth
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		Word families	-le words
'l' before 'e' except after 'c' when the sound is 'ee'	-tion words	familiar identity signature symbol (this is revision from year 3/year 4)	available vegetable vehicle muscle
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	'y' makes the 'i' as in 'bin' sound	'c' makes 's' sound before 'i', 'e' and 'y'
	-ough letter strings	physical symbol system (this is revision from year 3/year 4)	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	thorough		